

**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  
Updated 3-28-22**

**District Information**

Institution ID: 4595

Institution Name: FOREST GROVE COMMUNITY SCHOOL

District Continuity of Services Plan/RSSL

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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 homelessness. 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.

### Mental Health Needs

<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies and description of policies adopted to ensure continuity of services</b>	<b>How do adopted policies reflect RSSL guiding principles?</b>
<p>Devote time for students and staff to connect and build relationships</p>	<p>Our school culture emphasizes relationships between staff and students. Staff are intentional in establishing opportunities for students to engage in team building throughout the year. All classes engage in daily community check-ins and regular social-emotional lessons.</p>	<p>We have devoted several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.</p> <p>---</p> <p>Update: We have partnered with Pacific University's School of Professional Psychology (SPP) to host a lunchtime games club for our middle school students to provide opportunities for students who may struggle socially to connect through shared activities. SPP students will be providing other activities to support student's social/emotional development and mental health.</p> <p>---</p> <p>Student Support Specialist provides services to students who are struggling with social situations, teaching skills of perspective taking, self-regulation and conflict resolution.</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>In class activities have been developed to allow students to process their recent experiences. Art classes are intentionally structured at the beginning of the year to allow for students to express and explore their feelings while creating art.</p>	<p>We have provided ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.</p>
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<p><b>ARP ESSER &amp; OAR 581-022-0106 Component</b></p>	<p><b>Extent to which district has adopted policies and description of policies adopted to ensure continuity of services</b></p>	<p><b>How do adopted policies reflect RSSL guiding principles?</b></p>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Our Student Support Specialist position is focused on supporting students' social and emotional well being in school and on connecting families with appropriate community mental health resources.</p>	<p>We have prioritized linking students and families with mental health services and supports.</p>

Foster peer/student lead initiatives on wellbeing and mental health	Teachers are responsive to student initiatives and will continue to work to give students voice and choice in classrooms.	
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**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 on pages 20 and 21 of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: [District’s COVID-19 Specific Communicable Disease Plan](#)

<b>ARP ESSER Component</b>	<b>Extent to which district has adopted policies and description of policies adopted to ensure continuity of services</b>	<b>How do adopted policies reflect RSSL guiding principles?</b>
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<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p><a href="#">Protocol to notify local public health authority</a> <a href="#">Communication flow chart</a></p>	<p>Through our district liaison, we are coordinating with local public health authority (LPHA) to establish communication channels related to current transmission level.</p>
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## 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.

Link: [Isolation Protocol](#)

## Mitigation 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](#); [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 mitigation strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each mitigation strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

<p><b>Advised mitigation strategy</b></p>	<p><b>Extent to which district has adopted policies and description of policies</b></p>	<p><b>How do adopted policies reflect RSSL guiding principles?</b></p>
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	<b>adopted</b>	
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>FGCS participated in teacher vaccination phases during the 20-21 school year, gave staff time off to do so, and continues to provide information to staff about the availability and location of vaccines.</p> <p>In most communications with parents, we encourage vaccinations for those who are eligible.</p>	<p>RSSL asks schools to consider multiple factors when they make decisions about implementing layered prevention protocols. We have made community protection a priority by ensuring vaccination coverage.</p>
<p>Universal and correct wearing of face coverings</p>	<p><a href="#">Face Covering Requirements Updated 8/4/21</a> <a href="#">ADA and IDEA accommodations</a></p>	<p>FGCS has aligned its policies and expectations for staff and students to RSSL requirements.</p> <p>Update: Face coverings became optional at FGCS on March 14 after the statewide K-12 mask mandate expired. Teachers held class discussions to help students manage this transition and explicitly taught the expectation that students respect others' choices.</p>

<p>Physical distancing and cohorting</p>	<p><a href="#">Physical Distancing 21-22</a> <a href="#">Cohorting 21-22</a></p>	<p>The school supports and promotes physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible.</p> <p>---</p> <p>Update: We continue to practice physical distancing to the extent possible during the school day.</p>
<p>Ventilation and air flow</p>		<p>FGCS's ventilation and air flow plan aligns with RSSL recommendations for increased outdoor ventilation through open doors and windows when possible, portable air purifiers to improve air quality, and upgrading HVAC systems.</p>

<p>Handwashing and respiratory etiquette</p>	<p><a href="#">Hand and Mask Hygiene</a></p>	<p>All people on campus are advised and encouraged to frequently wash their hands or use hand sanitizer. Students are required to wash/sanitize hands upon entry and before eating. Staff frequently remind students with signage and regular verbal reminders of the critical nature of hand hygiene.</p>
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>Parents will be able to opt into a diagnostic testing program run at school for symptomatic students. Details on the <a href="#">school website</a>.</p>	<p>Diagnostic testing is for individuals with symptoms of COVID-19 or those who have been exposed to COVID-19 through close contact with a case at school. The CDC recommends that schools offer free, on-site COVID-19 diagnostic testing to help to identify COVID-19 cases and prevent or reduce viral spread at school and home. Diagnostic testing at school, when possible, will help all involved to know as quickly as possible if a student has COVID-19.</p> <p>—</p> <p>Update: With the end of the mask mandate, we again notified parents about the choice to opt in to diagnostic and screening test programs.</p>

<p>COVID-19 screening testing</p>	<p>Parents will be able to opt into a screening testing program run at school for students. Details on the <a href="#">school website</a>.</p>	<p>Screening testing is testing for individuals without symptoms of COVID-19 or known exposure to COVID-19. This weekly testing program is offered through the Oregon Health Authority and Oregon Health Sciences University (OHSU). Participating students will bring home a saliva screening test kit once a week, then will complete and return the test to school on a specific day each week (We have not yet been advised which day is our 'test return day, but will notify parents in advance when we know). Completed test kits will be taken by courier to OHSU and tested within 24 hours. Parents will be notified of any positive or inconclusive test results. There is no notice for negative tests.</p>
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<p><b>Advised mitigation strategy</b></p>	<p><b>Extent to which district has adopted policies and description of policies adopted</b></p>	<p><b>How do adopted policies reflect RSSL guiding principles?</b></p>
<p>Public health communication</p>	<p>The district will provide annual and ongoing training of health and safety protocols specific to COVID-19.</p> <p>The school communicates health and safety protocols to students, families, and communities through regular emails and through our school website.</p> <p>Covid cases appear on the “dashboard” on the district webpage.</p>	<p>The RSSL guidelines emphasize the importance of clear and frequent communication with parents, students and staff.</p> <p>FGCS regularly communicates with parents through all-school email, website and school-sponsored social media to keep them apprised of health/safety protocols, including any upcoming changes. We hold online parent forums and send out surveys to solicit parent input on decisions.</p>

<p>Isolation and quarantine</p>	<p>In consultation with district nurses, the LPHA, school-based health center, and related service providers, the district has developed an isolation and exclusion protocol based on core components under the authority of public health (LPHAs and OHA) as described in relevant OARs. The district cooperates with the LPHA for investigations and implements the <a href="#">Investigative Guidelines for COVID-19</a>.</p> <p><a href="#">Isolation Protocol</a>.</p> <p>Exposure and Quarantine Protocol</p>	<p>Adherence to school exclusion processes as laid out in Communicable Disease Guidance for Schools.</p> <p>Recording and monitoring the students and staff being isolated or sent home for the LPHA review.</p>
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### 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.

### [ADA and IDEA accommodations](#)

Any student with a disability requires an accommodation to meet the requirement for face coverings, the district limits the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
- Additional instructional supports to effectively wear a face covering.

For students who are eligible under IDEA, the student's IEP team meets to determine what accommodations the student may need. This is highly individualized but in addition to the above accommodations, may include the option to wear a face shield.

For students who have a disability and require self-care, the district requires staff to use gloves, gowns, face covering, and face shield in addition to universal precautions.

## 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: 9/27/2021 Vanessa Gray