



Seaside School District #10

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

Mar 18, 2022

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

Institution ID: 1935

Institution Name: Seaside School District #10

Contact Name and Title: Superintendent Susan Penrod

Contact Phone: 503-738-5591

Contact Email: spenrod@seasidek12.org

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.

Continued on next page.

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>	<ul style="list-style-type: none"> ● Staff: All staff email & chat set up for easy connection with 100 staff. Friday fun organized by our PE teachers (ex: pickleball, etc.). Wellness PD day with activities in the community to sign up for activities. Monthly staff wellness newsletter. Prep/PD times set aside for staff holiday activities. Monthly classified staff meetings for PD and care/connection. ● Students: Dedicated 20-30 minute morning meeting/soft landing built into the master schedule from 8:00-8:30 AM daily. K-5 curriculum: Caring School Community. Mission Control sensory room (fine motor) & LaunchPad (gross motor) are available for all students K-5 for drop-in or scheduled visits. Breathe for change & mindfulness sessions taught by our counselor and TOSA. Weekly SEL lessons taught by our school counselors (45-minute sessions for classes once per week). <p>Secondary:</p> <ul style="list-style-type: none"> ● High School and Middle School held an orientation day for incoming 6th graders and 9th graders and new students to the district. The day was committed to relationship building. 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students

	<ul style="list-style-type: none">● HS & MS have an advisory period (Colloquium & Home Room) built into their schedules that is time devoted to fostering relationships with students and building community.● All staff have been or will be trained on conducting Empathy Interviews. Staff will meet with each student during Colloquium or Homeroom to conduct these interviews and compile data to evaluate. Data will be used to determine trends amongst students and allow schools to determine resources necessary to best support students.● HS & MS staff will be provided activities they will be expected to incorporate in their classes with the intentional purpose of building relationships with staff. It will be communicated to staff that these activities are to take precedence over any academic work during the first weeks of students being back in the classroom.	
--	--	--

<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>Elementary:</p> <ul style="list-style-type: none"> ● Staff: Weekly staff meetings w/ Care & Connection time built into the beginning and mindful breathing led by our school counselor and TOSA. Jigsaw puzzles in the staff room for staff to work on during breaks/lunch. ● Students: Dedicated 20-30 minute morning meeting/soft landing built into the master schedule from 8:00-8:30 AM daily. K-5 curriculum: Caring School Community. Mission Control sensory room (fine motor) & launchpad (gross motor) are available for all students K-5 for drop-in or scheduled visits. Calm corners & flexible seating are available in all classrooms & special areas (library, PE, music). ● Building Support: All teachers/staff have radios and school-wide implementation of zones for student support: Staff are assigned to support; counselor, TOSA, instructional coach, VP & principal. Ex: Staff radio when support is needed “Assistance needed in Skyles, yellow zone”. Staff respond and support student/teacher/classroom as needed. <p>Secondary:</p> <ul style="list-style-type: none"> ● HS & MS have an advisory period (Colloquium & Home Room) built into their schedules that is time devoted to fostering 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESD, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
--	--	--

	<p>relationships with students and building community.</p> <ul style="list-style-type: none"> • All staff have been or will be trained on conducting Empathy Interviews. Staff will meet with each student during Colloquium or Homeroom to conduct these interviews and compile data to evaluate. Data will be used to determine students' trends and allow schools to determine resources necessary to best support students. • HS & MS staff will be provided activities they will be expected to incorporate in their classes with the intended purpose of building relationships with staff. It will be communicated to staff that these activities are to take precedence over any academic work during the first weeks of students being back in the classroom. • Continuation of personal and group regulation spaces: The Zen Den & The Cove. • HS & MS has added multiple new clubs as a result of student requests and to engage and motivate students. 	
--	--	--

<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
--	--	---

<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Elementary:</p> <ul style="list-style-type: none"> ● Open House prior to school starting for families and students to meet the teacher & visit the classroom. Table set up for families to visit with our counselors and PE teachers. ● Weekly parent newsletters (Principal's Update) emailed, texted, posted on the website & Facebook. Counselors' articles focused on mental health, and PE teacher's articles focused on physical health and wellness. Monthly PTO meetings in person or via Zoom. ● The student support team will meet biweekly or monthly as needed, and staff will connect with parents through phone calls, zoom, or home visits as needed. ● Student and Family Engagement Liaison: Shoes that Fit program, holiday resources, parent meetings, phone & zoom calls. ● Hired a new health assistant to support students and staff to have a person in each building during the school day while students are present. <p>Secondary:</p> <ul style="list-style-type: none"> ● Newsletters have been distributed to families that include community resources outlining services and supports in English and Spanish. 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
--	---	--

	<ul style="list-style-type: none">● The website includes community resources outlining services and supports.● Covid-19 protocols have been distributed to all staff and are shared with students and families.● Counseling staff provides information on available support to Home Room and Colloquium in the first weeks of school and continues to do so throughout the school year.● Family liaison to help facilitate the outreach to all families in the district to connect and provide information about available supports.● Build-in time for 1:1 counseling support and small-group counseling lessons based on student needs.● Onsite outside counseling services through CBH for students and families.● Hosted 2 vaccination clinics to prevent students from being excluded from school and improved Covid-19 and flu vaccinations.	
--	--	--

<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Elementary:</p> <ul style="list-style-type: none"> ● Student voice: Our 5th-grade student council will be expanded this school year with a focus on equity & social, emotional support. ● The student council was expanded to 4th/5th-grade students. Student's are focused on initiatives: ● Students: Morning greeters for students (weekly), student-made videos (PBIS), buddy classrooms (monthly), student guest readers (for special events; ex: kindness challenge), student-written messages in the weekly parent newsletter, School-wide spirit days with a focus on equity where all students have the items/opportunity to participate. ● Staff: Woot woot wagon (coffee cart w/treats for staff monthly) <p>Secondary:</p> <ul style="list-style-type: none"> ● High School and Middle School will have an orientation day for incoming 6th graders 9th graders and new students to the district. This day is committed to relationship building. This Link Crew and Shark day is heavily facilitated by peers and will include information on resources pertaining to wellbeing and mental health. ● Student Leadership teams at both the MS and HS levels help to coordinate peer-led 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESD, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
--	--	--

	<p>activities that build community and connection for students.</p> <ul style="list-style-type: none"> • We are expanding the use of peer tutors in classrooms and support labs for grades 6-12. 	
--	---	--

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: [Communicable Disease Plan](#)

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>This document was made in collaboration with Clatsop County Public Health Authority, Clatsop County school district registered nurses, the Oregon Department of Education, and The Oregon Health Authority. (Created: 07-2020)</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESD, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
---	---	--

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](#).

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?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>Staff: Seaside School District worked collaboratively with the Clatsop County Health Department to provide vaccination clinics for the entire community, beginning in February. Our district offered the previous vacant high school building as the location for these clinics throughout the month of July until vaccination clinics became more consolidated. All district staff who chose to accept the vaccine completed their doses by the end of March. We have continued to work with the county to ensure vaccinations are available for employees.</p> <p>Students: The district has worked with the county health department to share all clinic information with</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESD, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano

	<p>families throughout the spring and summer. We have hosted clinics at the previous vacant high school building on Saturdays. We are also working with the county health department to host vaccine clinics this fall during planned events such as open house and conferences.</p>	<ul style="list-style-type: none"> ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
--	--	---

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>Universal and correct wearing of face coverings</p>	<p>Facial coverings are optional for students and staff.</p> <p>No student without a facial covering can be denied access to instruction.</p> <p>Face Coverings in Health Care Settings:</p> <p>School nurses, school staff, students, and visitors are required to mask in areas of a school which meet the definition of a health care setting licensed under ORS chapter 441 or 443 per OAR 333-019-1011(6)(d)[1]. In schools, these areas include school health rooms, isolation spaces, counseling offices where mental health counseling services are delivered,</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p>

	<p>school-based health centers, and other areas where healthcare is routinely delivered. In areas that do not meet the definition of a health care setting, masks are not required under current rules. Counseling offices where academic counseling is offered are not considered healthcare settings.</p> <p>What does this mean for SSD?</p> <ul style="list-style-type: none"> • Masks will be worn by health room staff and students will be asked to wear a mask if symptomatic and waiting to be picked up • Masks will be worn by Clatsop Behavioral Health staff when seeing students 	<ul style="list-style-type: none"> • City Governments • Consejo Hispano • Providence Medical Center • Clatsop Behavioral Health • Sunset Empire Parks and Recreation • Board Members • Community Members • Students
<p>Physical distancing and cohorting</p>	<p>Physical Distancing: Physical Distancing will be used when possible.</p> <p>Cohorting: Cohorts will be used when possible to limit the number of students, teachers, and staff who come in contact with each other.</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> • Consejo Hispano • Providence Medical Center • Clatsop Behavioral Health • Sunset Empire Parks and Recreation

		<ul style="list-style-type: none"> ● City Governments ● Parents ● Board Members ● Community Members ● Students
--	--	---

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 airflow	<ul style="list-style-type: none"> ● All buildings have either new or updated ventilation systems due to the GO Bond capital improvement construction project completed in 2021. All HVAC systems are checked and maintained monthly specified by the manufacturer. ● In addition, each classroom is equipped with a portable air purifier. Interior classrooms at the elementary school are provided with two portable air purifiers since they do not have exterior windows. ● Windows that can be opened at any time to increase airflow. 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members

		<ul style="list-style-type: none"> ● Community Members ● Students
<p>Handwashing and respiratory etiquette</p>	<p>During the 2021-2022 School Year, the following handwashing, respiratory etiquette practices, and surface cleaning measures are recommended by the Oregon Department of Education:</p> <ul style="list-style-type: none"> ● All people on campus should be advised and encouraged to wash their hands frequently. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to wash their hands before and after use of playground equipment. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette. ● All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups. ● Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds. 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students

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>Free, on-site COVID-19 diagnostic testing</p>	<p>Diagnostic testing is intended to identify current infection in individuals and is performed when a person has signs or symptoms consistent with COVID-19, or when an unvaccinated person is asymptomatic but has recent known or suspected exposure to SARS-CoV-2.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/sars-cov2-testing-strategies.html</p> <p>Students or staff who require diagnostic testing will report to the isolation room where a trained staff member will oversee the use of a Rapid test. The trained staff member will then follow district-established protocol for reporting/isolation/exclusion determined by the test results. Reference SSD #10 Communicable Disease Plan</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students

[COVID-19 screening Testing](#)

The district has put into practice:

- Pre-K-12th grade will be visually screened by staff upon entry each morning.
- Staff who are unvaccinated are required to complete an online screening questionnaire each morning.

The Seaside School District participates in the rapid test diagnostic testing program through the Oregon Health Authority. Onsite testing and home tests are available if a student or staff member develops symptoms while on campus.

Unvaccinated Staff With A Medical or Religious Exception:

Unvaccinated employees who have a medical or religious vaccine exception for COVID19, may choose the following alternative instead of wearing an N95 mask:

Employees will be provided with two “home COVID tests” each Friday. They are to perform a self test on Monday and Thursday and report to the school nurse any positive result, at which point an isolation of five days will be implemented. Employees will be able to use available COVID leave. Employees who elect not to do this testing must continue to wear an N95 mask while indoors at work.

Employees must continue to complete the daily online screener and stay home if they are not feeling well. If there is a significant increase in COVID cases, these requirements may be amended

Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.

**Stakeholders are identified as:*

- Consejo Hispano
- Providence Medical Center
- Clatsop Behavioral Health
- Sunset Empire Parks and Recreation
- City Governments
- Parents
- Board Members
- Community Members
- Students

Enhanced Exposure Testing	<p>Enhanced Exposure Testing will be used with our students and staff who are symptomatic or who are high-risk.</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?
Public health communication	<p>The district safety committee (with the school nurse) developed clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families, adhering to the recommendations provided by OHA and the CDC.</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students

<p><u>Isolation:</u></p> <p>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.</p>	<ol style="list-style-type: none"> 1. Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. 2. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up. 3. Students will be provided a facial covering (if they can safely wear one). Staff are required to wear a facial covering and maintain physical distancing, but never leave a child unattended. 4. While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. 5. Staff will maintain student confidentiality as appropriate. 6. Daily logs must be maintained containing the following: <ul style="list-style-type: none"> Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs 	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESA, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students
---	--	--

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><u>Exclusion</u>: 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)</p>	<p>Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. A student or staff member may return after 5 days if they have been fever-free for 24 hours and have reduced symptoms.</p>	<p>Each policy, protocol, and procedure was established with students and our community at the center of our decision-making. We took input from all stakeholders* to ensure we were meeting the needs of all who are part of our community. In collaboration with Clatsop county NWRESD, neighboring superintendents, ODE, ODE equity decision-making tool, and the guidance from the OHA and CDC, the plan was a collaborative process and one that is revisited by the district leadership team weekly.</p> <p><i>*Stakeholders are identified as:</i></p> <ul style="list-style-type: none"> ● Consejo Hispano ● Providence Medical Center ● Clatsop Behavioral Health ● Sunset Empire Parks and Recreation ● City Governments ● Parents ● Board Members ● Community Members ● Students

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.

Protections under the ADA or IDEA:

In grades Kindergarten and up following CDC guidelines for Face Coverings, face shields are an acceptable alternative when a student has a medical condition or other needs related to their disability that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.

Students

1. All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in one of our fully online school options: CDL or Online Thrive.
2. Students who experience disabilities will continue to receive specially designed instruction.
3. Individual students' plans will be reviewed and revised to best support the needs of the individual child.
4. Students who experience disabilities will continue to receive specially designed instruction.
5. Students with language services will continue to receive English Language Development services.

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: **1/28/22**

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.
<p>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.</p>	<p>In August, we trained all special education case managers and administrators on requirements for considering COVID-19 Recovery Services. At each IEP Meeting, case managers review current data, past data, and progress monitoring to ensure IEP students did not show regression or gaps in learning. Then, the team decides on Recovery Services, and the Recovery Service form is completed and signed by parents. If a student qualifies for services, they are designed by the case manager and IEP team.</p>	<p>Using an equity lens, we review barriers that may have existed during COVID-19, causing regression. These include access to a stable internet, access to supplemental services, home learning environment, interpreter services provided, and basic needs that may have gone unmet.</p>
<p>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.</p>	<p>In September, a letter was sent to all parents/guardians informing them of their child’s right to access Recovery Services through the IEP team. In addition, it is discussed at each IEP meeting.</p>	<p>All notices are provided in the family’s preferred language and preferred method of contact. In addition, all IEP meetings have an interpreter if needed and a student</p>

19 Recovery Services.		family advocate as needed to provide additional support.
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.	While the team decides at the annual IEP meeting, it is followed up with a copy of the decision-making form that the parents sign.	Again, the parent or guardian is part of the IEP team process, an interpreter is provided as needed, and all forms are provided in the preferred language.

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: _____3/18/2022_____