Instructions and Additional Information for Safe Return to In-Person Instruction and Continuity of Services Plan Update

American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER); OAR 581-022-0106 (State Operational Plan)

Alignment Across Federal and State Guidance and Rules

The Safe Return to In-Person Instruction and Continuity of Services Plan 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).

To best support students and families with the safest possible school year, the Oregon Department of Education (ODE) 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. There are four major pieces of guidance and rules that are aligned through this plan:

1. On March 11, 2021, President Biden signed the American Rescue Plan of 2021, which included additional Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funding to allow state and local education agencies to take additional steps to safely reopen and keep open schools for in-person instruction, and to address disruptions to teaching and learning resulting from the pandemic.

2. On June 17, 2021 the State Board of Education took action on a rule that requires school districts and public charter schools to periodically submit to ODE a plan for operation during the 2021-22 school year. The plan must be submitted on a timeline and in a form to be determined by ODE. (OAR 581-022-0106(4)).

3. On June 25, 2021, ODE released the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year, designed to help school districts prepare their staff and campuses for the next academic year, aligned with CDC guidance for return to in-person learning, and reflecting Governor Kate Brown's Executive Order 21-15 lifting all remaining COVID-19 health and safety protections issued under emergency statutes, including the executive order for K-12 schools.

4. On July 9, 2021, the Centers for Disease Control and Prevention (CDC) updated its guidance for return to in-person learning. ARP ESSER requirements align with guidance from the CDC. Receipt of ARP ESSER funding is dependent on creating and keeping updated a Safe Return to In-Person Instruction and Continuity of Services Plan.

Plan Submission Deadline and Instructions

The Safe Return to In-Person Instruction and Continuity of Services Plan Update is due to ODE by *March 30*, 2022.

The Plan must be submitted to ODE using the **Safe Return Plan Update form**.

Plan Revisions and Posting the Plan to the District Webpage

Review/Revisions Process

To remain in compliance with ARP ESSER, Districts and public charter schools are required to review and revise, if necessary, their Plans at least every six months to stay aligned with any updates to guidance from the CDC or the Oregon Health Authority (OHA).

As part of this review process, the district must seek public input and take such input into account in determining whether to revise its Plan and, if it determines revisions are necessary, on the revisions it makes to its Plan.

Below are the deadlines for the required six-month Plan revisions:

- □ February 23, 2022 (extended to *March 30*, **2022**)
- □ August 24, 2022
- □ February 22, 2023
- □ August 23, 2023
- □ February 21, 2024
- □ August 21, 2024

Posting Plans

Districts must make their Plan publicly available on their website, including any revisions. As part of the ARP ESSER process, ODE will maintain a website with links to all District Plans. When a District revises their Plan, they must post the Plan revisions to their district website using the same link.

To support Districts in meeting the review requirements, ODE will notify Districts of:

- □ CDC or OHA updates that are substantive enough to require immediate plan revisions; and
- □ Required six-month reviews, including public input requirements prior to the submission deadlines.

Please contact the ODE COVID inbox at ODECOVID19@ode.oregon.gov with any questions regarding this Plan.

Instructions for Updating Plan

Utilizing the current Safe Return to In-Person Instruction and Continuity of Services Plan or the revised Plan template for School Districts or Charter Schools, update Plan to include the following:

Update Planning Mental Health Supports

□ Revise responses related to ARP ESSER & OAR 581-022-0106 to reflect new strategies and recommendations related to Care and Connection. Refer to Appendix A which provides resources, ideas, and recommendations for districts in addressing mental health needs of school community members.

Update Link to Communicable Disease Management Plan

□ Hyperlink to communicable disease manage plan.

Update Health & Safety Strategies

□ Revise responses *to reflect new mitigation strategies related to COVID-19 such as adoption of district or school policy or following a local ordinance related to face coverings and/or the OHA testing program test to stay protocol*.

Add Individualized COVID-19 Recovery Services Section

□ Revise to include policies, protocols and procedures for individualized COVID-19 recovery services offered by the district. OAR 581-015-2229

  • If using the fillable pdf or the one in Appendix B combine the page(s) in which you have described the policies, procedures and protocols developed for provision of individualized COVID-19 recovery services into your Safe Return Plan before posting the plan and submitting the link.

  • If using the revised Plan District template, or the Charter School template, the individualized COVID-19 recovery services section is already included at the end of the template. You will need to copy your plan content into the new template, including additions needed for this update, before you post the plan and submit the link.

Updates to this Plan

□ Revise the Date Last Updated field to reflect the current date.

Post to a publicly accessible place for community members to access and review

Complete the submission form, which includes the following components:

□ Working hyperlink to district's updated Safe Return to In-Person Instruction and Continuity of Services Plan

□ Working hyperlink to district's Communicable Disease Management Plan (OAR 581-022-2220)

□ Response to the following question: *Every decision has the potential to disproportionately impact those whom existing systems most marginalize and historically underserved communities by exacerbating existing conditions of inequity. ODE and OHA sought to apply an equity-informed, anti-racist, and anti-oppressive lens across all sections of the Resiliency Framework. With the goal of identifying and addressing the disproportionate impact of COVID-19 within your school community, what data and tools are you using to inform conversations and decisions about equity in your Safe Return & Continuity of Services plan? (For example, Oregon Data for Decisions dashboard, ODE Equity Decision Tool, and community engagement, public input or public comment).*

Click Submit in the form.

Appendix A

2022 Care and Connection Plans Mental Health/Care and Connection Recommendations

Districts are encouraged to continue to prioritize cultivating care, connection and community to support the mental, emotional and social health and well-being of students, families, staff and administrators.

Please refer to ODE's Mental Health Toolkit and Care and Connection Guidance for overview, and Statewide interactive map of Care and Connection examples and Care and Connection District Examples for ideas regarding strategies other districts have used to build caring, connected school communities.

We recommend that districts include the following actions in their plans.

1. Making time and space for daily care and connection activities. See Care and Connection Activities, and Preparing for Breaks and Transitions with Care and Connection for ideas.

2. Giving staff permission and dedicated time daily to create opportunities in the classroom and the school building to focus exclusively on care, connection and community building.

3. Explicitly giving staff permission and time to employ creative, expressive teaching and learning strategies (see Care and Connection Activities) to ensure strengths-based, trauma-informed, equity-centered environments where students can express their experiences and their learnings in ways that are self-directed and empowering.

4. Encouraging students and staff to make use of mental health services and supports. Providing all school community members with a comprehensive list of local resources that are visibly posted on school and district websites.

Note: Please specify programs that increase district mental health literacy. If applicable, include links to these mental health resources.

Appendix B

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.		
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.		
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.		