



Perrydale 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: 2192 Institution Name: Perrydale School District #21

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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	<p>Implemented to a great extent.</p> <p>We take great pride in building relationships with our students & staff. Each day, our students have the opportunity to interact with the same teachers. Many of our students have the same teacher more than one class period in the middle school and high school and at the elementary level, they have the same homeroom teacher most of the day, plus one or two instructional assistants.</p> <p>Other items of note to build relationships:</p> <ul style="list-style-type: none"> *Breakfast in the classroom *Home room with grade level or first hour teacher upon arrival at school; *Door greeters and screener; *Daily dedicated SEL/advisory time with one of their teachers *Full time mental health specialist, who is available via phone or video call, if needed and she is connected with the county in order to help provide wraparound services. 	All activities encompass the whole school/applies to all students & staff. The Perrydale equity lens identified in the districts SIA plan is utilized when making these decisions.

<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>Implemented to a great extent</p> <ul style="list-style-type: none"> *Hired a full-time mental health counselor last March who is also available for phone and video calls, when needed. *Continued work on cultural and equity training for staff *Daily 30 minute advisory time with familiar staff and defined SEL curriculum. *Increased time allotted for art and hands on courses for middle school and high school students. *Created a room near the mental health specialist and our Federal Programs Director to allow students a space to explore and process their experiences. 	<p>All students and staff will have equal access to these services, when needed. We dedicated space and time to these areas with thoughts that they may be needed as we continue through the pandemic.</p>
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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>Implemented to a great extent.</p> <p>Perrydale has created partnerships with:</p> <ul style="list-style-type: none"> *Polk County Health Department; * Service Integration Team *Wrap around services; *Full time local mental health counselor; *ESD provided SLP, Autism specialist, Special Education Admin., other services as needed. 	<p>Improve availability and equity of services for all as many of the services have become available locally. Eliminates need for travel.</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, technology support).</p>
Foster peer/student lead initiatives on wellbeing and mental health	<p>Somewhat implemented</p> <p>Perrydale has:</p> <ul style="list-style-type: none"> * Extra curricular activities; *Technology club; *FFA; *High school and middle school student body officers and meetings; *High school and middle school class officers and meetings; *High School and middle school meetings with admin team for Q/A and problem solving. 	<p>Offer continued support for student-initiated programs and affinity groups that build on student strengths.</p> <p>Use Perrydale SD Equity tool as well as the RSSL Decision tree and Deepening Questions</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:

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>Implemented to a great extent</p> <ul style="list-style-type: none"> *Perrydale School District Communicable Disease plan; Work with following regarding best practices for operations as well as contact tracing, quarantine and isolation: *Collaboration with Polk County Health Department; *Collaborate with ESD provided school nurse; *Collaborate with contracted West Valley/Salem Health; 	<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> <p>We are ensuring the safety and wellness of our students and staff by continuing to engage with our local health resources.</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](#).

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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	Somewhat Implemented *Staff receive time during the workday to go get the vaccine. *Publicizing opportunities for vaccination with LPHA and local hospital. *Encourage and share information about vaccinations through newsletters, websites, posters, etc.	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?
<p>Universal and correct wearing of face coverings</p>	<p>Implemented 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 two 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>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 Erin Henery or Dan Dugan to discuss next steps.</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 for all students and staff.</p>
<p>Physical distancing and cohorting</p>	<p>Implemented to a great extent</p> <p>Perrydale School District will:</p> <ul style="list-style-type: none"> *Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. *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 *Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor or one-way traffic flow. 	<p>As the district makes decisions about how to utilize our existing spaces to meet physical distancing and cohorting best practices, we take great care to consider how those decisions will best serve all of our underserved populations.</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>Somewhat implemented</p> <p>Perrydale School</p> <ul style="list-style-type: none"> *Invested in purchasing dozens of air purifiers last school year and are in each classroom and office, in addition to the gymnasiums. *Hired an outside firm to make sure windows were in working order to utilize for maximum ventilation, when needed. 	<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 all staff and students.</p>
Handwashing and respiratory etiquette	<p>Implemented to a great extent</p> <ul style="list-style-type: none"> *Provide access to soap, water and hand-sanitizer in all district buildings for students, staff and visitors. *Teach and remind students with signage and regular verbal reminders from staff regarding how and when to practice healthy hand hygiene. *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. *Hand sanitizer available in every classroom and office. 	<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>Implemented to a great extent</p> <p>We offer free, on-site COVID-19 diagnostic testing through the COVID-19 Testing in Oregon's K-12 Schools Program for symptomatic staff or students. We are also enrolled in the weekly testing at home available through the state if students or staff are interested.</p>	<p>We concluded that offering free, on-site COVID-19 diagnostic testing would provide greater access to our rural, and especially our economically disadvantaged students, who may otherwise have to travel a great distance and may not feel comfortable or have other barriers to accessing health care.</p>
COVID-19 screening testing	<p>Implemented to a great extent</p> <p>We perform daily screening of all students and staff. This provides the first mitigation strategy on a daily basis and allows us to have frequent conversations with students about possible illness.</p>	<p>Same as 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>Implemented to a great extent</p> <ul style="list-style-type: none"> ● Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information. ● Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district. ● Post signs and other information around the school buildings. ● Follow established protocols for communicating with students, families and staff who have come into close contact with infected individuals. 	<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>Implemented to a great extent</p> <ul style="list-style-type: none"> *Administrators and office staff will update scenarios and procedures with ESD nurse and LPHA on a frequent basis. *All students who become ill at school will remain at school, isolated and supervised by nurse/staff until parents can pick them up in the designated isolation area (health room). *Staff who develop symptom or illness will be sent home and coverage will be provided. *Students and staff will be provided additional facial coverings or PPE, if needed. 	<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>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>We are continuing to follow the exclusion guidance from ODE, OHA, CDC and Polk County Health Department to ensure that we are consistent in our expectations and communication.</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 Molly Smith or Lance Dixon 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: 8/25/2021