



Port Orford - Langlois School District 2CJ

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

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

District Information

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

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

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
 - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
 - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

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

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

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Continued on next page.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	<p>All elementary classrooms will have a dedicated 30 minute connection time each morning.</p> <p>Middle and High School students will have a "homebase" class time for connection every Friday.</p>	Staff will review class lists weekly and determine who hasn't been connected with and will make a connection the next week. Teachers will work with administration and counselor for small group and counseling needs.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	A priority will be placed on project based learning and student driven activities for engagement and excitement to be in school. We also will provide after school activities for students to continue to explore interests and creative opportunities.	Students will be given choices of working in small groups OR individually. Each student will be able to create a learning experience they choose.

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>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Administration, school counselor, and school nurse will reach out to community and mental health agencies to create a system for easy access.</p>	<p>Students will be screened throughout the year by staff for needed connections.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>The school counselor and community liaison will help students have a voice about their needs through surveys, conversations, and class/community workshops</p>	<p>Students who are in need of more support will move to a higher level of interaction with the school counselor and administration to create safe relationships and trust.</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 in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: https://www.2cj.com/_files/ugd/f462db_626df1c0889a450ca07be4cc700f975b.pdf

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	School nurse will work with our LPHA (OHA) for contact tracing, if necessary, and have contact within the LPHA to reach out when there is a need.	Currently, we do not have students that require tribal health authority, but we stand ready to provide that service and connection for any student and family that need it. The nurses follow a process that does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation or disability.

Isolation Plan

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

Link: District Communicable Disease plan, pg. 11

Continued on next page.

Health and Safety Strategies

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

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

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
COVID-19 vaccinations to educators, other staff, and students if eligible	The district administration will staff, families, and students apprised of all local opportunities for vaccinations.	Using various means of communication, including letters, social media, emails, and school signage.

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?
Face coverings	<p>As of March 12, 2022, the district will make the wearing of face coverings OPTIONAL. The district will continue to provide face coverings for any persons who continue to wear face coverings.</p>	<p>Face covering poasters will feature various people of all races.</p> <p>The administration and staff will encourage students to be respectful of others who chose to either wear a face covering or not wear a face covering.</p>
Physical distancing and cohorting	<p>The current protocols strongly suggest a minimum of 3 feet of space when possible and keeping the cohorts as stable as possible.</p>	<p>All staff and students will be expected to keep a minimum of 3 feet between each other when possible.</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?
Ventilation and air flow	<p>All rooms within the building have individual HVAC systems that will be used and maintained as per protocol.</p>	<p>All rooms in which students may or will be present will have individual HVAC systems in them.</p>
Handwashing and respiratory etiquette	<p>Signage will be up for handwashing and respiratory etiquette. Students will be taught proper handwashing and respiratory etiquette in the classrooms at the beginning of the year and will be reinforced throughout the year.</p>	<p>Currently, we do not have students who speak a language other than English as their primary language, but we stand ready to provide instruction in the primary language if needed.</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?
Free, on-site COVID-19 diagnostic testing	<p>The district is registered for and has received the BinaxNOW testing kits and has trained staff to administer those tests.</p>	<p>The district has designated a room to test, which provides the staff and/or student privacy when tested.</p>
COVID-19 screening testing	<p>The district is registered for and has received the BinaxNOW testing kits and has trained staff to administer those tests.</p>	<p>The district has designated a room to test, which provides the staff and/or student privacy when tested.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Public health communication</p>	<p>The district has partnered with the local LPHA and medical providers to develop a safety plan for COVID - 19 for each school if necessary and has shared that plan with our community and families.</p>	<p>The plan will be provided to families in their preferred language if asked, and has been posted on the district website.</p>
<p>Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>An isolation room has been designated at each school and is adequately supervised and equipped to provide first aid and isolate a sick or injured student.</p>	<p>The isolation room is a private room that provides privacy for the student.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><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>The building administration, in conjunction with the district administration and school nurse, will refer to ODE's guidance documents when a possible exclusion arises.</p>	<p>The district will follow ODE's protocols for exclusion to ensure that all students and staff are only being excluded when necessary.</p>

Individualized COVID-19 Recovery Services

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

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.	As the IEP meeting, an individualized COVID - 19 Recovery Services Review form will be completed. A proposed action listing evaluation procedure(s), assessment(s), record(s), and/or report(s) used as a basis for that action will be reviewed and discussed.	COVID - 19 Recovery Services will be discussed at each IEP meeting with the entire team, including parents, ensuring that each decision is made based on the needs of the specific student.
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.	At the beginning of the 21-22 school year, a letter was mailed to families whose student receives special education explaining the new Oregon Administrative Rule and at each IEP meeting, families were informed of their options.	Notificaitons in the preferred language of the family have been, and will continue to be, mailed to all parents ensuring that each family has an opportunity to schedule a special IEP meeting if they so choose.
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.	At the conclusion of each meeting in which COVID - 19 Recovery Services will be discussed, a prior written notice will be completed summarizing the purpose of the meeting as well as the team decision.	Prior written notices will be completed in the language most familiar to families. The meeting will be summarized including team decisions and options that were considered.

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: 3/4/2022