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IOne Community Charter School

**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

Charter School Information

Institution ID: 3997 Institution Name: IOne Community Charter School

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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 and charter schools 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 and charter schools 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 charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Devote time for students and staff to connect and build relationships</p>	<p>Acknowledge health and mental health of staff and students through goals set by staff k-12 Focus on building relationships with students and staff on a daily basis</p>	<p>Set goals surrounding SEL Classroom visits by school counselor</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>Lesson plans aligned to support SEL Provide space and time for students and staff to reflect on feelings or questions</p>	<p>Classroom visits by school counselor Individual meetings with counselor on site or with local counseling service, or school nurse Check in with staff on how they are doing midway through the year Provide staff development to support staff with self care</p>

ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
Link staff, students and families with culturally relevant health and mental health services and supports	Refer CARE team services to families if needed Provide translations to families with any information from the school	Provide health and mental health services to any staff, student, and families if needed Provided culturally relevant information or services and support in their home language. Supports in place for staff, students, and families less disruption in education
Foster peer/student lead initiatives on wellbeing and mental health	Utilize the leader in me program to promote student led initiatives k-12 ASB led initiatives on cultural and team building Peer support groups	Student led assemblies Peer support groups Provide resources from local and state agencies such as LPHA, Community Counseling, Care Team

Communicable Disease Management Plan

Please provide a link to the charter school’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://docs.google.com/document/d/1N8W22dw3Muny7PWbuxVWSGZp8uREefvG/edit>

ARP ESSER Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	Provide a copy of operational plan to the LPHA for review and support Create plan with school on-site nurse Provide a copy of operational plan to county commissioners and lone community	Monthly updates from ODE, OHA, LPHA and school nurse Update plan as needed with all parties

Isolation Plan

Please provide a link to the charter school'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: <https://mail.google.com/mail/u/0?ui=2&ik=e73d6cefe7&attid=0.1&permmsgid=msg-f:1707906623904301>.

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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 charter school 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 charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>Provide staff and students with local vaccination site information</p>	<p>Free services at school based, community-health clinic Post opportunities for vaccinations on social media sites for access to all staff, students, and community. Translated if necessary</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p><u>Face coverings</u></p>	<p>Face Coverings are optional for anyone in the school</p>	<p>Face coverings are optional for anyone</p>
<p><u>Physical distancing and cohorting</u></p>	<p>Students will be in cohorts to every extent possible. K-3, 4-6th grade, 7/8, 9-12th</p> <p>With masks, students/staff will maintain 3 ft distance to the extent possible</p> <p>Classrooms will be arranged with 3ft distance requirements.</p> <p>Cafeteria tables will be assigned per grade level and seating will be assigned for students</p>	<p>Provided extra seating for social distance criteria</p> <p>Provide marks on ground at 3-6ft distances</p> <p>Set cohorts up beginning of school year</p> <p>Create staggered lunch and recess times</p> <p>Communication on procedures frequently to all staff, students, and community translated to Spanish to reach all ethnic groups</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<u>Ventilation and air flow</u>	<p>Keep classroom doors open to create airflow in classrooms</p> <p>lone has installed Ionizer systems with our HVAC to improve air quality throughout the building</p> <p>Hold classes outdoors as much as possible</p>	<p>Provide improved air quality for all students, staff</p> <p>Clean and maintain HVAC system regularly</p> <p>Provide adequate space outside for classroom use</p>
<u>Handwashing and respiratory etiquette</u>	<p>Staff and students will wash hands or sanitize when entering and exiting the building.</p> <p>Staff and students will wash hands or sanitize before and after eating food</p> <p>Staff and students will wash hands and use sanitizer after using the restroom</p> <p>Staff and students will adhere to respiratory etiquette such as covering coughs with elbow and disposing of tissues in the trash</p>	<p>Provide hand sanitizer at every door</p> <p>Post signage of handwashing etiquette</p> <p>Provide soap in any area where hand washing can be done.</p> <p>Provide tissues and garbage cans throughout areas for easy access</p> <p>Post reminders on social media on proper respiratory etiquette (available in Spanish)</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<u>Free, on-site COVID-19 diagnostic testing</u>	Free testing will be available at school-based health clinic	Free testing will be available at school-based health clinic
<u>COVID-19 screening testing</u>	Free testing will be available at school-based health clinic	Free testing will be available at school-based health clinic

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p><u>Public health communication</u></p>	<p>Share health and safety protocol with all staff, students, families, county commissioners, and LPHA Provide training where needed for health and safety protocols</p>	<p>Information in school newsletter Post on school website and social media page Attend public meetings to share information such as ICABO, preschool meetings Safe schools training yearly for staff Nurse training with staff at the beginning of the school year</p>
<p><u>Isolation:</u> 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>.</p>	<p>https://mail.google.com/mail/u/0?ui=2&ik=e73d6cefe7&attid=0.1&permmsgid=msg-f:1707906623904301204&th=17b3b4068b5a4094&view=att&disp=safe</p>	<p>School nurse training Isolation room set up to isolation criteria</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>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)</p>	<p>Staff or students should notify school of any exposure to covid 19 or showing symptoms of covid 19 Staff and students should be excluded from school per OAR 581-022-22220</p>	<p>Communicate protocol to all staff, students, and families of exclusion policy. (translated to Spanish) Provide school work or online opportunity for students and staff. School nurse will notify LPHA of any covid exposures</p>

Individualized COVID-19 Recovery Services

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

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.	Meet with parents at annual IEP meetings to decide and if recovery services are needed.	Work as a team with parents to decide if recovery services are needed keeping the best learning goals in mind for the student.
Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.	Parents are presented with a written form stating if covid recovery services are needed. Parents will sign and date the form at an IEP meeting.	The IEP team will make sure the students, parents, teachers, and IEP team members are all heard and all learning goals and needs are accounted for.
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.	If services are needed, a written plan will be submitted to parents and teachers at an IEP meeting.	The parents will receive a written IEP plan which will include the determination of the covid recovery plan. The student's learning needs and goals will align with the IEP and covid recovery plan.

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: 4/26/22