**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: OR-1945 Institution Name: Clatskanie School District

District Continuity of Services Plan/RSSL Contact Name and Title: Cathy Hurowitz- CSD Superintendent

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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;](https://www.oregon.gov/gov/Documents/executive_orders/eo_21-06.pdf) and 2) Meets the requirements for:

1. An operational plan required under [OAR 581-022-0106(4),](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-0106) while aligning the [CDC Guidance o](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html)n School Reopening with the [Ready](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx)

[Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx) (RSSL Resiliency Framework);

1. [Section 2001(i)(1)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H750E36BDE0EB41249B8BE928436D6048) of the ARP ESSER and the US Department of Education’s [Interim Final Requirements](https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-fund) for Safe

Return/Continuity of Services Plan; and

1. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220) (Division 22 requirements).

As districts plan and implement the recommendations in ODE’s RSSL Resiliency Framework, they must consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, the 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) the mitigation strategies described to protect health and safety best while ensuring full-time in-person learning.

ODE remains committed to the guiding principles introduced in the 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, fitness, supportive relationships, and support for students and staff's mental, social, and emotional health.
* **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 whole child's needs rather than solely emphasizing academic achievement.
* **Cultivate connection and relationship**.
* 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.*

## Planning Mental Health Supports

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| **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 | Connect to K & 1-3 Roundup – was provided time and resources to support the following activities to welcome incoming Kinder families:   * 1 week- Kinder Connect Events: A summer event to welcoming families and students to connect with their incoming teachers and building staff. * 1-3 students with special needs Roundup- Provided a summer event for students with highly impacted special needs and their families the opportunity to connect with their incoming campus, teachers, and staff. 1st-grade families and students experienced a modified version of this plan. * 3-week summer Reconnect, Relearning/Acceleration in ELA and Math, SEL lessons.   Provide an opportunity for students to build a positive connection with peers and teachers and confidence about navigating their new campus through a guided school tour, socio-emotional team building, fun and school celebrations. | CSD strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color, and with disabilities. Central to this goal is operationalizing our deeply held community value of racial equity, social justice, and inclusion for all students.  CSD has made every effort to center equity in our work throughout the COVID-19 pandemic. We have made tremendous efforts to connect with our students and families. We have translated all outreach documents and have provided interpretation services for all school events through our local ESD. We have conducted successful school surveys to all students, families, and staff to adjust our services, resources, and supports to meet the needs of our students and community. |
| Ample class time and private time, if needed, for creative opportunities that allow students and staff to explore and process their experiences. | Instructional staff receives two days of professional development to support their preparation for opening school. During this time, they are provided tools and techniques for proactive classroom management supporting relationship building and academics. CSD schools have counselors and mental health providers on site.  We will also be reviewing all IEP services for students to include the learning acceleration needs required for the next school year. This will occur during the students’ yearly IEP reviews. | Over the summer, our Summer Learning enrichment programming at CMHS was resourced differentially to prioritize students with instructional and SEL needs. CSD also created a specialized Summer Learning Acceleration program for K-3 students using a school readiness program design.  CSD partners with multiple culturally specific programs through the NWRESD to provide direct student support and programming. |

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| **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 | CSD will continue to invest in school-based medical and mental health services with Columbia County Mental Health partner.  Our Title IX department also supports students in the LGBTQIA community, students suffering from bullying, sexual incidents, and threats. | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status. Additionally, it is the practice of CSD to utilize our Racial Equity and Social Justice Lens as we plan, develop, and implement our work. |
| Foster peer/student lead initiatives on wellbeing and mental health | CSD has focused on providing Social Emotional Learning and supports for students, staff, and families throughout this pandemic. We have provided resiliency lessons for all staff, provided warm and welcoming spaces, and continued to support a sense of belonging for all of our students, whether in person or virtual.  We have included student/ family voices through successful school surveys, listening sessions, and group meetings. This has helped provide us with information to continue our work on building welcoming and safe places for our students to feel they belong and have a trusted adult in their lives.  Enrichment programs through CCMH and community partners supported learning, social-emotional skills, wellness, and leadership for early-age students.  For families transitioning to kindergarten and the first grade, the Early Kindergarten Transition Program provided opportunities to engage in social-emotional learning and school readiness activities for 60+ students and families.  Programming was provided for grades 1-3 and 7-12 to support re-engagement with school, joy, and learning. Students worked with certified staff on increasing proficiency in the critical standards for math and language arts and school routines in the current grade level to prepare students for success in the next grade level. | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens.  All K-12 learning activities are structured around identity, community, and place-based learning, incorporating culturally responsive curricular resources aligned with common core/ priority standards. |

## 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).](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=21) and meet the ESSER process requirements of “coordination with local public health authorities.”

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| **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?** |
| Coordination with local public health authority(ies), including Tribal health departments | CSD, has aligned our communicable disease management plan with Columbia County Health Department and Northwest Regional Education Service District (NWRESD). CSD has direct partnerships with CCHD, which provides direct communicable disease control services support to our district nurse and superintendent.  We are in continuous communication with our LOHA and have a school district Health Advisory Team to monitor COVID-19 trends in our county and provide recommendations to district leaders.  **Disease Management Plan:** The Clatskanie School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Clatskanie School District Pandemic Plan, COVID-19 response plan, and Board Policies GBEB, JHCC, and GBEB/JHCC-AR will be followed.  <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf?utm_medium=email&utm_source=govdelivery>  <https://govstatus.egov.com/OR-OHA-COVID-19>  CSD supports tribal health and wellness but does not have a Tribal Health Department within our district | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status.  Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. |

## 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 giving first aid and **isolates** the sick or injured child. ([OAR 581-022-2220)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269). Please give the page number if planning for this space is in your communicable disease management plan for COVID-19. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework.](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22)

Link:

Continued on next page. [**Health and Safety Strategies**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=13)

School administrators must **exclude staff or students from school** whom they have reason to suspect have been exposed to [COVID-19. (OAR 333-019-0010)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=272765)

Please complete the table below to include the extent to which the district has adopted policies and the description of each approach for each health and safety strategy. Please review and consider th[e CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html) and the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf) for each health and safety strategy in developing the response. Additional documents to support district and school planning are av[ailable on the ODE Ready Schools, Safe](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx) Learners website.

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| **Health and** [**Safety Strategy**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=14) | **Extent to which community 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 | **CSD will continue to promote and create access to COVID-19 vaccinations** for families, students, staff, and partners this fall within our community.  **We will focus our efforts on increasing awareness and confidence** that fully vaccinated people are at low risk of symptomatic or severe infection from COVID-19 through our district's COVID safety team, led by a school nurse. | CSD has prioritized hosting vaccine opportunities in our Community through FEMA and Columbia County Health Department with some of Columbia County’s lowest vaccine rates.  Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |
| **Health and Safety Strategy** | **Extent to which the 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=14) | Following ODE/OHA guidelines  Masks are now optional for staff, students and visitors | They include ALL students  Used with on-site AND students in the Clatskanie Family Academy  SEL team checks in on non-participants to reengage them with school  Staff work and collaborate with individual students and families to meet their unique, individual needs |
| [Physical distancing and cohorting](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=15) | Students in grade level cohorts  Recess and Lunch times and locations are staggered by cohort  Elementary and Secondary students are bussed to school separately | They include ALL students  Used with on-site AND students in the Clatskanie Family Academy  SEL team checks in on non-participants to reengage them with school  Staff work and collaborate with individual students and families to meet their unique, individual needs |

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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?** |
| [Ventilation and air flow](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=16) | **Continuing to introduce fresh outside air into the system.**  Exhausting **air from indoors to the outdoors with windows and doors opens as much as safely possible.**  Cleaning the air that is recirculated indoors with **HEPA filters in every classroom ~~and on school buses.~~**  ***All CSD classes have HEPA filters installed.***  **Inspection and Maintenance**  CMHS HVAC systems will be inspected regularly to verify that they are functioning properly. Routine ventilation inspections will be performed in accordance with ASHRAE Standard 180-2018 “Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems.”  **Ventilation**  Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ASHRAE Standard 62.1-2019 “Ventilation for Acceptable Indoor Air Quality.” Introducing outside air will both dilute and displace airborne contaminants including airborne viruses inside the school buildings. HVAC systems will be operated continuously while CMHS is occupied.  Ventilation for each unique school will be optimized on a case-by-case basis. CSD will also utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation (Cardiff building). Teachers will be asked to not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).  **Filtration**  CSD will maintain regular filter change-out schedules and conduct periodic filter inspections.  **HVAC Enhancement**  There are building spaces within the CSD system that will need to have HVAC systems upgraded. CSD is currently in the process of identifying these building spaces in order to develop a comprehensive plan and timeline to upgrade these HVAC systems.  Symptom spaces, classrooms/instruction spaces, and other selected rooms will be provided with portable high-efficiency particulate air (HEPA) room ventilators. These HEPA room ventilators provide ultrafine-particle filtration.  As part of an optimization of HVAC performance, CSD will continuously review the available technology that is being developed to help further mitigate the risk related to the transmission of airborne viruses in buildings. | CSD have made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students and staff of color, disability, and SES status through a racial and equity lens. |
| [Handwashing and respiratory etiquette](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=19) | **CSD will continue to provide ready access to soap, water, and alcohol-based hand sanitizer** with at least 60% alcohol.  **Responsibility:** The implementation of this SOP through periodic communication is the responsibility of the administration at each school- CES & CMHS.  **Instructions:** Handwashing will occur each day upon entry to school and throughout the day. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).  **Hand Hygiene and Respiratory Etiquette**  Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.   * If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).   Encourage staff and students to cover coughs and sneezes with an elbow or a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.   * If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).   **Key Times to Wash Hands**  Frequent handwashing breaks in class before and after lunch, recess, and entering/exiting the building  **Follow Five Steps to Wash Your Hands the Right Way**  Washing your hands is easy, and it’s one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout the entire school community.  Follow these five steps every time:   * Wet your hands with clean, running water (warm or cold), turn off the tap and apply soap. * Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails. * Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice. * Rinse your hands well under clean, running water. * Dry your hands using a clean towel or air dry them.   **How to use hand sanitizer**   * Apply the gel product to the palm of one hand (read the label to learn the correct amount). * Rub your hands together. * Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.   **Monitoring:** School staff will monitor hand hygiene and respiratory etiquette practices as feasible.  **Corrective Action:** Schools will periodically communicate the importance of hand hygiene and respiratory etiquette to all school occupants. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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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?** |
| [Free, on-site COVID-19 diagnostic testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3560.pdf) | Free COVID-19 diagnostic testing to all CSD students and staff are available through the district nurse.  Diagnostic testing is for individuals **with symptoms or exposure to COVID-19 is also available through the district nurses.**  Home testing kits available through the school as long as supplies from ODE remain | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens |
| [COVID-19 screening](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf) [testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf) | Students will be screened upon their arrival with a temperature check and a visual assessment of other symptoms. Throughout the day, staff will report students that are not feeling well or demonstrating being symptomatic.  Free COVID-19 screen testing to all CSD students and staff. Screening testing is for individuals **without symptoms or exposure to COVID-19.** | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status through a racial and equity lens |

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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?** |
| [Public health communication](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=20) | CSD provides regular communication with their students, families, and staff through a variety of channels, including email (Blackboard), website, social media, community online forums, and news media as needed. If information is time-sensitive or urgent, we also utilize text robo-calls through our Blackboard system to reach the community.  Open phone and email communications with Columbia County Health Director  \*Share information regarding COVID outbreaks and responses from the District with parents and the community | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens.  CSD materials and messages are made available to the community in all district-supported languages (English, Spanish) |
| [Isolation:](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22)  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.](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220) | Students and staff testing positive or demonstrate symptoms will be placed in an isolation area until they can safely transition out of the buildings.  In January 2022, OHA revised its exposure (close contact) definition for Oregon K-12 settings to no longer considering masked contact (including on school buses, classrooms, bathrooms, hallways) to be an exposure regardless of distancing. The new recommendations acknowledge that the layered mitigation protocols in K-12 schools work to minimize transmission in these settings and that the vast majority of transmissions has occurred following unmasked contact. The recommendations include continuing to practice physical distancing to the greatest extent possible. | CSD have made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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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?** |
| [Exclusion:](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22) 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](https://secure.sos.state.or.us/oard/view.action?ruleNumber=333-019-0010)) | CES and CMHS have identified a Symptom Space and students who exhibit COVID symptoms will be placed in this room until they can be picked up.  **Isolation:** Rooms shall be staffed when occupied. All occupants in the room will wear masks and face shields unless health conditions prohibit such use.   * Clatskanie Elementary: Nurses office- Staff Assigned to Monitor * Maintenance/Bus Barn:  Bus Barn- Staff Assigned to Monitor Room at Barn. * Clatskanie Middle High School: Front entrance/ Nurses office- Staff Assigned to Monitor Room. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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# 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.

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| 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. | A statement describing the opportunity for services is included in the present levels of each student’s IEP. The opportunity for COVID-19 Recovery Services is discussed at each students’ initial or annual IEP meeting after 6-9 data points have been reviewed, at which point the parent input is sought. | Special education teachers and/or case managers explain the scope of services available and possible reasons a student may need recovery services, included but not limited to: lack of academic progress, lack of social interaction, insufficient internet access during distance learning, inability for a student to participate in distance learning activities, insufficient adult support available to the student during distance learning. Principals in each building oversee process |
| 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. | Written notice of the opportunity for Recovery services was emailed to each parent of a student receiving special education services. Written notice is included in the present levels of each student’s annually updated IEP as COVID Recovery services are reviewed. Parents of students identified by school staff are individually contacted by multiple methods, such as phone, email, in-person contact. Parents are notified of their option to request recovery services. | Notice of recovery services options are provided multiple times through the 22-23 school year, through variety of methods, so as to reach the greatest number of 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. | Each IEP team completes an Individualized Covid-Recovery Services form, provided by ODE. This form is completed in a meeting with the parent. Parents are then given a copy of this form. | Parents are provided a copy of all documents completed at the recovery services meeting. |

# 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: 6/13/22- J. Helmen

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