La Grande
SCHOOL DISTRICT

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: _____2212_____   Institution Name: _La Grande School District_____

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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.

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	Very well-implemented. LGSD has developed an extensive website detailing all of the resources and processes through our Culture of Care Framework. This framework addresses relationship-building for students and staffs. Examples include: • Peer mentors & Class meetings (Elementary) • Extra-curricular activities, ambassador & new-student orientations (Secondary) • Wellness events & professional development around collaborative problem solving (staff)	The La Grande School District's Equity Lens is featured prominently at the top of the Culture of Care website and is used extensively as the district's work in this area is developed and evolving.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	Very well-implemented. The extensive website referenced above includes information and additional resources regarding the district's: • Strategies for offering Trauma Informed Care and Social Emotional Learning • Counseling and Mental Health Resources for both students and staff La Grande schools offer a variety of creative outlets and elective offerings that allow and value student expression.	LGSD uses a consistent team-based protocol, guided by the LGSD Equity Lens, to provide tier-based academic and/or SEL supports for students.

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	Very well-implemented. By design the extensive Culture of Care website includes links to culturally-relevant resources to support all students in the LGSD. Specifically, on the Counseling and Mental Health Resources page, there are resources targeted for LGBTQ2SIA+ and Native Youth as well as a variety of additional links outlining a variety of approaches (e.g. mindfulness) and resources for students and their families. In addition to the focal groups listed above, resources specifically address suicide prevention, bullying & cyberbullying, and coping with COVID.	The use of the equity lens influenced the district's comprehensive development of resources included on the Culture of Care website.
Foster peer/student lead initiatives on wellbeing and mental health	Implemented: The Culture of Care website outlines several priorities of the district, including: • the Genders and Sexualities Alliance Club at the high school • New student orientations which feature peer interactions • Student Council activities at the secondary level • Student-directed opportunities at the elementary level, including class meetings, calming corners and the student success room.	Implementation of all offerings in the LGSD are considered using the Equity Lens.

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1475161/LGSD_CommunicableDisease_2021__Final_.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	To a great extent. Essential Contacts listed on page 1 of the Communicable Disease Management Plan linked above include community health partners, as do the Design Team Members listed on page 39. The LGSD Culture of Care website also includes links to resources provided by community health partners. The LGSD Superintendent is participating in a virtual public Town Hall on August 18th to address critical concerns of hospital capacity.	As part of the development process for the LGSD Communicable Disease Management Plan, the Design Team used the Equity Lens to ensure that the needs of all students would be met. For example, the CDM plan: • Details the Data-Driven Decision Making process will use to determine risk-level and operations (p. 27) • Describes changes to Instructional Programs to support all learners, including attendance policies, parent & student engagement, and access to technology. • Provides information on Student Services during the pandemic including academic interventions, the Culture of Care, Nursing and expanded meals.

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 is specifically addressed in the Communicable Disease Plan on page 21.

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 La Grande SD offers COVID vaccination events at school-based health centers and advertises additional opportunities with community health partners through its communication platforms.	All information is shared in the language/s of our students and their families.

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?
Universal and correct wearing of face coverings	On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) for all individuals over two years of age during school hours. The district will comply with this rule in order to ensure that every student is able to attend school in-person. This rule was followed by a statewide mandate which adjusted the age requirement from two to five with a couple of federally-defined exceptions (e.g. transportation) OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly. The LGSD Communicable Disease Management Plan addresses face coverings on pages 16-19. This plan was written and approved by the school board on August 4th, before the Governor's statewide mask mandate. OSAA recently offered additional guidance which the district will use to help students, staff and families comply with state regulations.	In order to inform all audiences, the La Grande school district has communicated in several modalities regarding face coverings, including letters from the Superintendent, appearances at Town Halls and on local media outlets, a guidance flyer re: mask requirements to ensure that all stakeholders understand the mask requirement. The LGSD Communicable Disease Management Plan thoroughly addresses the proper use of face coverings and the protocols that the district will follow and apply indiscriminately.
Physical distancing and cohorting	In our LGSD Communicable Disease Management Plan, physical distancing and cohorts are described on pages 19-20. These practices are highlighted in the "Key Safety Practices" section of the plan.	The LGSD Communicable Disease Management Plan was developed by a Design Team representative of the entire district and community, including local partners. The Team consulted the Equity Lens in addition to the OAR to ensure that the resulting protocols serve the health and safety of all student, staff and visitors indiscriminately.

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	Ventilation and air purification are district/school mitigation strategies identified in the LGSD Communicable Disease Management Plan as recommended at every Risk Level (see chart on page 29). The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards. Facilities staff monitor buildings and partner with other school staff to implement strategies for improving ventilation and air quality such as opening doors and windows, utilizing fans and exhaust systems and supporting healthier occupancy practices.	The school district's Facilities Director is included as an Essential Contact on page 2 of the LGSD Communicable Disease Plan. As the district makes decisions about how to improve our ventilation and air flow we are prioritizing our improvements based on how to maintain the health and safety for each of our staff and students.
Handwashing and respiratory etiquette	In our LGSD Communicable Disease Management Plan, handwashing and respiratory etiquette (hygiene) are described on page 20. These practices are highlighted in the "Key Safety Practices" section of the plan.	The LGSD Communicable Disease Management Plan was developed by a Design Team representative of the entire district and community, including local partners. The Team consulted the Equity Lens in addition to the OAR to ensure that the resulting protocols serve the health and safety of all student, staff and visitors indiscriminately.

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	As per the LGSD Communicable Disease Management Plan, "Communicable disease testing is available on request to *all* students and staff." (p.25)	On August 4th, the La Grande School Board approved the Communicable Disease Management Plan including the testing plan. This policy demonstrates the District's commitment to ensuring that all La Grande students and staff have equitable access to testing.
COVID-19 screening testing	As per the LGSD Communicable Disease Management Plan, "Communicable disease testing is available on request to *all* students and staff." (p.25)	On August 4th, the La Grande School Board approved the Communicable Disease Management Plan including the testing plan. This policy demonstrates the District's commitment to ensuring that all La Grande students and staff have equitable access to testing.

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	The LGSD Communicable Disease Management Plan referred to repeatedly throughout this document was strategically designed by the team, including public health professionals, to not just meet OAR requirements but also to serve as a sustainable, consistent source of information for staff, students and their families. The District will continue to use additional communication platforms and consult with local public health professionals to craft and share supplemental information.	The Communicable Disease Management Plan was conscientiously developed using the District's Equity Lens to ensure that equity remains at the center of public health information communicated by the district. In an effort to reach all audiences the district will continue communicating in multiple modalities to share updated information.
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.	Isolation protocol is described in detail on page 21 of the LGSD Communicable Disease Management Plan.	As stated in the plan, Isolation Protocols apply equally to all students and staff. Protocols were developed by a representative Design Team that used the LGSD Equity Lens throughout their work.

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: 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)	Exclusion protocol is described in detail on pages 21-24 of the LGSD Communicable Disease Management Plan. Additional resources are included in the Appendix.	As stated in the plan, Isolation Protocols apply equally to all students and staff. Protocols were developed by a representative Design Team that used the LGSD Equity Lens throughout their work.

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.

In anticipation of the potential challenges that students with disabilities may face to maintain compliance with our health and safety protocols, the Design Team developed guidance for students and staff related to face coverings as part of the LGSD Communicable Disease Management Plan.   This guidance begins on page 17.

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: August 17, 2021