



Bend-La Pine Schools
Safe Return to In-Person Instruction
and Continuity of Services Plan
March 2022 Update

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

District Information

Institution ID: _____ Institution Name: Administrative School District #1

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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.

Continued on next page.

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>Throughout Bend-La Pine Schools, time is devoted for students to connect and build relationships. Intentional creation of time and space within the school creates deliberate opportunities for relationship building, care and connection. These efforts provide the ability for staff and students to make meaning of their experience through creative outlets including art, music, writing, movement, etc.</p> <p><i>Elementary School Level</i> Many of the Social Emotional Learning programs that elementary schools are implementing incorporate community building time, as well as teachers using more collaborative and team approaches to learning. Students regularly have time built in their day to connect with their teacher and with their peers.</p> <p><i>Middle School Level</i> At the middle level, students and staff connect through advisory lessons. Some schools do this four times a week and some convene twice a week.</p> <p><i>High School Level</i> Three high schools are piloting Project Wayfinder this year as a Tier 1 support to foster greater connections between students and staff. All of our high schools have an advisory program for this purpose.</p> <p>Additionally, Bend-La Pine Schools devotes time for students to connect and build relationships through care and connection.</p>	<p>Bend-La Pine Schools' policies, protocols, and procedures center on equity in many ways, including:</p> <p>For students to feel safe, welcome and supported in school, Bend-La Pine Schools has developed structures and enacted policies and practices that cultivate positive, supportive relationships, and provide for staff and student mental and emotional health needs.</p> <p>These efforts follow the Ready School Safe Learners (RSSL) guiding principles around centering on the health and well-being of students and committing to make space for students to connect and focus on their well-being as well as reconnecting with our families and students after a year of separation from a typical school year.</p>

	<p>Relationships At Bend-La Pine Schools, we focus on building relationships and community, and creating welcoming spaces for everyone, recognizing that each person will have different needs. We know that mental health is a cornerstone of a good education, and believe it's essential to help students and staff build relationships and make meaning of the experiences of the pandemic.</p> <p>Care and Connection Our administrators provide staff, educators and students with permission and ample time to build care, connection and community with each other and with students. The intention is to create safe spaces that offer creative opportunities for students to explore their experiences.</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>Throughout Bend-La Pine Schools, ample class time, and private time, if needed, is provided for creative opportunities that allow students and staff to explore and process their experiences. We achieve these outcomes through circles with students and staff, break spaces in schools, partnership with our medical and county partners to host School Based Health Centers on our properties, and expanding access to therapists while at school, to name a few efforts.</p> <p><i>Elementary School Level</i> Classroom meetings are often organized around the topics that students bring forward, including how the pandemic has impacted them and how they can be understanding and supportive of each other.</p> <p><i>Middle School Level</i> In addition to advisory, some schools use Social Emotional curriculum to meet their needs.</p> <p><i>High School Level</i> Several of our high schools have a designated "break room"</p>	<p>Staff regularly engage with students and families to assess their relational and emotional support needs and build robust relationships with linguistically and culturally responsive community health and mental health providers and local systems of care.</p> <p>We acknowledge the assets and strengths of our families and the disparate impact this pandemic has had on different portions of our community. We strive to engage families actively as partners in this commitment.</p> <p>These efforts follow the RSSL guiding principles around centering on the health and well-being of our students by building in time to make space for reflection and processing and to support students with additional staffing that is committed to the whole child.</p>

for students to access if they are feeling anxious or need a break during the school day.

Exploring Experiences

Making time and space for care, connection, grace and patience are vitally important to nurturing health and well-being now, and throughout the school year.

We are continuing to encourage our students and staff to prioritize care, connection and community, and dedicate time and space in the school day for students and staff to make meaning of their experience through structured and unstructured tasks.

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>Bend-La Pine Schools’ teams are intentional about staff, student and family linkages to culturally relevant health and mental health services and supports include, but are not limited to: school counseling; health promotion; and social, emotional and behavioral supports for students and staff.</p> <p><i>Elementary School Level</i> Schools have increased their multi-language communications and connected with families to make sure they get the culturally relevant support for the services that they need.</p> <p><i>Middle School Level</i> Schools utilize “first steps” curriculum and “pathfinder” curriculum, which has a strong social emotional learning and culturally responsive foundations. Staff receive training in restorative practices.</p> <p><i>High School Level</i> High schools utilize circles as a way of mediating conflicts and healing harm that has been done. The focus is on proactive communication and problem solving. Staff receive training in restorative practices.</p> <p>School Counseling Bend-La Pine Schools added three school counselors at elementary schools this year to support the social and emotional needs of students and to support families. Currently, 37 counselors are working to serve 33 schools and programs for just over 17,000 students.</p> <p>Community Based Mental Health Outpatient MOU Trillium, a contracted partner, primarily serves students that</p>	<p>Bend-La Pine Schools’ policies, protocols, and procedures center on equity in many ways.</p> <p>School counseling, psychological and social services teams work collaboratively with health services personnel to minimize fear and confusion for students and staff that often occur with communicable disease incidents or outbreaks.</p> <p>These staff make appropriate referrals of students to health services personnel and follow district policy regarding the reporting of communicable diseases when information is made available and share accurate information as permitted by confidentiality policies.</p> <p>School Counseling Three school counselors were added to elementary schools using a formula that centered schools with the highest number of historically underserved students.</p> <p>Student Success program SSC staffing was determined by applying a formula that centered schools with the highest number of underserved students. See section about “Student Success Program” for details on this new program.</p> <p>Healthy Schools Program Plans and programs that are created out of this work are driven by data. The data is clear and BLS will keep centering the needs of underserved communities in the design of various programs and activities. Learn more information on the Healthy School Program in this presentation or under the “Health Schools Program” section.</p>

have Oregon Health Plan services and have the least access to behavioral health services.

Health Supports

A temporary nurse on special assignment and five contact tracers were added this year to support students’ health needs during the pandemic. This team supports the district’s 22 school nurses, who provide direct care to students.

The district partners with Deschutes County Public Health and two local clinics to host school based health centers on our campuses.

Student Success Program

New this year, Bend-La Pine Schools added 32 student success coordinators, nine of which hold a school counseling credential, to support students’ mental health needs. These team members provide a school-based, tier three intervention program to support social, emotional, and behavioral needs of students.

These teams provide skill development and support to students struggling with complex, often trauma-induced, behavioral health challenges and assists them with reintegration into the general education setting.

Healthy Schools Program

The Healthy Schools program in Deschutes County provides public health services directly within schools and school communities using collaborative, systemic and integrative approaches. By 2023-2024, each Bend-La Pine Schools’ high school is expected to host a Public Health Specialist on their campus. [This program plan details](#) the rationale and design of our Healthy Schools program; our Healthy Schools focus areas and mission, goals, strategies, and targeted metrics; and our implementation and evaluation plans.

Our school-based health centers (SBHCs) provide comprehensive, affordable health care to young people on their school grounds. SBHCs reduce barriers such as cost, transportation, and concerns surrounding confidentiality that often keep youth from seeking the health services they need. Youth engagement is a critical component of the SBHC model.

These efforts demonstrate our work to follow the RSSL guiding principles around centering on the health and well-being of students, with particular attention focused on the mental/social/emotional well-being of our marginalized and underrepresented students.

Bend-La Pine Schools is committed to making space and opportunities for students to connect and focus as well as reconnecting with their families and students after a year of separation from a typical school year.

	<p>Health Promotion for Staff Bend-La Pine Schools’ offers an Employee Assistance Program (EAP) to help staff navigate life stressors and/or manage life changing events.</p> <p>The following services are offered at no cost to Bend La-Pine Schools’ district staff members:</p> <p>Counseling Resources: Short-term counseling, 24-hour crisis help and online peer support.</p> <p>Work-Life Resources: Childcare resources, adult/eldercare resources, financial services, legal services, and mediation services, online legal forms, home ownership programs, and identity theft services.</p> <p>Digitally Enabled EAP: Well-being assessment, self-guided mental health, skills training, and coaching.</p> <p>COVID-19 Hardship Leave for Staff Bend-La Pine Schools provides up to ten days of paid COVID-19 Hardship Leave to qualifying staff.</p>	
<p>Foster peer/student lead initiatives on well-being and mental health</p>	<p>Bend-La Pine Schools teams foster peer/student lead initiatives on well-being and mental health in many ways, including through the Youth Action Council and the Forward Project:</p> <p><i>Elementary School Level</i> With the focus on mental well-being at the elementary level, students have adults they can connect with who will provide them the time and space to connect with their peers around topics they want to talk about.</p> <p><i>Middle School Level</i> Schools utilize “first steps” curriculum and “pathfinder” curriculum, which has a strong social emotional learning and</p>	<p>Bend-La Pine Schools’ policies, protocols, and procedures center on equity in many ways, including:</p> <p>Youth Action Council The voices of historically underserved populations are centered in this work and the projects are focused on removing barriers and re-balancing disparities experienced by underserved groups of students.</p> <p>The Forward Project Members of historically underserved groups are participating in the workgroup.</p> <p>Bend-La Pine Schools centers many efforts on the health and well-being of students, with particular attention focused on</p>

	<p>culturally responsive foundations. Training in restorative practices for staff.</p> <p><i>High School Level</i> Several high schools have added additional supports that foster strong family connections with Spanish speaking families and students.</p> <p>Youth Action Council Bend-La Pine Schools has partnered with school-based health centers (SBHC) and Deschutes County Health Services to expand Youth Action Councils (YAC), which typically focuses on one or more projects intended to improve SBHC services, accessibility, or marketing. This partnership will help to expand our YACs at district high schools.</p> <p>The Forward Project Bend-La Pine Schools is engaged in a regional suicide prevention, intervention, and postvention grant that centers improvement and implementation of the district Adi's Act Plans.</p>	<p>the mental/social/emotional well-being of our marginalized and underrepresented students.</p> <p>Bend-La Pine Schools is committed to making space and opportunities for student voices to be heard and to reconnect with our families and students after a year of separation from a typical school year.</p> <p>Bend-La Pine Schools surveys students to understand their level of connection with staff, among other subjects, through YouthTruth.</p> <p>These efforts demonstrate our work to follow the RSSL Resiliency Framework guiding principles around prioritizing student health and well-being.</p>
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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: [Bend-La Pine Schools Deschutes County, Oregon EMERGENCY OPERATIONS PLAN June 2020](#)

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>Bend-La Pine Schools teams coordinate with local public health authorities. Decisions about when or how schools respond to an outbreak of COVID-19 involve collaboration.</p> <p>School health is a shared responsibility. COVID-19 health policy and procedures are developed in collaboration with individuals trained and licensed in the health field, who have school-specific knowledge.</p> <p>These persons may include, but are not limited to:</p> <ul style="list-style-type: none"> School nurse Local public health authority Pediatricians Cardiac pediatricians Oregon Occupational Health and Safety Administration (OR-OSHA) School-Based Health Centers (OHA School-Based Health Centers) Oregon Health Authority (OHA) 	<p>When determining how to best support in-person learning during the 2021-22 school year, schools work in a collaborative manner with local public health authorities (LPHAs), the COVID-19 Response and Recovery Team and district leadership.</p> <p>Bend-La Pine Schools teams work with the local public health authority to ensure they are able to effectively respond to and control outbreaks through sharing of information. Communications to students, staff and families are shared in multiple languages.</p> <p>Protocol is in place to notify and provide logs to the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff, or when notified of a confirmed COVID-19 case among students or staff. Processes are in place to report to the LPHA any cluster of any illness among staff or students.</p> <p>These examples demonstrate our efforts to follow RSSL’s guiding principles around centering on the health and safety</p>

		of students by ensuring all the necessary safety protocols and mitigation measures are being followed.
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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](#).

Bend-La Pine Schools leadership have identified a location at every school site where students and staff may isolate.

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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	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>Educator Vaccinations On August 25, 2021, OHA adopted OAR 333-019-1030 COVID-19 Vaccination Requirements for Teachers and School Staff. Effective October 18, 2021, the law prescribed that Bend-La Pine Schools’ teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception. And, a school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception. This is also true for school-based program staff and volunteers.</p> <p>Individuals who request a medical or religious exception must use the OHA forms. Schools that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.</p>	<p>Bend-La Pine Schools promotes vaccination efforts of our local health authority and local clinics to our students and families in multiple languages and across multiple communication channels.</p> <p>Bend-La Pine Schools will continue to partner with medical providers to provide space, through Facility Use Agreements, for COVID-19 vaccination clinics at no charge.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by encouraging vaccination; assisting our families with accessing vaccination; collaborating with partner agencies to provide vaccination clinics.</p>

As such, Bend-La Pine Schools has collected and verified the vaccine card or medical exception for more than 2,200 staff members. Those staff members with exceptions are required to attest to completing weekly COVID-19 screenings, in addition to other mitigation strategies. Those employees who chose not to complete this process were placed on unpaid leave.

Volunteers at Bend-La Pine Schools will be required to follow similar processes and mitigation strategies as employees.

Vaccination Clinics

Bend-La Pine Schools recognizes that the best approach to preventing the spread of COVID-19 is a layered defense of protective measures, with the COVID-19 vaccination being the best defense in protecting individuals from contracting COVID-19 and preventing the spread of the virus to others.

Those age 15 or older are encouraged to make health decisions in partnership with their parents/guardians.

Bend-La Pine Schools hosts clinics for partner agencies at no charge on school sites.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description	How do the district's policies, protocols, and procedures center on equity?
<p>Face coverings</p>	<p>Bend-La Pine Schools prioritizes efforts to help to ensure every student is able to attend school in-person for the entire school year.</p> <p>Bend-La Pine Schools will continue to follow all state rules regarding indoor and outdoor masking.</p> <p>Indoor Masking After March 12, 2022, Bend-La Pine Schools began strongly encouraging indoor mask wearing. Certain masking accommodations for medical needs or disability may be necessary for some persons after March 12, 2022.</p> <p>Per Oregon rules, masks will be required in the isolation room and/or health room.</p> <p>In the event that conditions require additional mitigation measures to control spread of COVID-19, masking could be made temporarily mandatory in a classroom, at a school, or district-wide.</p>	<p>Bend-La Pine Schools makes masks, both youth and adult sizes, will be made available at schools, district buildings, and on buses at no charge.</p> <p>Additional Personal Protective Equipment (PPE): Staff, who are performing tasks that require additional PPE per guidance from OSHA will be provided as appropriate and provided the necessary training on its use.</p> <p>Additional PPE may include medical grade masks as defined by ODE as “disposable surgical/procedural face mask or respirator (N95/KN95)”, gowns, face shields, gloves.</p> <p>This follows the RSSL guiding principles around centering on the health and safety of staff and students by staff training on updated face covering / mask guidance and providing information on appropriate types of face coverings.</p>

<p>Physical distancing and cohorting</p>	<p>Physical Distancing Staff will promote physical distancing by doing the following when possible:</p> <ul style="list-style-type: none">● Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between individuals to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies.● Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow for and encourage at least 3 feet of physical distancing.● Physical distancing of desks, floor markers, and one-way traffic are no longer required, but personal distance preferences will continue to be respected.● Students and staff who have not been vaccinated are strongly advised to maintain physical distance (avoiding hugs, handshakes and prolonged proximity under 3 feet to the extent possible) in addition to wearing a face mask.● Meals may be consumed outdoors, to the extent possible.● Minimize time standing in lines and take steps to ensure that required distance between students is maintained.	<p>The distancing policies and procedures described here provide safety measures for our most vulnerable and medically fragile student, family, and staff populations.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description	How do the district's policies, protocols, and procedures center on equity?
Ventilation and air flow	<p>Ventilation and Air Flow Bend-La Pine Schools will continue to ensure effective ventilation and improve the indoor air quality in schools and facilities by:</p> <ul style="list-style-type: none"> ● Continuing to increase the amount of fresh outside air that is introduced into the system. ● Exhausting air from indoors to the outside. ● Maintaining a climate level that balances comfort and safety within a classroom and building. ● Cleaning the air that is recirculated indoors with effective filtration methods (HEPA filters) to remove virus-containing particles from the air. District maintenance staff will continue to monitor and replace air filters in buildings as needed to maintain appropriate levels of filtration. ● Adhering to fire code regulations when opening doors and windows for additional air circulation. Fire rated doors will not be propped open for air circulation purposes. ● Continuing to monitor air quality during wildfire season to provide guidance on air circulation requirements in schools and buildings, to mitigate hazardous smoke/air from entering building HVAC systems. ● Utilizing air handlers that run with MERV-13 filters. <p>Outdoor Air Quality Per OSHA temporary rule, when outdoor air quality index exceeds 101:</p> <ul style="list-style-type: none"> ● Windows will be closed. <p>When outdoor air quality index exceeds 201:</p> <ul style="list-style-type: none"> ● Students are required to remain indoors for PE, recess, lunch, etc. 	<p>The air flow policies and procedures described here provide safety measures that, while beneficial to all students and staff, are critical for our most vulnerable and medically fragile student, family, and staff populations.</p>

<p>Handwashing and respiratory etiquette</p>	<p>Handwashing and Respiratory Etiquette Hand hygiene and respiratory etiquette, such as covering coughs and sneezes, is encouraged for staff, students and visitors. Hand sanitation stations are provided throughout all district facilities.</p> <p>Safe handwashing procedures will be posted at Bend-La Pine Schools' sites including bathroom washing stations and classroom sinks.</p> <p>Bend-La Pine Schools will continue to implement protocols and systems to ensure access to soap, water, and alcohol-based hand sanitizer with at least 60% alcohol. Schools will prioritize handwashing with soap and water after students or staff use the restroom and throughout the day as appropriate.</p>	<p>Posters and communications outlining these practices are delivered in multiple languages.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description	How do the district's policies, protocols, and procedures center on equity?
Free, on-site COVID-19 diagnostic testing	<p>Free, On-site Diagnostic Testing The district will continue to offer COVID-19 testing opportunities for students or staff who develop symptoms at school or district worksite or are exposed to COVID-19 at school or district worksite.</p> <p>Additionally, the district continues to promote the free at-home rapid COVID tests which are available for order through COVIDtests.gov's online order form.</p>	We continue to partner with our local health authorities to determine if there are barriers to access testing in our community that schools can help reduce or eliminate.
COVID-19 screening testing	<p>COVID-19 Screening Testing The district will continue to offer enrollment information for OHA's free COVID-19 weekly screening by mail to interested, unvaccinated staff.</p> <p>The district is piloting a free COVID-19 weekly screening program for students at four elementary sites.</p>	We continue to partner with our local health authorities to determine if there are barriers to access to testing in our community that schools can help reduce or eliminate.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description	How do the district's policies, protocols, and procedures center on equity?
<p>Public health communication</p>	<p>Public Health Communication Local Public Health Authorities (LPHAs) are vital partners to advise and consult on health and safety procedures.</p> <p>Additionally, key health and safety measures for reducing the spread of COVID-19 that have shifted from “required” to “advisory”, back to “required,” and back to local control, were reviewed with a number of district stakeholder groups for input and comment throughout the pandemic. These groups included the Bend-La Pine Schools Executive Administrators and School Principals, Bend-La Pine Schools District Safety Leadership Team, Bend-La Pine Schools District and School Safety Committees (staff and administrators), Bend Education Association (BEA) and Oregon School Employees Association (OSEA) leaders.</p> <p>Additional consultation and input was provided by the Deschutes County Health Services and local medical care providers.</p> <p>Community input received via email, phone calls, during board meetings, public comment and via Board Leadership Listening Sessions, has also informed our plan.</p>	<p>Bend-La Pine Schools partners with the local public health authority, OHA, and local clinics to ensure appropriate communication to our students, staff and families. These efforts are delivered in multiple languages and across multiple communication channels.</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>Isolation</p> <p>Each school site has a designated space to isolate students or staff members who develop COVID-19 symptoms.</p> <p>Students and staff who report or develop symptoms, will be isolated in these locations, with staff supervision and symptom monitoring by a school nurse or other school-based health care provider, until they are able to go home.</p> <p>While waiting to go home, people displaying symptoms should wear a face covering, as should supervising staff.</p> <p>*If students are nauseous, struggling breathing, or in distress, they should not wear any face covering while waiting to go home.</p> <p>PPE</p> <p>Isolation rooms are outfitted with PPE and staff are trained on its use.</p> <p>First Aid</p> <p>Each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled, or an emergency response team per building consisting of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans.</p> <p>Isolation Rooms and Buses</p> <p>Health rooms and isolation rooms will be disinfected thoroughly by the custodial staff after any student or staff member with COVID-19 symptoms leaves the room.</p> <p>Transportation staff will regularly clean and disinfect buses using the approved cleaning and disinfecting products and equipment on which they have been trained.</p>	<p>Bend-La Pine Schools partners with the local public health authority, OHA, and local clinics to ensure appropriate communication to our students, staff and families. These efforts are delivered in multiple languages and across multiple communication channels.</p> <p>Additional Personal Protective Equipment (PPE): Staff, who are performing tasks that require additional PPE per guidance from OSHA will be provided as appropriate and provided the necessary training on its use.</p> <p>Additional PPE may include medical grade masks as defined by ODE as “disposable surgical/procedural face mask or respirator (N95/KN95)”, gowns, face shields, gloves.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description	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>Exclusion To protect the public health, and per Oregon law, an individual may not attend or work at a school or facility while in a communicable stage of a restrictable disease.</p> <p>Per Oregon law, a school administrator shall exclude a susceptible child who attends a school, or a susceptible employee of a school facility, if the administrator has reason to suspect that the child or employee has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, hepatitis B, or COVID-19.</p> <p>In the case of COVID-19 exclusion, Bend-La Pine Schools' COVID-19 Response and Recover Team follow ODE's COVID-19 Exclusion Summary Guidance for K-12 to inform decision making.</p>	<p>Bend-La Pine Schools partners with the local public health authority, OHA, and local clinics to ensure appropriate communication to our students, staff and families. These efforts are delivered in multiple languages and across multiple communication channels.</p> <p>Bend-La Pine Schools follows the document "Planning and Responding to COVID-19 Scenarios in Schools" when identifying close contacts needing to potentially be excluded from physical school site/building.</p> <p>All efforts will be made to ensure this information is available to staff, students, and families in a language and modality they can understand.</p>

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.	All special education learning specialists have been trained and recovery services are discussed at each annual IEP meeting. The consideration is noted in meeting notes and through prior written notice.	Teams are focusing on progress on EP goals during COVID and the level of access students had during CDL when determining needs for recovery services.
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.	Notice was sent to parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID19 Recovery Service was sent on 9/13/21. Recovery services are discussed at each initial IEP as well.	Notice was sent in the family's language of preference and in both electronic format and by paper mail, as indicated by family's preference for receiving IEP documents.
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.	A recovery services Prior Written Notice has been developed and is inserted into our student IEP management workflow for each annual or initial IEP process and must be completed to finalize the IEP.	Prior Written Notices are sent in the family's language of preference and in both electronic format and by paper mail, as indicated by family's preference for receiving IEP documents.

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: March 28, 2022