

## **GRANTS PASS SCHOOL DISTRICT NO. 7**

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

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

## District Information

Institution ID: 2054 Institution Name: Grants Pass School District No. 7

District Continuity of Services Plan/RSSL Contact Name and Title:

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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.

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## 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?
<p>Devote time for students and staff to connect and build relationships</p>	<p>Staff retreats/trainings to focus on reconnection</p> <p>No assessment 1st week of school</p> <p>Smaller class sizes for connection</p> <ul style="list-style-type: none"> <li>○ 1st-5th Grade soft start (3 days)</li> <li>○ K soft start for 3 weeks</li> <li>○ 6th and 9th grade only on first day of school</li> </ul> <p>K-12 Positive Behavior Instructional Support (PBIS) Lessons</p> <p>Individual parent meetings Kindergarten-5<sup>th</sup></p> <p>New student orientation nights at middle and high school</p> <p>Freshman “home visits” and welcome packets being delivered. Welcome packet includes community resources (translated) available to families</p> <p>Video conferencing available to support students and parents GP Swag</p>	<ul style="list-style-type: none"> <li>• Interpreters provided for all family meetings and orientation nights when needed and communications translated into requested language.</li> <li>• Case managers will be onsite to partner with students with disabilities during orientation nights</li> <li>• Materials are translated and distributed describing available school and local mental health supports</li> <li>• Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises.</li> <li>• Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege</li> <li>• Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one’s ability to limit their exposure to COVID-19, considering the frontline workers.</li> <li>• Develop students’ abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.</li> </ul>

<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<ul style="list-style-type: none"> <li>• Reconnection is our district theme for the year</li> <li>• Strong focus on developing relationships and safe spaces for students</li> <li>• Social Emotional Learner (SEL) counselors and Behavior Intervention Specialists (BIS) focused Professional Learning Community (PLC) meetings</li> <li>• SEL/BIS PLC team to develop care and connect lessons for start of year and to reoccur through the school year</li> <li>• Providing school spaces and time for students to reflect on what it's like to learn and live through a pandemic</li> <li>• Easily accessible list of resources for staff and students throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Care and connect lessons will be focused on the needs of our student populations and differentiating based on student need</li> <li>• Engaging students in circles of care</li> <li>• Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</li> <li>• Offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as MEChA, and LGBTQ2SIA+ focused groups).</li> <li>• Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.</li> <li>• Invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation) in ways that honor student identity, history and culture.</li> <li>• Prioritize supporting and retaining educators from culturally and linguistically diverse backgrounds; specifically educators who identify as Black, Indigenous, and/or people of color and educators who are trained in areas of culturally sustaining content.</li> </ul>
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<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
Link staff, students and families with culturally relevant health and mental health services and supports	<ul style="list-style-type: none"> <li>• School based health center available to students and staff</li> <li>• List of easily accessible resources to staff and parents</li> <li>• weekly/monthly messages on mental health and wellness</li> <li>• Our Building Resilient Communities page: <a href="https://www.grantspass.k12.or.us/community/building-resilient-communities">https://www.grantspass.k12.or.us/community/building-resilient-communities</a></li> <li>• Ongoing community surveys (student, parent, and staff) that help identify needs</li> <li>• Community equity committee (Team for Inclusion, Diversity, and Equity) meet bi-monthly to process issues related to equity for students and families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administrative team and District Equity Team working with gender diversity consultant</li> <li>▪ Use of student reflection of needs and student surveys help direct communication and lessons for care and connection.</li> <li>▪ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).</li> <li>▪ Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.</li> <li>▪ Mitigate risks for immigrant students and families</li> <li>▪</li> </ul>
Foster peer/student lead initiatives on wellbeing and mental health	<ul style="list-style-type: none"> <li>• Student leadership groups at middle and high school to plan school support and spirit activities</li> <li>• Town halls and listening sessions set up</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</li> <li>▪ Working to provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.</li> <li>▪ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as MEChA, and LGBTQ2SIA+ focused groups).</li> <li>▪</li> </ul>

## 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://resources.finalseite.net/images/v1628261418/grantpassk12orus/pepziphudfyr9wni6zbg/ComprehensiveCommunicableDiseaseManagementPlan-August52021.pdf>

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>Grants Pass School District No. 7 has a very high level of engagement with our local public health and community partners.</p> <p>Grants Pass School District 7 collaborates and coordinates with Josephine County Public Health on a regular basis discussing guidance and recommendations, including weekly meetings every Monday morning to review the status of COVID cases in our community as well as discuss any new concerns. We also include our neighboring District, Three Rivers School District in these meetings.</p> <p>The District consults with the County regarding COVID-19 exposures and positive cases as well as mitigation measures for preventing the spread of COVID-19.</p>	<p>Grants Pass School District 7 follows the RSSL guiding principles around centering on the health and safety of students by ensuring all the necessary safety protocols and mitigation measures are being followed. The District Communicates with the LPHA on all suspected cases or exposures and completes necessary line list info for the County on all positive cases and close contacts identified</p> <p>We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.</p>

## 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 and/or page number:**

<https://resources.finalseite.net/images/v1628261418/grantpassk12orus/pepziphudfyr9wni6zbg/ComprehensiveCommunicableDiseaseManagementPlan-August52021.pdf>; Pages 36 - 38

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## 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?
<a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible	<p>Grants Pass School District 7 has a high level of engagement with our community partners and District families to promote education about vaccine efficacy as well as provide opportunities to obtain the vaccine.</p> <p>In the Spring of 2021, Siskiyou Community Health Center, hosted two separate vaccination clinics at our local high school to assist students and families in accessing the COVID-19 vaccine. The District will continue to work with Siskiyou Community Health Center and Josephine County Public Health in the 2021-2022 school year to encourage vaccination where appropriate for staff and students.</p>	<p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by encouraging vaccination; assisting our families with accessing vaccination; collaborating with partner agencies to provide vaccination clinics.</p> <p>We share all information in the languages of our students and their families.</p>

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?
<p><b><u>Universal and correct wearing of face coverings</u></b></p>	<p>Grants Pass School District 7 has a high level of engagement with students and staff regarding the efficacy of appropriate use of face coverings to help mitigate the spread of COVID 19</p> <p>On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) for all individuals over two years of age during school hours. The district is complying with this rule in order to ensure that every student is able to attend school in-person. OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly.</p>	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact the Principal at your child's school to discuss options.</p> <p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p>
<p><b><u>Physical distancing and cohorting</u></b></p>	<p>Grants Pass School District 7 is, to the greatest extent possible, ensuring that our return to school plans provide for 3' of physical distancing.</p> <p>Classroom configurations remain the same with emphasis of maintaining 3 feet of physical distancing, ensuring desks face the same direction, and the attempt to maintain the same cohort where possible.</p> <p>The District will:</p> <ul style="list-style-type: none"> <li>▪ Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible.</li> <li>▪ Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance</li> <li>▪ Minimize time standing in lines and take steps to ensure that required distance between students is</li> </ul>	<p>As the district makes decisions about how to utilize our existing spaces to meet physical distancing and cohorting best practices, we take great care to consider how those decisions will best serve all of our underserved populations.</p> <p>And - The district used the Decision-Making process described in Section 4b of the 2020-2021 RSSL Guidance to develop protocols for physical distancing and cohorting to ensure that all stakeholders have access to a safe learning environment.</p>

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|  | <ul style="list-style-type: none"><li>▪ maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li><li>▪ Provide instruction to students on how to positively communicate without physical contact (e.g. hugging, high-fives, fist bumps, etc.) and positive reinforcement to help them adhere to the guidelines.</li></ul> |  |
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">Ventilation and air flow</a></p>	<p>Grants Pass School District 7 is investing over \$15 million to install HVAC systems in those buildings with old boiler systems, and renovating the older HVAC systems where needed.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>▪ Encouraging teachers and para-pros to increase outdoor ventilation of clean air into indoor spaces by opening windows and doors when possible and conducting activities outside when possible.</li> <li>▪ Requiring buses to keep windows open to the extent that it is safe for the ridership.</li> <li>▪ Working with school staff to utilize existing exhaust ventilation systems in kitchens and restrooms to supplement building ventilation.</li> <li>▪ Implementing healthier occupancy practices, including allowing for breaks in between groups moving in and out of groups to flush out pathogens and reducing the number of people occupying rooms to provide more space for air movement and dilution.</li> </ul> <p>The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards.</p>	<p>This investment conforms to the RSSL guidance regarding the importance of adequate ventilation systems to help mitigate the spread of any communicable disease.</p>

<p><a href="#">Handwashing and respiratory etiquette</a></p>	<p>Grants Pass School District 7 places very high importance on hand washing and respiratory etiquette – we provide multiple trainings throughout the year on both topics.</p> <p>The District does:</p> <ul style="list-style-type: none"> <li>▪ Provide access to soap, water and hand-sanitizer in all district buildings for students, staff and visitors.</li> <li>▪ Teach and remind students with signage and regular verbal reminders from staff regarding how and when to practice healthy hand hygiene.</li> <li>▪ Teach and remind students of the importance of respiratory etiquette, such as covering coughs and sneezes with an elbow or tissue, disposing of tissues in a garbage can, and then washing or sanitizing hands immediately.</li> </ul> <p>Students are required to wash hands before and after each meal, after using the restroom and recess. Signage is used to remind students and staff of the importance of good hygiene. Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms. Sharing of equipment will be kept to a minimum and cleaned frequently.</p>	<p>Information is shared in the language of our students and their families. Graphics are used when possible to facilitate communication.</p> <p>These procedures follow RSSL guidance to help mitigate the risk of transmitting the COVID 19 virus or any other communicable disease.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<a href="#">Free, on-site COVID-19 diagnostic testing</a>	<p>Grants Pass School District 7 conducts diagnostic testing using the Abbott BinaxNOW Rapid Antigen Test kits. Students and staff who exhibit symptoms, while on campus, will be offered testing prior to being sent home for isolation. Students and staff who are symptomatic and not on campus will be referred to seek testing by means of not returning to school campuses. If testing times are delayed with outside sources, students and staff will be offered testing at the District Office on the weekend, to reduce the risk of transmission to others.</p>	<p>The planning team concluded that offering free, on-site COVID-19 diagnostic testing would provide greater access to our rural, and especially our economically disadvantaged and migrant students, who may otherwise have to travel a great distance and may not feel comfortable or have other barriers to accessing health care.</p> <p>The District also partners with the U of O to provide testing specifically for our Hispanic families.</p>
<a href="#">COVID-19 screening testing</a>	<p>Grants Pass School District 7 currently does not participate in COVID-19 screening testing.</p>	

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?
<a href="#">Public health communication</a>	<p>Grants Pass School District provides communication for affected families notifying positive cases and exposures. The communication outlines guidance, safety measures, and mitigation strategies to prevent the spread of COVID-19. This communication is also reviewed by public health ensuring accuracy of material provided. Grants Pass School District also maintains a dashboard documenting the number of cases, per location during the school year. Each district location maintains a sign in sheet for contact tracing as well as communicates risk mitigation strategies enforced by each location.</p>	<p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by providing parents, students and families information on signs and symptoms of COVID-19 and what to do if they get sick.</p> <p>Information is shared in the language of our students and their families. Graphics are used when possible to facilitate communication.</p>
<a href="#">Isolation:</a>	<p>Isolation spaces have been established in each building to isolate students and staff showing symptoms of COVID-19 while at school. At each school, screening tools have been developed and staff at each building have been trained on the process for donning PPE and interviewing students about symptoms and onset. Additionally, administrative staff of the District have a reporting protocol and will assist response and help with communications with students and parents and with administering the rapid COVID-19 test, if the family so desires.</p> <p>All staff and students are encouraged to stay home if they are displaying the symptoms of any communicable disease.</p>	<p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by identifying a space in each school where students exhibiting symptoms of COVID-19 or other communicable diseases can be isolated until they can be picked up.</p> <p>We are continuing to educate stakeholders so that they understand that the exclusion guidelines apply to everyone the same for the overall health of the district and all the stakeholders for which we provide service.</p>

## 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.

Students are entitled to needed accommodations through documented 504 Plans and Individualized Education Plans. When students cannot follow the health and safety protocols due to disability or health condition, Grants Pass School District will obtain a doctor's note, hold manifestation meetings as necessary, and make the appropriate changes to the accommodations on the 504 or IEP. Grants Pass School District is currently reviewing the medical exemption process.

The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety. The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact [Vanessa Jones](#) the District's Student Services Director to discuss options.

Note that this plan will continue to be updated as best practices and other federal or state guidance or recommendations become available.

## 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: August 19, 2021