



Scappoose School District 1J

**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: 1944

Institution Name: Scappoose School District 1J

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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? |
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| <p>Devote time for students and staff to connect and build relationships</p> | <p>SSD began the year focused on care and connection. We utilized ODE's Care and Connection Toolkit to reinforce a welcome back centered on connections with each student.</p> <p>Kindergarten students and families began the year in a soft-start where each student met for a 60-minute 1-on-1 session with their assigned kindergarten teacher. These appointments fostered care, connection, and community, and created a healthy foundation for the school year.</p> <p>Elementary schools, kindergarten-6th grade, have a built-in morning meeting in their master schedule for a minimum of 20 minutes daily.</p> | <p>This follows the RSSL guiding principles which emphasize the importance of centering the health and well-being of students and committing to making space for students to connect and focus on their well-being. It also prioritizes reconnecting with our families and students after a year of separation from a typical school year.</p> |
| <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>Students have time through morning meetings, "Buddy Up," to explore and process experiences in and out of the classroom.</p> <p>The counselors provided a bridge program for incoming freshmen to connect and conduct empathy interviews using the Naviance format. The meetings were set up in August of 2021. Approximately 100 incoming students were targeted to attend these sessions to ensure a strong connection was established before school starts. The data collected from the empathy interviews served as a</p> | <p>This follows the RSSL guiding principle which emphasizes the importance of centering the health and well-being of our students by building in time to make space for reflection & processing and to support students with additional staffing that is committed to the whole child.</p> |

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| | <p>needs assessment to drive our efforts for the remainder of the year.</p> <p>Additional social worker, behavior specialist, instructional coaching, and High School Success staffing has been added to support student care coordination.</p> | |
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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? |
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| <p>Link staff, students and families with culturally relevant health and mental health services and supports</p> | <p>SSD has a framework that includes SEL/Trauma-Informed Care under the umbrella of Equity. This includes ongoing staff development and enrichment.</p> <p>Elementary schools have a built-in morning meeting in their master schedule daily that will allow for check-in times with students as teachers make connections to all students but especially those that identify outside the dominant culture.</p> <p>The leadership team worked with the 6th grade and 7th-grade teams to identify students in most need of support/interventions. These students are going to be placed into Tier 2/Tier 3 classes for ELA/Math depending on need. We hired a new interventionist who will lead this process. Through these relationships, the interventionists can also help identify students in need of mental health support, partnering with our building counselor, the district social worker, families, and CCMH. Every other week we will have MTSS/SST meetings to discuss student progress, needs, and avenues of support.</p> | <p>This follows the Ready Schools Safe Learners Resiliency Framework (RSSLRF) guiding principles around centering on the health and well-being of students, with particular attention focused on the mental/social/emotional well-being of our marginalized and underrepresented students.</p> <p>The RSSLRF states to commit to making space and opportunities for students to connect and focus as well as reconnecting with their families and students after a year of separation from a typical school year. All Students Belong</p> |

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| <p>Foster peer/student lead initiatives on wellbeing and mental health</p> | <p>Through student leadership and organizations they come up with theme activities to build and foster positive relationships for all students. At the elementary levels, attention and instruction prioritizing the SSD Profile of a Graduate and corresponding character traits are consistently built upon throughout the year.</p> <p>Student-led organizations at the secondary level such as Damworthit, Student Leadership, Link Crew, and Equity and Social Justice, are also actively involved in empowering the student voices of all so that mental health and wellbeing are being addressed.</p> | <p>This follows the RSSLRF guiding principles around centering on the health and well-being of students, with particular attention focused on the mental/social/emotional well-being of our marginalized and underrepresented students. The RSSLRF states to commit to making space and opportunities for students to connect and focus as well as reconnecting with their families and students after a year of separation from a typical school year.</p> <p>All Students Belong</p> |
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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 Management 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? |
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| <p>Coordination with local public health authority(ies) including Tribal health departments</p> | <p>The Scappoose School District collaborates on a regular basis with the Columbia County Health Department following their guidance regarding quarantine and isolation. The District consults with the County regarding COVID-19 exposures and positive cases as well as other mitigation measures that help minimize the spread of COVID-19.</p> <p>The Scappoose School District partners and consults with the Confederated Tribes of Grand Ronde on a regular basis.</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of students by ensuring all the necessary safety protocols and mitigation measures are being followed.</p> <p>The District Communicates with the LPHA on all suspected cases or exposures and completes necessary line list info for the County on all positive cases and close contacts identified.</p> |

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: [Isolation Room Handout](#)
[OSNA Modification to Health Room](#)

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Health and Safety Strategies

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

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

| Health and Safety Strategy | Extent to which district has adopted policies, protocols, or procedures and description thereof | How do the district's policies, protocols, and procedures center on equity? |
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| COVID-19 vaccinations to educators, other staff, and students if eligible | <p>SSD used Blackboard communication and the LPHA to assist families in accessing the Covid vaccine. SSD will continue to assist families in the 2021-2022 school year and will encourage vaccinations where appropriate for students.</p> <p>The staff is required to provide a copy of their vaccination cards or documentation of a medical or religious exemption and complete a form to file in Human Resources.</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by encouraging vaccination; assisting our families with accessing vaccination; collaborating with partner agencies to provide vaccination clinics.</p> |

| 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? |
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| <p>Universal and correct wearing of face coverings</p> | <p>School buses: Masks are recommended for all persons.</p> <p>In School buildings: Masks are recommended indoors for all persons, regardless of vaccination status.</p> <p>For after school sports and activities: Masks are recommended indoors for all persons (unless playing or practicing a competitive sport). Masks are optional outdoors for all persons, regardless of vaccination status.</p> <p>At district buildings: Masks are recommended indoors for all persons, regardless of vaccination status.</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by staff training on updated face-covering / mask guidance and providing information on appropriate types of masks SSD Mask Type Guidance</p> <p>Additional PPE: Staff, who are performing tasks that require additional PPE per guidance from OHA will be provided to them. Additional PPE may include medical-grade masks (as defined by ODE as “disposable surgical/procedural face mask or respirator (N95/KN95)”, gowns, face shields, gloves, plastic partitions, or barriers.</p> |

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| <p>Physical distancing and cohorting</p> | <p>Classroom configuration Return to a standard pre-COVID classroom set up with an emphasis on maintaining at least 3 ft physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19.</p> <p>Minimize having students stand in Bathroom & lunch lines as much as possible.</p> <p>Continue with physical distancing markers and directional signage in place from SY20-21. Add more wall signage as needed.</p> <p>Teachers have been notified to take home any excess personal furniture still at schools in order to maximize classroom space in order to maintain at least 3-ft physical distance to the extent possible.</p> | <p>OHA and ODE strongly advise that schools support and promote physical distancing as described below:</p> <ul style="list-style-type: none"> ● Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. ● Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance. ● Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on the floor, one-way traffic flow in constrained spaces, etc.” (RSSL-RF, June 25, 2021). |
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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? |
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| Ventilation and air flow | <p>SSD Plan:</p> <ul style="list-style-type: none"> • We have purchased and placed in offices and rooms Dyson air purifying systems. • Teachers are encouraged to have windows open on a daily basis to increase air circulation. | <p>ODE and OHA strongly advise schools to ensure effective ventilation and improve the indoor air quality in schools by:</p> <p>Increasing the amount of fresh outside air that is introduced into the system;</p> <p>Exhausting air from indoors to the outdoors; and</p> <p>Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air” (RSSL-RF, June 25, 2021).</p> |
| Handwashing and respiratory etiquette | <p>Staff and students are trained on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer is available for use upon entering District buildings. Students are encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch, and after using the restroom</p> | <p>OHA and ODE strongly advise that schools create protocols and systems to ensure access to soap, water, and alcohol-based hand sanitizer with at least 60% alcohol. Schools will prioritize handwashing with soap and water after students or staff use the restroom” (RSSL-RF, June 25, 2021).</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? |
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| Free, on-site COVID-19 diagnostic testing | <p>Students and Staff who exhibit symptoms of COVID-19 while at school will be sent home.</p> <p>Diagnostic testing is available in all district buildings for all students or staff that are symptomatic.</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by offering both the Rapid and the PCR COVID test. By providing quick access to COVID testing we are able to get students and staff back to school and work quicker and also the diagnostic testing helps mitigate the spread of the disease.</p> |
| COVID-19 screening testing | <p>Currently, we do not plan to do screening testing but will continue to evaluate whether it could be a useful mitigation tool</p> | <p>N/A</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? |
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| <p>Public health communication</p> | <p>Staff received an updated COVID-19 training outlining the newest safety measures and mitigation strategies to prevent the spread of COVID-19.</p> <p>SSD has developed a communicable disease algorithm when a staff or student has a positive diagnosis or has been exposed to COVID-19. When a positive case is identified the contact tracing team will work with the building principal in sending a notification letter to those affected if the student or staff member was on-site 48 hours prior to symptom onset. If an entire class, cohort, or school is affected, Communications will work with the building administrator on sending a letter home to families. Parents will be given reminders to do a daily health check for symptoms with their children.</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by providing parents, students, and families information on signs and symptoms of COVID-19 and what to do if they get sick.</p> |
| <p>Isolation:</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> | <p>See the Isolation plan above</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by identifying a space in each school where students exhibiting symptoms of COVID-19 or other communicable diseases can be isolated until they can be picked up. SSD also follows the document Planning and Responding to COVID-19 Scenarios in Schools when identifying close contacts needing to quarantine.</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? |
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| <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>See communicable disease plan above</p> | <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by identifying a space in each school where students exhibiting symptoms of COVID-19 or other communicable diseases can be isolated until they can be picked up.</p> <p>Scenarios in Schools when identifying close contacts needing to quarantine.</p> |

Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

Students are entitled to needed accommodations through documented 504 Plans and Individualized Education Plans. When students cannot follow the health and safety protocols due to disability or health condition, SSD teams obtain a doctor's note, hold manifestation meetings as necessary, and make the appropriate changes to the accommodations on the 504 or IEP. Policies: JBAA, IGBAJ-AR

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: 3/30/2022

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.

| <p>OAR 581-015-2228 Requirement</p> | <p>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.</p> | <p>For each of the below areas, describe how the district's policies, protocols, and procedures center equity.</p> |
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| <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>The IEP team considers recovery services at each IEP meeting and the law is outlined in our meeting notes form to help guide teams in their decision making process, See below: <i>Due to the COVID-19 pandemic and in compliance with Oregon Administrative Rule 581-015-2228, Individualized COVID-19 Recovery Services will be considered at each annual IEP meeting through school year 22-23. Recovery Services are provided to students who made little to no progress on their IEP goals during Comprehensive Distance Learning.</i></p> <p>Following the meeting our program specialists review the IEPs and track the recovery services noted in the IEPs and on the PWN and make sure that the information is transferred to a database that we use to document and track the provision of recovery services outlined on the documentation.</p> <p>Training was provided to all of our special education teams around these processes including all of our special educators, all of our administrators, all of our counselors and to our program managers who oversee IEP compliance in our district. Training materials were presented at an inservice, presented in a power-point, templates were given to special educators to ensure compliance with this law.</p> <p>Office hours were offered to any team member</p> | <p>All of the documentation that is sent home including the notices of the discussion has been translated into the families native language. The district uses IRCO for translation and for interpreters in our meetings.</p> <p>In addition, the ELD coordinator attends IEP meetings for these students and presents information based on her data to help make the determination if the student qualifies for recovery services.</p> |

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| | <p>needing more support in understanding how to meet this requirement.</p> <p>2022 -Recovery Services</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>19 Recovery Services.</p> | <p>Written notice is provided to families when the meeting invitation is sent out electronically in the form of a letter notifying them of the law and the discussion that will happen at each IEP meeting to review data as it relates to Recovery Services. Meeting notes also indicate that the Recovery Services letter was sent home with the meeting notice.</p> <p>Training was provided to all of our special education teams around these processes including all of our special educators, all of our administrators, all of our counselors and to our program managers who oversee IEP compliance in our district. Training materials were presented at an inservice, presented in a power-point, templates were given to special educators to ensure compliance with this law.</p> <p>Office hours were offered to any team member needing more support in understanding how to meet this requirement.</p> | <p>All of the documentation that is sent home including the notices of the discussion has been translated into the families native language. The district uses IRCO for translation and for interpreters in our meetings.</p> |
| <p>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.</p> | <p>Prior written notice is provided to families following each IEP meeting that outlines the determination that was made in the meeting in regards to recovery services. The PWN indicates areas that the student are eligible in, the kind of services that will be provided or indicates a need for a follow-up meeting with the family prior to summer programming.</p> <p>The data and services are also indicated in the IEP in</p> | <p>All of the documentation that is sent home including the notices of the discussion has been translated into the families native language, the IEP and the PWN are also translated into the families native language The district uses IRCO for translation and for interpreters in our meetings.</p> <p>In addition our ELD coordinator works as a liaison With families to follow up with them about any</p> |

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| | <p>the present level or on the service summary page and is referenced in the meeting notes.</p> <p>Training was provided to all of our special education teams around these processes including all of our special educators, all of our administrators, all of our counselors and to our program managers who oversee IEP compliance in our district. Training materials were presented at an inservice, presented in a power-point, templates were given to special educators to ensure compliance with this law.</p> <p>Office hours were offered to any team member needing more support in understanding how to meet this requirement.</p> | <p>questions that they may have around processes and any school related processes.</p> |
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