



Oakridge School District #76  
47997 W. First St., Oakridge, OR 97463  
Phone (541) 782-2813, FAX (541) 786-2982  
[www.oakridge.k12.or.us](http://www.oakridge.k12.or.us)

**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: 2093

Institution Name: Oakridge School District #76

District Continuity of Services Plan/RSSL Contact Name and Title: Reta Doland, Superintendent

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Contact Phone: 541-782-281

Contact Email: [rdoland@ohswarriors.net](mailto:rdoland@ohswarriors.net)

## 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.

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## 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><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p><i>Advisory period 2 times per week</i>  <i>Summer School programs that allow for credit recovery, continuation of unfinished learning, and enrichment and recreational activities.</i>  <i>Implementation of professional development focused on Trauma Informed practices for staff. Support and implementation throughout the year.</i>  <i>Professional learning time for teams to collaborate, plan, and reflect on instruction and SEL supports for students.</i>  <i>Implementation of wellness/mindfulness activities for staff.</i></p>	<ul style="list-style-type: none"> <li>▪ Create opportunities for social emotional learning activities. Respond to trauma and collective grieving as it arises.</li> <li>▪ Invest in differentiated learning opportunities and supports for staff and students that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.</li> <li>▪ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care.</li> <li>▪ Develop students’ abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.</li> </ul>
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>Partnerships with:  Ophelia’s Place, Hoots, and Orchid Health for counseling and student support services.  1FTE student support staff for drop in support before and after school, connections within the school day.  After school activities, clubs, sports, tutoring and supper.  Staff wellness and mindfulness activities.</p>	<ul style="list-style-type: none"> <li>▪ Offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as Black Student Unions, and LGBTQ2SIA+ focused groups).</li> <li>▪ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.</li> </ul>

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><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>The Oakridge School District partners with; HOOTS, Ophelia’s Place for onsite services for our students. We also partner with Orchid Health for mental and physical health services in our School Based Health Center, opening in fall 2021. In addition, we work with the Lane ESD for services and resources for any student who needs support. The school has partnered with Food For Lane County to open and support a school based food pantry that is available to all Oakridge students. In addition, we have a clothing closet open to all students/families. Hot spot and, chrome books are available for families who need them.</p>	<ul style="list-style-type: none"> <li>▪ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).</li> <li>▪ Applied an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information. In Summer 2020 and 2021 updated needs of families for learning supports.</li> <li>▪ Mitigate risks for immigrant and unhoused students and families who may be undocumented or unhoused. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.</li> </ul>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ <b>Somewhat</b></li> <li>▪ To a Great Extent</li> </ul> <p>Existing clubs/programs that encourage peer-to-peer interactions, e.g. Natural Helpers or transition to high school programs. Support extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>▪ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.</li> <li>▪ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as Black Student Unions, and LGBTQ2SIA+ focused groups).</li> </ul>

## 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/1103613/Oakridge\\_Comprehensive\\_CD\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge_Comprehensive_CD_Plan.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?
<p>Coordination with local public health authority including Tribal health departments</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>See our Communicable Disease Management Plan. We will continue to collaborate with Lane County Health Department and our school nurse through Lane Education Service District regarding best practices for operations as well as contact tracing, isolation and exclusion for outbreak or suspected COVID-19 spread.</p>	<p>We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.</p> <p>We are ensuring the safety and wellness of our students and staff by continuing to engage with our local health resources.</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 and/or page number:** [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1103613/Oakridge\\_Comprehensive\\_CD\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge_Comprehensive_CD_Plan.pdf)  
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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?
<p><a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>Arranged with local clinic for all staff to have vaccinations.            Collaborating in vaccination clinics or events            Publicizing other opportunities for vaccination in our county and community.            Encourage and share information about vaccinations through newsletters, websites, posters, etc.</p>	<p>We share all information in a variety of formats.</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><b>Universal and correct wearing of face coverings</b></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>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. OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly.</p>	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact the building principal to discuss options.</p> <p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p>
<p><u>Physical distancing and cohorting</u></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <ul style="list-style-type: none"> <li>▪ Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible.</li> <li>▪ 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</li> <li>▪ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li>▪ Provide instruction to students on how to positively communicate without physical contact (e.g. hugging, high-fives, fist bumps, etc.) and positive reinforcement to help them adhere to the guidelines.</li> </ul>	<p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p> <p>The district used the Decision-Making process described in Section 4b of the 2020-2021 RSSL Guidance to develop protocols for physical distancing and cohorting.</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?
<a href="#">Ventilation and air flow</a>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <ul style="list-style-type: none"> <li>▪ Encouraging teachers and para-pros to increase outdoor ventilation of clean air into indoor spaces by opening windows and doors when possible and conducting activities outside when possible.</li> <li>▪ Use portable air purifiers when needed to improve indoor air quality.</li> <li>▪ Working with school staff to utilize existing exhaust ventilation systems in kitchens and restrooms to supplement building ventilation.</li> <li>▪ Implementing healthier occupancy practices, including allowing for breaks in between groups moving in and out of groups to flush out pathogens and reducing the number of people occupying rooms to provide more space for air movement and dilution.</li> <li>▪ The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Merv Filters meet or exceed current standards.</li> </ul>	<p>District decisions about how to improve ventilation and air flow prioritize improvements based on maintaining the health and safety for each of our staff and students.</p>

<p><a href="#">Handwashing and respiratory etiquette</a></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <ul style="list-style-type: none"> <li>▪ Provide access to soap, water and hand-sanitizer in all district buildings for students, staff and visitors.</li> <li>▪ Teach and remind students with signage and regular verbal reminders from staff regarding how and when to practice healthy hand hygiene.</li> <li>▪ Teach and remind students of the importance of respiratory etiquette, such as covering coughs and sneezes with an elbow or tissue, disposing of tissues in a garbage can, and then washing or sanitizing hands immediately.</li> <li>▪ Students will be encouraged to wash hands before and after each meal, after using the restroom and recess.</li> <li>▪ Signage will be used to remind students and staff of the importance of good hygiene.</li> <li>▪ Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms. Sharing of equipment will be kept to a minimum and cleaned frequently.</li> </ul>	<p>Graphics are used when possible to facilitate communication.</p>
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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?
<p><a href="#">Free, on-site COVID-19 diagnostic testing</a></p> <p><i>Note: Diagnostic testing is for people who are showing symptoms.</i></p> <p><i>This is advised, not required.</i></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ <b>Somewhat</b></li> <li>▪ To a Great Extent</li> </ul> <p>We will direct students and staff to local screening providers upon request.</p>	<p>We are reviewing the district's capacity to provide this service to our staff and students.</p>
<p><a href="#">COVID-19 screening testing</a></p> <p><i>Note: Screening testing is for people who are <u>not</u> showing symptoms.</i></p> <p><i>This is advised, not required.</i></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <p>We are offering screening testing for those who have been exposed to COVID-19 on site or who are showing symptoms of COVID-19 on site.</p>	<p>Providing screening onsite will allow all who need testing to access screening onsite and eliminate the need to travel outside of our rural community for testing.</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?
<a href="#">Public health communication</a>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> <li>▪</li> <li>● Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information.</li> <li>● Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district.</li> <li>● Post signs and other information around the school buildings.</li> <li>● Follow established protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</li> </ul>	<p>We provide all information in multiple formats accessible to the school community.</p>
<p><a href="#">Isolation:</a>  <b>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 <u>OAR 581-022-2220</u>.</b></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> <li>● Link to <a href="#">Communicable Disease Plan</a> Pages 46-48</li> <li>● Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home.</li> <li>● Procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</li> <li>● Staff and students who are ill must stay home from</li> </ul>	<p>This policy applies to all staff and students and is guided by Oregon Administrative Rule. All efforts will be made to ensure that this information is communicated to staff, students and their families in a language and modality that is accessible.</p>

	school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.	
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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?
<p><b>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)</b></p> <p><a href="#">Exclusion Summary Chart</a></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> <li>▪ Not at all</li> <li>▪ Very Little</li> <li>▪ Somewhat</li> <li>▪ <b>To a Great Extent</b></li> </ul> <ul style="list-style-type: none"> <li>▪ Protocols for identifying exclusions were developed in collaboration with school employees/partners with expertise in public health.</li> <li>▪ Designated staff will identify students and staff members who meet the criteria for exclusion and communicate the conditions for return to school.</li> <li>▪ <a href="#">Link</a> your Communicable Disease Plan Pages 8-10</li> <li>▪ We are continuing to follow the exclusion guidance and are working with public health to ensure that we are consistent in our expectations and communication.</li> </ul>	<p>We are continuing to educate stakeholders so that they understand that the exclusion guidelines apply to everyone the same for the overall health of the district and all the stakeholders for which we provide service.</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.

We adhere to policy IGBAF and IGBF-AR to identify and provide for the needs of our students. This includes:

- School districts must identify, locate, and evaluate all children with disabilities for whom they are responsible, regardless of the severity of the disability, who are in need of early intervention, early childhood special education, or special education services (OAR 581-015- 2080).
- School districts must not discriminate based on age, disability, national origin, race, color, marital status, religion, sex or sexual orientation (OAR 581-021-0045 Discrimination Prohibited).
- School districts must meet the educational needs (academic, behavioral, and functional) of all students (OAR 581-022-0103) and ensure access to a free appropriate public education (FAPE) for students who experience disability (OAR 581-015-2040, 34 CFR 104.33)

In addition each request for an accommodation related to mask wearing is considered through the IEP process, the Student Services Team process, and/or with a meeting with the building administrator to consider next steps in determining accommodations.

### *Highlight Your Level of Implementation:*

- Not at all
- Very Little
- Somewhat
- **To a Great Extent**

The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety. The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact Building Principals to discuss options.

Note that this plan will continue to be updated as best practices and other federal or state guidance or recommendations become available.

## 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: 8-21-2021