

**Frenchglen
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: 2020 Institution Name: Frenchglen

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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	Frenchglen is a frontier remote (micro) one-room school with one teacher and 8 students grades K-8. Staff and student/family relationships are strong as the teacher has been there 22 years and has taught many of these multiple years. Time is dedicated to maintaining these strong relationships with students and families.	All schools use an anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child. All students are treated with a strong focus on maintaining a safe and healthy learning environment for all. No student is singled out or treated as anything other than one with care, compassion and connectedness. Students are taught and expected to be respectful and accepting of any student or adult they interact with in the school setting. Frenchglen students are often collaborating with other frontier schools and these values transcend throughout the county.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	We are excited to collaborate with Harney Education Service District and the full time rural teacher support person that they have hired. The rural teacher support person is implementing a social emotional curriculum at Frenchglen and bringing opportunities for all the frontier schools in the County to participate in joint meetings both in person and virtually. Each day students share positive, negative and personal experiences with their school. A climate of gratitude is promoted through each day ending with something students and have learned through the day and something that they are grateful for that has happened at school.	All schools use an anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child. All students at Frenchglen are welcome and invited to participate in these opportunities. We provide a culturally sensitive curriculum that helps students in our building broaden their local experiences and creates opportunities to learn about cultures beyond their lived experience.

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?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>We are a micro, frontier rural school with one teacher and 8 students- grades K-8. The teacher has taught at the school for 22 years and is well connected to the students, families and other stakeholders. Most of these students will have their teacher for 9 school years. All policies, procedures and protocols align with OSBA's recommended policies. We were successful last school year (2020-2021) to have school full-time and in-person. We work hard as a community to advocate for continuity of services.</p>	<p>OSBA recommended policies have been adopted with the stance that all students and staff are treated fairly and equitably.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>OSBA recommended policies have been adopted and are in place. Student wellbeing and mental health are a priority as evidenced by our advocacy and ability to hold school full-time and in-person.</p> <p>The ESD has hired a behavior intervention specialist who will be visiting all schools with an emphasis on supporting the wellbeing and mental health of students and staff. We work diligently to support and model compassion, empathy, kindness and acceptance of all those who are part of the school community. Students are taught to share gratitude, kindness and support with those around them. They are taught how to share their feelings verbally and appropriately.</p>	<p>OSBA recommended policies have been adopted with the stance that all students and staff are treated fairly and equitably with a focus on the whole-child (social and emotional wellbeing as well as academics).</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.harneyesd.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	All schools in Harney County have, and continue, to maintain close working relationships with each other and the Harney District Health Department. The Burns Paiute Tribe is invited to and a member of meetings held in regards to health, safety and education of all students including tribal students; and are consulted with as needed. Senate Bill 13 is steeped in culturally relevant tribal curriculum that we are using to help foster a deeper understanding of the culture in our community.	The Communicable Disease Management Plan includes strong collaboration and consultation with our local public health authority as well as schools in Harney County. This plan is written with the following principles as the basis for decision making: ensuring the safety and wellness of all students, focusing in the health and well-being of students and staff, cultivating connection and relationships, prioritizing equity by staying true to the culturally relevant needs of our rural, remote, frontier schools and being innovative in order to improve teaching and learning for all.

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: [Frenchglen.school](https://www.frenchglen.wednet.edu/)

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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	<p>We are a one-room rural frontier micro school. We have 1 teacher and a part-time clerk. COVID-19 vaccinations, as well as any other vaccinations are available for each staff member or student through their local physician, pharmacy or health clinic. Staff are allowed to use sick leave and personal time in order to receive a vaccination. Students are not penalized if they choose to receive a vaccination during the school day.</p>	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</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>Universal and correct wearing of face coverings</p>	<p>The COVID Communicable Disease Management Plan has procedures and descriptions of correct wearing of face coverings. Universal wearing of face coverings are optional for staff, students and visitors to the school. Students are instructed to respect individual decisions that are made in regards to face coverings.</p>	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</p>
<p>Physical distancing and cohorting</p>	<p>The COVID Communicable Disease Management Plan has procedures and descriptions in regards to physical distancing, which is a recommended option for the school. Cohorting is not applicable.</p>	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</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>The CDMP and the Ready Schools Safe Learners Resiliency Frameworks provide the protocols and procedures that we will follow in order to maximize safe and healthy learning opportunities at Frenchglen. This includes:</p> <ol style="list-style-type: none"> 1. Increasing the amount of fresh outside air that is introduced into the system; 2. Exhausting air from indoors to the outdoors; and 3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air 	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</p>
Handwashing and respiratory etiquette	<p>Handwashing procedures are taught and monitored for all students and signage is appropriately place.</p>	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</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	COVID-19 testing is available on site and can be administered by trained staff.	All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.
COVID-19 screening testing	All students are screened daily upon entering the school. If a student is experiencing symptoms parents are called and the child is directed to go home until symptoms. Since most of our students arrive to school by parent transportation this is a quick process.	All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.

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>Public health communication</p>	<p>Health and Safety protocols (Communicable Disease Management Plan) have been submitted to our LPHA. We sent a CDMP to the LPHA last fall and continued collaborative efforts with the director and surrounding school districts. Our LPHA has been an integral part of our plans and are strong collaborative partners.</p> <p>Information related to the CDMP and RSSL are posted to the ESD website (which is the website for the consortia schools).</p>	<p>All schools use an anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p>
<p>Isolation: 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>As stated in the CDMP we have established an isolation area that is adequately equipped with PPE and is supervised by an adult at all times when a sick child occupies it.</p>	<p>All schools use an anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</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>The Ready School Safe Learners Resiliency Framework and the CDMP address exclusions from school for any staff and students who are demonstrating symptoms of COVID-19.</p> <ul style="list-style-type: none"> ● Individuals with COVID-19 should isolate for at least 5 days. Isolation may end after 5 full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved. Individuals should wear a well-fitting mask around others at home and in public for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period. 	<p>All staff and students are afforded the same opportunity. We recognize that there is no disproportionate impact of COVID-19 on staff or students at Frenchglen School at this time.</p>

Appendix B – Individualized COVID-19 Recovery Services is a separate attachment.

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: 06/03/2022