



**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: __2187_____

Institution Name: David Douglas School District

District Continuity of Services Plan/RSSL Contact Name and Title: Ken Richardson

Contact Phone: 503-262-8201

Contact Email: ken_richardson@ddsd40.org

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?
<p>Devote time for students and staff to connect and build relationships</p>	<p>David Douglas (DDSD) will start our school year with a staggered start schedule that allows teachers and staff to connect with students and families in a smaller group setting. Additionally, DDSD utilizes a Multi-Tiered System of Support and embeds Restorative Practices within it. The focus during the 2021-22 school year will be building relationships with students and families. These practices are in line with the action items in our Strategic Plan and our District Equity Plan.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</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>Through class check-ins, circles, and advisory classes, will focus on socio-emotional learning (SEL), classroom relationships and building wide culture and expectations. This will include a strong focus on our PBIS structures and reimagining our universal strategies that support students in a trauma informed manner.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p>

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>Each school has allotted school counselors and contracted Mental Health Services. Contracts include direct service one on one therapy, skills groups and preventative services through Multnomah County Mental Health, Trillium Family Services and Lifeworks. Each contracted service prioritizes staffing with BIPOC staff. School counselors focus on providing resources to families to make mental health accessible.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>David Douglas is in year 3 of rolling out a 5 year plan with a focus on Staff and Student Wellness. Currently we are on schedule with this roll out and anticipate that we will have district wide professional learning completed by year 5. Through health lessons, including materials on Erin's Law, students are taught strategies for self-advocacy and prioritizing self care. In addition, staff are required to complete suicide prevention training and reporting practices.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners .ODE Care and Connection During Care and Connection Week and beyond, we ask school administrators to provide staff, educators and students with permission and ample time to build care, connection and community with you, with each other, and with students.</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: [Multnomah Education Service District \(MESD\) Supported Communicable Disease 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?
Coordination with local public health authority(ies) including Tribal health departments	For the past 18 months, DDSD has been following the district Operational Blueprint and updating the blueprint as we have received new guidance from the Oregon Department of Education (ODE), Oregon Health Authority (OHA) and our Local Public Health Authority (LPHA) We continue to partner closely with our Multnomah Educational Service District (MESD) to follow all recommendations outlined in our Communicable Disease Plan	These practices are aligned and support our District Equity Policy , Strategic Plan and Continuous Improvement Plan . Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.

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: [Isolation room checklist](#) AND [DDSD Operational Blueprint, Page 6](#) (see excerpt below)

Isolation rooms are identified below. Rooms shall be staffed when occupied. All occupants in the room will wear masks unless health conditions prohibit such use.

- **Each school will identify the room/space and the staff assigned to monitor the room-** See individual school plans
- **Daily Logs- Contents and Maintenance:** Cohort contact logs will be kept at each building and available to share with LPHA should there be an outbreak. Synergy will be used for cohort tracing for stable cohorts. Contract tracing logs will be used for all activities that are not tracked in Synergy.
- Sample [Cohort Log](#)
- Sample #2 [Contact Log](#)
- **List schools staff responsible for contract logs here:**
 - Logs shall include: See school plans**
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information.
 - Multnomah County Public Health Department and MESD shall be granted view only access to student demographic information for contact tracing purposes.
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.

The district will implement and provide communications for multiple areas including health promotion, communication of policies, and restrictions and communication regarding potential exposures or exclusions. Please refer to page 56 of the [MESD Comprehensive Communicable Disease Management Plan](#) for further resource and guidance.

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>DDSD has partnered with Providence, Multnomah County Public Health, and the Oregon Health Authority to provide several vaccination clinics at school sites which can be found on our district website.</p> <p>We will have ongoing vaccination clinics to ensure all eligible children, staff and community members have access to vaccines.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</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>DDSD follows the Oregon Department of Education and Multnomah County guidelines around face coverings. As guidelines change, policy is updated to match. Face coverings will be required indoors for all staff and students during school hours. We will follow the RSSL guidance for accommodations for staff and students with disabilities and/or health conditions that impact their ability to wear a face covering. Every effort will be made to accommodate the special needs related to disability.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p>
<p>Physical distancing and cohorting</p>	<p>DDSD follows the Oregon Department of Education and Multnomah County guidelines around physical distancing. As guidelines change, policy is updated to match. DDSD will make every effort to follow the 3 foot distancing recommendations when possible. When it's not possible to maintain 3 feet distancing, other universal precautions will be implemented to help reduce the spread of COVID (i.e., face coverings, proper hand washing, communication to families and staff about staying home when sick and quick response to isolate symptomatic staff and students)</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan. Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners. We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations</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>DDSD has implemented extensive air filtration and ventilation efforts. Each occupiable space has been provided with a HEPA air purifier. The air filters will be replaced based on the manufacturer guidelines. In addition, each building was evaluated for fresh air ventilation and adjustments were made to ensure the highest level of outside air is brought in. All building HVAC systems have been upgraded to use MERV-13 air filters.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p>
Handwashing and respiratory etiquette	<p>As outlined in our MESD Comprehensive Communicable Disease Management Plan, DDSD will continue to reinforce education and time in our daily schedule for handwashing and respiratory etiquette. This includes instruction on proper hand washing and respiratory etiquette, visual aids and reminders in all restrooms; and handwashing times are built into the elementary school school day schedule.</p> <p>Hand sanitizing stations are provided in all school buildings. Alcohol-based hand sanitizer with at least 60% alcohol is provided at entryways upon arrival and in all classrooms.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p> <p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations.</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>All DD schools have participated in the OHA training to allow them to receive rapid COVID test kits and proctor the self administered test. We will continue to maintain a trained staff to offer these self administered tests to staff and students who have parent consent.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p> <p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations.</p>
COVID-19 screening testing	<p>David Dougals has participated in diagnostic testing for symptomatic staff and students (with signed parental consent) and will continue with this testing program.</p> <p>We will also send communications to our staff to inform them of the option to register for weekly screening testing for unvaccinated staff. This is an opt in program that allows individual unvaccinated staff members to register to receive weekly screening tests mailed to their home.</p>	<p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations.</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>Public health communication</p>	<p>DDSD works closely with the MESD and LPHA on all public health communications. All communications to families are translated into our top 6 languages (English, Spanish, Russian, Somali, Vietnamese, Chinese). Families who may be directly impacted by a positive COVID-19 exposure will receive direct phone calls in their native language through an interpreter.</p> <p>DDSD has ensured that our buildings have proper signage to communicate health and safety expectations- Principal Health and Safety Checklist</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p> <p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations.</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>All buildings will have a designated isolation space staffed by Health Assistants and/or school staff who are trained to recognize and monitor for symptoms of COVID-19, including how to sanitize the space, proctor the self administered COVID-19 test and keep accurate logs for contact tracing.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p> <p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations.</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>DDSD will continue to follow the recommendations of our LPHA and MESD regarding exclusion for students exhibiting COVID-19 symptoms, direct exposures and positive cases.</p>	<p>These practices are aligned and support our District Equity Policy, Strategic Plan and Continuous Improvement Plan.</p> <p>Support and services are differentiated for families based on needs to achieve equitable outcomes as determined by family input (district surveys), student self reports and outreach by district staff, and community partners.</p> <p>We provide educational materials related to COVID prevention in multiple languages and work with community partners to provide these resources and information to harder to reach populations</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.

DDSD has developed the following protocols regarding accommodations for students with disabilities:

[Guidance on Face Coverings for Students with Disabilities](#)

[Health/Safety Guidance for Higher Levels of Support](#)

[Face coverings-Letter to Families](#)

[ODE guidance- Face Coverings and FAPE](#)

[ODE guidance- Adaptations and Modification](#)

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: 8/12/2021