

Imbler 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: 2215 Institution Name: Imbler 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.

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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	Imbler School District has implemented a variety of procedures to connect and build relationships with students and families. We have a weekly progress report for our freshman (9th grade) on track. Students needing assistance are invited to time after school with teacher(s) to help them reach satisfactory progress. Our counselor has implemented group programs to assist students in building relationships with their peers. Our staff have worked to build connections with after school activities such as battle of the books, athletics, and activities.	<p>No student subjected to discrimination.</p> <p>We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.</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>
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	Our students are encouraged to share their experiences in a variety of venues, hall art/writings, English journals, record keeping for FBLA and FFA. Our students have excelled this school year in both FFA and FBLA regional, state, and FFA national competitions.	<p>No student subjected to discrimination.</p> <p>We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.</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>

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	<p>The district will always make contact information or a list of contact of school and community-based mental and emotional health services and supports available to students, families and staff.</p> <p>Local health services include; CARE, CHD, Shelter from the storm, School nurse, school counselor, IMESD support services.</p>	<p>* 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, and technology support).</p> <p>Apply 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.</p> <p>Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol</p>
Foster peer/student lead initiatives on wellbeing and mental health	<p>Existing clubs/programs that encourage peer-to-peer interactions, e.g. Book-buddies, Battle of the Books, 4-H opportunities in our region, elementary athletic opportunities (both school and community sponsored), or transition to high school programs. FBLA, FFA, HomeEC, Band, Yearbook.</p> <p>Support extra-curricular activities.</p>	<p>* Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</p> <p>Provide 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.</p> <p>Implement and offer continued support for programs and affinity groups that build on student strengths (e.g.,</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: : www.imbler.k12.or.us

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>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> <p>Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information.</p> <p>Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district.</p> <p>Post signs and other information around the school buildings.</p> <p>Follow established protocols for communicating with</p>	We provide all information in languages and formats accessible to the school community.

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: : www.imbler.k12.or.us

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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?
COVID-19 vaccinations to educators, other staff, and students if eligible	Publicizing other opportunities for vaccination (county) Encourage and share information about vaccinations through newsletters, websites, posters, etc. Information is shared but not required.	We share all information in the language 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?
Face coverings	<p>OAR 333-019-1015</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 two years of age during school hours. The district complied 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. When the mask requirement was lifted students were no longer required, but were still allowed to wear mask.</p>	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses to wear a face covering for any reason they are allowed.</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>
Physical distancing and cohorting	<p>*Support physical distancing in all daily activities and instruction, maintaining three feet for students to the extent possible.</p> <p>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</p> <p>Minimize time standing in lines and take steps to ensure that distance between students is maintained, when practical.</p> <p>Provide instruction to students on how to positively communicate without excessive physical contact (e.g. hugging, high-fives, fist bumps, etc.) and positive</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>The district uses the Decision-Making process described in Section 4b of the 2020-2021 RSSL Guidance to develop protocols for physical distancing when required.</p> <p>This particular mitigation strategy focuses on health and safety for all stakeholders.</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?
Ventilation and air flow	<p>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.</p> <p>Purchasing fans and/or portable air purifiers when needed to improve indoor air quality.</p> <p>Working with school staff to utilize existing exhaust ventilation systems in kitchens and restrooms to supplement building ventilation.</p> <p>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</p>	<p>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.</p>
Handwashing and respiratory etiquette	<p>To a great extent</p> <p>Provide access to soap, water and hand-sanitizer in all district buildings for students, staff and visitors.</p> <p>Teach and remind students with signage and regular verbal reminders from staff regarding how and when to practice healthy hand hygiene.</p> <p>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.</p> <p>Students will be encouraged to wash hands before and</p>	<p>Information is shared in the language of our students and their families. Graphics are 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?
Free, on-site COVID-19 diagnostic testing	<p>We will direct students and staff to local screening providers upon request.</p>	<p>The planning team concluded that offering free, on-site COVID-19 diagnostic testing would provide greater access to our rural, and especially our economically disadvantaged and migrant students, who may otherwise have to travel a great distance and may not feel comfortable or have other barriers to accessing health care.</p> <p>We are reviewing the district ' s capacity to provide this service to our students and staff.</p>
COVID-19 screening testing	<p>See above.</p> <p>OAR 581-022-2220 Health Services, require districts to “ maintain a prevention-oriented health services program for all students ” including space to isolate sick students and services for students with special health care needs. Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses, CHD staff, mental and behavioral health providers; physical, occupational, speech, and respiratory therapists, and School Based Health Centers.</p>	<p>See above.</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?
Public health communication	<p>Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information.</p> <p>Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district.</p> <p>Post signs and other information around the school buildings.</p> <p>Follow established protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</p>	<p>We provide all information in languages and formats accessible to the school community.</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>*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.</p> <p>Procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p>Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. (Link to student &/or employee handbook)</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.</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><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>Protocols for identifying exclusions were developed in collaboration with school employees/partners with expertise in public health.</p> <p>Designated staff will identify students and staff members who meet the criteria for exclusion and communicate the conditions for return to school.</p> <p>Link your Communicable Disease Plan & refer to page number</p> <p>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.</p> <p>Exclusion will be for seven days if they have a covid test</p>	<p>See above</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>

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.	Imbler School District follows the requirement of OAR 581-015-2228. Every eligible student's parents were notified at the start of the school year explaining the requirement and assuring our IEP teams are continually reviewing student progress. Our IEP team and special teacher are willing to discuss prior or in	No student subjected to discrimination. We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.
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.	See above	No student subjected to discrimination. We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.
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.	see above	No student subjected to discrimination. We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.

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: March 1, 2022