

**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: Institution Name: ID #1948 St. Helens School District #502

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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.

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>Elementary - All students will participate in morning meetings, in-person classes, home visits, beginning of the year conferences</p> <p>Middle School - Focus course for all students daily, Social-Emotional Lessons with a focus on relationship building and connections between staff and students, 5 Radical Minutes - daily 5 minute lessons</p> <p>High School - Connect and Care week (ODE), Enrichment built-in schedule 1x week, Community Circes (Plymouth and will start to implement at the HS)</p> <p>Social workers, Counselors, and social-emotional staff are also available to connect with students.</p>	<p>The St. Helens School District creates a safe environment where all students belong. Time is provided within the master schedules of all buildings to foster connection and relationships between staff and students.</p> <p>Examples include:</p> <p>Elementary - Recognizing each child/family's unique needs, strengths, and challenges</p> <p>Middle School - Focus class is daily 40 min to start the school day. Providing wellness and social-emotional learning for all students, using a trauma-informed approach.</p> <p>High School - Flexible for students who need different resources/tools, all students will have enrichment time</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>Elementary - Wellness Classrooms, Counselors and lessons, SEL lessons, Social Workers</p> <p>Middle School - Focus course 40 minutes per day, community circles, 5 radical minute SEL activity, wellness activity, interviews, instructional support</p> <p>High School - Enrichment time, access to Social Worker, Counselors and Restorative Practices Coordinator</p>	<p>The St. Helens School District creates a safe environment where students have access to Counselors, Social workers and support staff to meet their social-emotional needs as they return to school.</p> <p>Examples include:</p> <p>Focus on participation of students from all backgrounds, race, gender, and diverse populations.</p> <p>Elementary - Recognizing each child/family's unique needs, strengths, and challenges.</p> <p>Middle School - Focus class is daily 40 min to start the school day. Providing wellness and social-emotional learning for all students, using a trauma-informed approach.</p> <p>High School - Schedule, supports, and services centered on Equity by including all students while also monitoring students who have high social-emotional or academic needs.</p>
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<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
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<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Elementary - Social Work, Counselor, District Family Liaison</p> <p>Middle School - All SHMS staff are trained by the suicide prevention specialist at Columbia County Public Health in QPR (Question, Persuade, Refer) strategies. Daily 5 min Social and Emotional learning lessons in Focus course, Counselors and District Family Liaison.</p> <p>High School - Social Worker/Counselors, Restorative Practice Coordinator, SBHC/CCMH mental health supports, District Family Liaison.</p>	<p>The St. Helens School District works to ensure that all families are given access to culturally relevant health and mental health services and supports. This could include support within the school day provided by our Counselors, Intervention Specialists or Social Workers as well as references for outside services providers in our community health center, mental health agencies, community action teams, or public health department.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Elementary - SEL Work, Buddy classrooms, calming corners, Wellness Rooms, Intervention support provided by a variety of staff including but not limited to Counselors, Social Workers, intervention staff, and wellness coordinators.</p> <p>Middle School - staff and students will be trained in the Sources of Strength program. Peer and adult advisors will lead initiatives school-wide for well-being and mental health support.</p> <p>High School - ASB Leadership Mental Health month, Sources of Strength, "THAT" club</p>	<p>The St. Helens School District focuses on the participation of students from all backgrounds, race, gender, and diverse populations providing ADA accommodations when necessary</p> <ul style="list-style-type: none"> - Involved diverse students in leadership of activities - Listening to student voice and acting upon it - Sources of Strength

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: [Col Co Comprehensive CD Plan](#)

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?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>Please see the following links:</p> <p>Oregon Department of Education Equity JHCC - Communicable Disease - Student JHCC-AR-Communicable Disease - Student</p>	<p>Please see the following link:</p> <p>READY SCHOOLS SAFE LEARNERS RESILIENCY FRAMEWORK FOR THE 2021 - 2022 SCHOOL YEAR</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](#).

Link: [Col Co Comprehensive CD Plan](#)

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?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>Columbia County Public Health in conjunction with the school district held several vaccination clinics at Legacy Health Center, OHSU in Scappoose, and our at School-Based Health Center for staff, students who qualified, and our community members.</p> <p>Regular updates have been provided to staff that contains vaccination location information in Columbia County and in the greater Portland region.</p> <p>The Columbia County School District Nurses collaboratively worked as a group and created a Communicable Disease Plan which each school district in Columbia County uses including the St. Helens School District.</p> <p>The School District Nurse meets regularly with Columbia County Public Health to ensure the district is complying with the most recent OHA and CDC guidance. These updates are communicated regularly to our leadership staff.</p>	<p>The St. Helens School District provided the staff, students, and families with resources in their native language through email messaging, schools newsletters, the local newspaper, social media, and flyers regarding vaccinations.</p> <p>The school district worked with the local public health authority and provided onsite vaccinations and vaccinations at local centers as well as provided information about events in the Portland Metropolitan area. The district arranged that all educators had time to access these resources.</p> <p>The St. Helens School District is following the provisions found in OAR 333-019-1030 COVID-19 Vaccination Requirements for Teachers and School Staff.</p>

	<p>The School District set up a communication tool with County Health that tracks cases for students or their families that have been exposed to COVID-19 including final dates of quarantine.</p> <p>School Board Policy -</p> <p>Communicable Disease: JHCC, and JHCC-AR</p> <p>Student Health Services: JHC</p> <p>Animals in Schools: ING and ING-AR</p> <p>Emergency Procedures and Disaster Plan: EBC and EBCA</p>	
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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 SHSD is following and implementing Masking Requirements in Schools as outlined in OAR 333-019-1015</p> <p>Elementary - signage, teach-to's, reteach, individual support will be provided in all elementary school buildings.</p> <p>Middle School - Universal and correct mask-wearing will be taught in Focus class with admin and counseling coaching sessions for students needing more support. SHMS will also provide: mask reminders in class, signage in hallways and high traffic areas, individual coaching, masks available and provided as needed</p>	<p>Family communication translated and sent in multiple formats (email, text, social media, parent square, newsletters, etc.)</p> <p>The district supplies PPE materials such as face masks or face shields for those historically marginalized students who could not afford these resources. The district provides these resources to educators too.</p> <p>For those students who were unable to wear a mask due to their disability needs, face shields or additional resources were provided to support safe classrooms for both students and staff.</p>

	HS - policies/expectations posted, classroom expectations clearly communicated, communication with families, meetings with parents when necessary	Following: OAR 333-019-1015
Physical distancing and cohorting	<p>Elementary - EL- 3', cohorts within guidelines/grade levels, signage (halls, floors, tables), recess equipment by cohort, and physical distancing during lunch or snack routines</p> <p>MS will attempt to maintain 3 ft distance in classrooms and hallways by providing signs, reminders, and markings on tables when seated. We will use a grade level cohorting model by following grade level eating, entry, locker, and safety procedures</p> <p>HS - remain at least 3 ft with signs posted, seating charts in each classroom, multiple lunches</p>	<p>The district provided signage in visual and written formats to support all learners' needs and ensured that those resources were aligned with their developmental, social-emotional, or academic needs.</p> <p>Signage and information were provided in multiple formats and translated when required.</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>Installed Merv 13 Air Filters in HVAC units where airflow will not be diminished by improved filtration.</p> <ul style="list-style-type: none"> -Increased outside airflow minimum setpoints to 20% to increase fresh air on DDC systems -Turned off any demand-controlled ventilation -Installed portable high-efficiency particulate air (HEPA) fan/filtration system in some areas -Regularly inspected ventilation system to ensure function and proper operation 	When it is possible, the district is implementing these processes at all building locations.

<p>Handwashing and respiratory etiquette</p>	<p>Elementary - Signage Training proper cough/sneeze procedure Hand Sanitizer/hand washing (enter/exit) restroom, entry of building or within the classroom</p> <p>Middle School - Focus lessons will be provided for proper respiratory etiquette and handwashing procedures. Students will use in classroom sinks for handwashing when entering a new classroom</p> <p>High School - Sanitizer stations throughout buildings, masks, cover, coughs/sneezes in arm, classroom expectations set and communicated</p> <p>The St. Helens School District is following the provisions found in OAR 333-019-1015 Masking Requirements in Schools</p>	<ul style="list-style-type: none"> - All classrooms/all students will get these lessons and practice the behaviors - All classrooms will have access to handwashing stations. - ADA bathrooms located in each building - ADA sanitizing stations located in all buildings (sanitizing stations are adjusted for height of students so all have access) - Visual and written signage provided in all buildings in high traffic locations such as halls, lunchroom, restrooms, outside, and classroom settings.
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<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>The St. Helens School District has submitted the Registration Form to OHA and will be conducting onsite diagnostic testing for those students (with parent permission) or staff who develop symptoms or are exposed to COVID-19 when at school.</p>	<p>All students will have equal access to this test when students meet the requirements and parents provide their consent.</p>

COVID-19 screening testing	<p>The St. Helens School District will be sharing the necessary OHA signup links to staff who do not have symptoms or exposure to, COVID-19 but want to regularly screen to ensure they are negative for COVID-19. Screening is offered through an at-home testing program or through a partnership with a local health organization or laboratory. As outlined, this program is voluntary and is offered through OHA. The program is confidential. Although the program targets those who are unvaccinated, enrollment is open to anyone, and vaccination status is not verified.</p> <p>Student screening is also available through partnerships with several laboratories across Oregon and will be provided to all students participating in athletics or other extracurricular activities (band, choir).</p>	<p>Provisions will be applied to those who apply regardless of their age, SES, race, gender, or other equity factors.</p>
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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>The Columbia County School District Nurses collaboratively worked with the county Public Health agency as a group and created a Communicable Disease Plan which each school district in Columbia County uses including the St. Helens School District.</p> <p>The School District Nurse met regularly with Columbia County Public Health to ensure the district is complying with the most recent OHA and CDC guidance. These updates are communicated regularly to our leadership staff who in turn ensured our district students and staff were following the latest guidance.</p>	<p>When the district nurse or in collaboration with the district nurses in the county, decisions are founded on equitable practices for students, staff, and community members.</p> <p>Communication is ongoing to ensure the district is meeting community needs.</p>

The School District set up a communication tool with County Health that tracks cases for students or their families that have been exposed to COVID-19 including final dates of quarantine.

Michael Paul and Sherri Ford, Director met with the Superintendent, District Nurse and other district stakeholders regularly to provide our district with continued guidance throughout the pandemic. Communication included (when permitted) in-person meetings, virtual meetings, and regular email correspondence.

School Board Policy -

[Communicable Disease: JHCC](#), and [JHCC-AR](#)

[Student Health Services: JHC](#)

[Animals in Schools: ING](#) and [ING-AR](#)

[Emergency Procedures and Disaster Plan: EBC and EBCA](#)

<p><u>Isolation:</u></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>We will provide an Isolation (Safety Check Room) in each building. Adult supervision will be provided for those students who are sick. These rooms will be separate from our regular health rooms which will be used for those who do not show symptoms of illness.</p> <p>Access to the isolation room will involve a report to the school nurse and call home to parents for symptomatic students.</p> <p>Should a student need to access this room due to symptoms associated with COVID-19, and parents provide consent, a diagnostic COVID-19 test will be provided and results reported to the parents.</p> <p>Designated district plan for isolating a sick student or adult which follows the Communicable Disease Plan.</p> <p>HS - Fishbowl Health Room with admin and/or secretary present, communication with the students family.</p>	<p>We ensure privacy, accessible ADA rooms, signage in visual and written formats which are translated for those who need them.</p>
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<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
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<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 St. Helens School District followed our Communicable Disease School Board Policy JHCC and the Communicable Disease School Board Policy JHCC-AR as well as the district's Communicable Disease Plan. These contain provisions of exclusionary measures for staff and students.</p> <p>Col Co Comprehensive CD Plan_Final 10.20.20.pdf</p>	<p>The district worked with public health and followed a systematic protocol for exclusion that was uniformed for all students and families regardless of race, gender, or other protected classes as outlined in the OAR provisions.</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.

The St. Helens School District has adopted and implemented the appropriate School Board Policies that outlines the use of appropriate accommodations for Students with Disabilities as outlined in state and federal law.

[ACA- American with Disability Act](#)
[ACA-AR- American with Disability Act](#)
[IGBAF- Special Education- Individual Education Program \(IEP\)](#)
[IGBAF-AR- Special Education- Individual Education Program \(IEP\)](#)
[JHC- Student Health Service and Requirements](#)
[JHCA/JHCB- Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening](#)
[JHCC- Communicable Disease- Student](#)
[JHCC-AR- Communicable Disease- Student](#)

Student Services Department: www.sthelens.k12.or.us/domain/25

- 504 Manual
- Special Education Manual

- Face Mask Covering Manifestation Questions and Face Covering Plan

In addition to our policy, the SHSD has implemented additional sound practices that include holding formal IDEA or 504 meetings for students with disabilities when the nature of the disability may inhibit them from wearing a mask based on parent, physician, or past educational documentation. During this meeting, the team will formally review questions found in our Mask Wearing Template to determine if the behavior of not wearing a mask is directly related to the student's disability and current educational needs. Additional safety protocols are established for each individualized student case when the team has found that the behavior is the result of their disability. These protocols can include but not be limited to additional PPE for staff, additional social distancing measurements put into place, using a shield rather than a mask, frequent mask breaks, finding a different type of mask the student could wear (gator mask, cloth mask) individualized instruction to increase masking wearing (when appropriate), additional sanitization of work stations, desks and instructional areas, etc.

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: 9/24/2021