

# **Burnt River 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: 1896 Institution Name: Burnt River School District

District Continuity of Services Plan/RSSL

Contact Name and Title: Lou Lyon, Superintendent

Contact Phone: 541.446-3466

Contact Email: lou.lyon@burntriver.k12.or.us

## 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>Level of Implementation: To a Great Extent</p> <p>The Burnt River School is a small family, connecting multiple times daily in the halls, during prep time and at lunch. Staff meet on Monday afternoons to discuss student progress or needs and to support each other. In addition to student contact days, the district provided three days of staff development/prep time at the beginning of our school year with additional days throughout the years. Burnt River has 22 K-12 students enrolled for the 21-22 school year, down by almost half from the Fall of 2019.</p>	Burnt River’s mantra: “Every Student Matters—every student, in all places, all the time.” This describes specifically how this school district operates all the time, not just during this pandemic.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>Because of Unity’s remoteness and small population, time and space are both easy to come by and a cultural preference. In order to supplement the experiences of our students, families and staff we prioritize opportunities that expose them to life outside of the Burnt River Valley, including hosting the Missoula Children’s Theater for a week in December. In 2021-22 our goal is to help reverse the isolation many have experienced because of COVID by taking our students on cultural and geologic road trips during our monthly Friday School Days. Our first trip will be a visit to the John Day Fossil Beds. Our individualized instructional model allows students to choose their creative outlets, including hands-on courses in our welding and auto shops, greenhouse, online or college courses.</p>	Burnt River offers individualized, student-centered instruction to students that is project-based and often service-oriented. Small communities like ours are able to ignite student agency, identity, and voice in real-life and relevant contexts because all community members are seen and valued. There is no blending into the crowd in Unity. Heritage and the cultural artifacts that represent shared history are revered in rural Oregon, as are the voices and experiences of new families that move into the area. Knowing that young families are the future of Unity’s survival, the district takes great care to insure all families are supported.

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>Level of Implementation:</i> To a Great Extent</p> <p>The district partners with and relies on both the Baker County &amp; Malheur County Health Departments, both of whom serve the Burnt River Valley’s wide geographic expanse but very small population.</p> <p>In collaboration with New Directions, the district provides a private room and technology to allow the Unity community to meet confidentially with counselors using their tele-health insurance benefits.</p> <p>New this year, the district is contracting with a counselor from Malheur County to provide face-to-face services 2 days a month to meet with staff, students, families.</p>	<p>The district is acutely aware of the cultural barriers in our isolated, rugged-individualism community to asking for help. The people who live here, students included, are private by nature and prefer to “make-do” rather than expect services. Because of this ethos, the district wants to ensure that mental and health services, although not explicitly demanded or even expected, are readily available to anyone not comfortable asking. Providing multiple opportunities and methods supports equity within our community.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p><i>Level of Implementation:</i> Somewhat</p> <p>The district does not explicitly foster peer or student-led initiatives on wellbeing and mental health, because our community is so small that students can’t help but have multiple daily opportunities for cross-age support, such as high school students reading to elementary students. People here are private, but they pitch-in without fanfare. FFA and a cooperative agreement for athletics with Prairie City (40 minutes away) provides opportunities for students to connect with each other.</p>	<p>Simply stated the Burnt River’s approach to equity is to take care of everyone unconditionally, like a family. The future of this community depends on it. As a staff, we model it for our students and their families. With just 22 students we are uniquely aware and supportive of the care that they provide for each other and the community.</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.burntriver.k12.or.us/documents>

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	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>We are in regular communication and collaboration with the Baker County Health Department. Because a portion of our boundaries also reside in Malheur County, we also include their health department in our re-opening plans. We coordinate with both counties and the InterMountain ESD to provide services to our students, staff and families. We have a school nurse through IMESD who visits approximately once a month or as needed in addition to the services described above.</p>	<p>We are committed to ensuring the safety and wellness of our very rural and remote students and staff by continuing to engage with regional health resources.</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>

## 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:** The district follows the "Recommended School Actions" which begin on page 14 of our Communicable Disease Plan. Details are also provided on page 11 in section 1H of our [Operational Blueprint](#).

*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?
<a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible	<i>Level of Implementation: Very Little</i> There are no vaccination resources in Unity. The district will direct staff, students and families to regional county health departments.	The community of Unity is at least an hour away on a two-lane, curvy, mountainous highway from a medical facility. Neither the town nor the school district have resources available to offer vaccinations to our rural and remote families. Connecting them to regional resources is the best we can do.

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 <u>face coverings</u></b></p>	<p><i>Level of Implementation:</i> To a Great Extent</p> <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 five 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>Since this rule was adopted, it has been amended to comply with the governor’s additional mandates. The Burnt River School District will comply.</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 Superintendent Lou Lyon 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>Level of Implementation:</i> To a Great Extent</p> <p>Students operate in cohorts by grade band. Facilities provide ample square footage to provide at least 3 feet of space to separate students and staff.</p> <p>At the elementary level students are instructed in how to positively communicate without physical contact, and this is reinforced throughout the school as part of our behavior management.</p>	<p>Our small staff and student population, residing in a school and community with lots of physical space, minimizes ramifications of physical distancing on equity. If that were to change, staff would use our equity lens to consider and resolve any negative effects on students. Currently, our ease in physical distancing and cohorting helps our community manage communicable diseases of all kinds.</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>Level of Implementation:</i> Very Little</p> <p>The Burnt River school building was built in 1961 with no HVAC system. All ventilation is natural--windows and doors—with well-placed exhaust and other fans. At least, local ventilation prevents potential system-wide spread of communicable diseases.</p>	<p>Maintaining a functioning school building is an urgent priority of the district and a very daunting challenge for any educator in Oregon who values the rights of rural students to access a free and public education. For perspective consider that a building-wide HVAC system follows a more urgent facilities-priority of replacing the roof at a cost of up to half a million dollars. Our research into potentially floating a bond revealed our population is too small to support the average \$700 increase in their property taxes that it would require. The district cannot make that unaffordable ask of this community, but is pursuing any grant-funded opportunity that presents itself including the seismic upgrade which was recently declined. Reader, please advise if you know of funding opportunities.</p>
<a href="#">Handwashing and respiratory etiquette</a>	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>Hand Washing: All students will wash their hands upon building entry and prior to breakfast and lunch. Additional hand washing opportunities are provided throughout the school day. Signage at each sink/hand washing station reminds students and staff of effective handwashing practices. Hand lotion and sanitizer are also provided.</p> <p>Respiratory etiquette is taught at the elementary level and reinforced across all grades.</p>	<p>Information is shared in the language of our students and their families. Signage used when possible to facilitate communication.</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><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>Level of Implementation:</i> Somewhat</p> <p>The district is in the process of re-certifying a staff member to provide the optional testing and ordering new tests to replace those that expired from last year.</p> <p>The district can also direct families to regional screening providers for those who would prefer.</p>	<p>Last year the district trained a staff member and ordered tests in order to offer diagnostic testing, but only 1 parent signed a permission slip and 0 tests were administered, leaving a glut of expired tests. Despite the potentially repeated waste of time and resources, the district is pursuing this option again this year because it will provide equitable access to COVID testing. This is a support to our rural families, particularly those who are economically disadvantaged or otherwise have difficulty traveling an hour or more for testing.</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> Somewhat</p> <p>The district is observing all staff, students and visitors who enter the building and will take temperatures and follow our health departments' recommendations for those who are exhibiting or self-reporting symptoms. Note that we will contact-trace at the request of our health department partners.</p> <p>Once re-training is complete screening testing will be available as well as information about other regional testing providers.</p>	<p>As mentioned above, the district is acutely aware that every service we can provide, even if not taken advantage of, has a potentially exponential affect on our isolated and underserved rural community.</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><a href="#">Public health communication</a></p>	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>We have a relatively new and easily updatable website that offers a one-stop shop for posting news, formal announcements and live updates. We follow Baker County Health Department's protocol for reporting, communicating and contact tracing related to COVID and other public health needs.</p>	<p>Communication is not a challenge or barrier in our small community. We provide all information in languages and formats accessible to the school community.</p>
<p><a href="#">Isolation:</a></p> <p><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 <a href="#">OAR 581-022-2220</a>.</b></p>	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>A designated primary isolation area will be used for students and staff who are symptomatic. A secondary isolation area has also been identified.</p> <p>Symptomatic students will remain at school until a designated adult can pick them up.</p> <p>Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</p> <p>Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include the name of student and reported symptoms/reason for health room visit</p>	<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. Both the Communicable Disease Plan and Operational Blueprint are posted on the district website.</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>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><i>For your reference:</i>  <a href="#">Exclusion Summary Chart</a></p>	<p><i>Level of Implementation:</i> To a Great Extent</p> <p>We are continuing to follow the exclusion guidance and are working with the Baker Health Department to ensure that we are consistent in our expectations and communication.</p> <p>Our Communicable Disease Plan provides detailed information for students, staff and our community about the Guidelines for Exclusion (see page 9-13). The district follows the Recommended School Actions (beginning on page 14) which in some cases include exclusion.</p>	<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.

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 Lou Lyon 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: August 26, 2021