

**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: _____ Institution Name: _____

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

Contact Phone: _____ Contact Email: _____

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 homelessness. 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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Mental Health Needs

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies and description of policies adopted to ensure continuity of services	How do adopted policies reflect RSSL guiding principles?
Devote time for students and staff to connect and build relationships	<p>BSD will be participating in two Care and Connection weeks.</p> <p>The first week will take place during Pre-Service week with an emphasis on staff wellness.</p> <p>The second week will take place during the first week of school. The focus of this week will be to for staff and students to build community with each other as they return to work and school.</p> <p>Schools will be provided with resources for supporting the engagement and re-engagement of students through SEL lesson plans and classroom circle activities.</p>	This plan prioritizes the social and emotional health for students and staff. It does so by centering the health and well being and provides time and space for making connections rather that emphasizing academic achievement.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	See above	This plan prioritizes the social and emotional health for students and staff. It does so by centering the health and well being and provides time and space for making connections rather that emphasizing academic achievement.

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies and description of policies adopted to ensure continuity of services	How do adopted policies reflect RSSL guiding principles?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>The Behavioral Health and Wellness Team is a multi-disciplinary school based team that will receive referrals from staff regarding students in need of behavioral health and wellness supports in order to successfully engage in school. This includes a focus on engaging students and families who are not engaged during the 2020-21 school year and those who are unengaged this school year or need additional supports for academic and/or social-emotional success.</p> <p>These teams will use the BSD Equity Lens and the Moving Forward as a Resilient Community to guide their decision-making to promote anti-racism and best serve students, families and staff.</p>	<p>This plan prioritizes the social and emotional health for students and staff. It does so by centering the health and well being and provides time and space for making connections rather than emphasizing academic achievement.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>BSD has invested in "Student Success Coaches" across all levels. These coaches will work with individuals and groups of students in developing actions to support the well being of their peers.</p>	<p>This plan prioritizes the social and emotional health for students and staff. It does so by centering the health and well being and provides time and space for making connections rather than emphasizing academic achievement.</p>

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 on pages 20 and 21 of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: _____

ARP ESSER Component	Extent to which district has adopted policies and description of policies adopted to ensure continuity of services	How do adopted policies reflect RSSL guiding principles?
Coordination with local public health authority(ies) including Tribal health departments	BSD meets weekly with leaders from the Washington County Public Health Department. The meetings include staff from the Office of Superintendent, Operations, Health and Safety, and Teaching and Learning.	This plan ensures the safety and wellness of staff and students through collaboration with health care professionals.

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.

Link: _____

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Mitigation 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](#); [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 mitigation strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each mitigation strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
COVID-19 vaccinations to educators, other staff, and students if eligible	<p>We strongly recommend that all eligible students get vaccinated. For more information, go to the state’s COVID-19 website or call 211.</p> <p>Students/Families may share their vaccination status on their online enrollment verification card.</p>	Emphasizing vaccines helps to " Ensure Safety and Wellness " as they are the most powerful tool to stop the spread.

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
<p>Universal and correct wearing of face coverings</p>	<p>Schools must ensure that all individuals wear a face covering when in an indoor setting and during school hours. This policy applies to all individuals to include staff, students, parents, visitors, and contractors.</p>	<p>Requiring masks helps to "Ensure Safety and Wellness" as they are a powerful tool to stop the spread.</p>
<p>Physical distancing and cohorting</p>	<p>BSD will: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as wearing face coverings. 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. Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p>	<p>Distancing helps to "Ensure Safety and Wellness" as they are a powerful tool to stop the spread.</p>

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
Ventilation and air flow	<p>Upgraded HVAC filters in all district buildings from MERV 8 to MERV 13 in March 2021.</p> <p>Existing MERV 13 filters will be changed around the start of 2021-2022 school year; subject to smoke warnings/emergency.</p> <p>Return to HVAC operating hours of 6:00 am to 6:00 pm; air handler units that serve high school gyms and common areas will run from 6:00 am to 10:00 pm for sports and other activities.</p> <p>Portable HEPA air cleaners will continue to be used in isolation rooms, SPED spaces, and West TV classrooms.</p>	This policy helps to " Ensure Safety and Wellness " as airflow and ventilation are powerful tools to stop the spread.
Handwashing and respiratory etiquette	Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.	Handwashing and respiratory etiquette helps to " Ensure Safety and Wellness " as they are a powerful tool to stop the spread.

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
Free, on-site COVID-19 diagnostic testing	Diagnostic- Staff and students exhibiting symptoms of COVID-19 with have access to onsite Binax COVID-19 testing. Parents will be required to provide permission for testing.	
COVID-19 screening testing	BSD is not participating in the screening testing program at this time.	

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
Public health communication	The district maintains a website and distributed information via an on-line tool: Parent Square. All communication is released in multiple languages based on the needs of our community.	
Isolation and quarantine	<p><i>Isolation:</i> Any student who develop symptoms will be isolated until they are pickup by a parent or guardian.</p> <p><i>Quarantine:</i> Confirmed and Presumptive cases will be required to quarantine in a similar fashion to SY 2020-2021.</p> <p>If a school cannot confirm that 6' of distancing was consistently maintain or 3' distancing with consistent mask use was maintained during the school day, then each person the confirmed or presumptive case was in contact with will need to quarantine. CDC Guidance states that people who are fully vaccinated and do not have COVID symptoms do not need to quarantine or get tested after an exposure to someone with COVID.</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.

District nurses have developed protocols for enhanced PPE and COVID-19 guidelines that are specific to working with and supporting students who are medically impacted. District Nurses and Classroom nurses will be supporting students who are medically complex, medically fragile, and nursing-dependent students in our buildings. Classroom nurses have been fitted for N95 masks to wear during aerosol generating procedures and have received specific COVID-19 and Isolation Room training by the district nurses. District nurses will be working with families regarding specific student needs as a result of returning to school, will update health management plans, and will work with school teams to update IEPs and 504s to reflect any changes to medical condition or status. Any changes relevant to the larger team of service providers, including Speech Language Pathologists, School Psychologists, Motor team members and others, will be shared with them so that they can make any necessary adjustments to their services. Nurses will continue to be a part of 504 teams and IEP teams as appropriate for students, and attend all relevant meetings to ensure that any decisions made factor in medical needs for the students at school.

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: _____