

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: 2239

Institution Name: Hillsboro School District 1J

District Continuity of Services Plan/RSSL

Contact Name and Title: Travis Reiman, Assistant Superintendent of Academic Services

Contact Phone: 503-844-1500

Contact Email: reimant@hsd.k12.or.us

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.

Mental Health Needs

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies and description of policies 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>HSD has adopted a calendar that includes a two day soft start that will allow for welcome back connections with each student.</p> <p>Elementary schools have a built-in morning meetings in their master schedule for a minimum of 20 minutes daily. Advisory is set for both high school and middle school that allows for time to connect and support the emotional well being of students.</p>	<p>This follows our district equity guiding principles and policy 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. This connects to our Equity policy as evident in the Welcome Back Connections and Care Conference that we are implementing this year (2nd year in a row). These conferences will allow staff and students/families time to connect and build relationships. Our adopted policies and actions as noted in our calendar (Connecting and Engagement Week in HSD -9/7-9/8 and aligns with ODE Care and Connect) will allow for relationships building.</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>Students will have time through morning meetings or advisory to explore and process experiences as connected to trends or patterns that are occurring in the classroom.</p> <p>Additional staffing has been added in the categories of school counseling and care coordination. In addition at the secondary level, student wellness counselors are available for support.</p>	<p>This follows our district equity guiding principles and policy centering on the health and well being of our students by building in time to make space for reflection & processing and to support students with additional staffing that is committed to the whole child as opposed to just academic needs. This will be afforded through Morning Meetings (PK-6) and Advisory time (7-12) for students to connect with a small cohort of students as they engage in SEL and relationship building activities with an equity lens on all but targeted on our underrepresented and historically marginalized students and families. This will be embedded during instructional time in all subject areas with the use of Sanford Harmony, Character Strong, Second Steps and NWOW.</p>
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<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which district has adopted policies and description of policies 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>HSD has a framework that includes SEL/Trauma Informed Care under the umbrella of Equity. This includes ongoing staff development and enrichment and will build upon</p> <p>Elementary schools have a built-in morning meetings in their master schedule daily that will allow for check-in times with students as teachers make connections to all students but especially those that identify outside the dominant culture. Secondary schools have Advisory built into their schedule that also allows for time to connect and support the emotional well being of students.</p> <p>As a school system, we are providing monolingual and bilingual counseling through internal and external partners to support students. We have coaches at our secondary schools on-site available at all levels.</p> <p>Through family nights and PAC meetings, we provide information in bilingual messages and translators are available upon request.</p> <p>CARE coordinators provide training and this summer we trained QPR training to help address the need in the Fall and that was offered to classified and certified staff.</p> <p>Additional bilingual counselors are on-call all summer long to provide services to students during the summertime.</p>	<p>Our district equity policy, instructional framework embedded in our Strategic Plan, focuses on Health and Wellness. This reflects our guided principles in regards to culturally relevant support and pedagogy. Our guiding principles center on the health and well being of students, with particular attention and focus on the mental/social/emotional well being of our marginalized and underrepresented students. We are committed to making space and providing opportunities for students to connect and focus, as well as reconnect with their families and students after a year of separation from a typical school year. This is evident in our partnerships with agencies such as Lifeworks and Western Psychological of which we have working partnerships for our families. This is communicated through building admin and counselors as well as our family liaisons, PACs, PTO/PTAs and family engagement with our identity specific cultural groups.</p> <p>Local Wellness Program Resource</p> <p>Educational Equity</p>
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<p>Foster peer/student led initiatives on wellbeing and mental health</p>	<p>Through student leadership and organizations they come up with theme activities to build and foster positive relationships for all students. Peer mentoring programs are available at our secondary working in conjunction with the Youth Contact counselors. Student-led organizations such as Key Club, Chicas, LYP, API and BSU are also actively involved in empowering the student voices of all so that mental health and wellbeing is being addressed.</p>	<p>Our district equity policy, instructional framework which is embedded in our Strategic Plan, reflects our guided principles in regards to culturally relevant support in the area of Health and Wellness. Our guiding principles center on the health and well being of students, with particular attention and focus on the mental/social/emotional well being of our marginalized and underrepresented students. We are committed to creating space such as mentorships, internships and partnerships while providing opportunities for students to connect. We have facilitated summer programs (extending into the fall) where mentorships are available for students to connect.</p> <p>Local Wellness Program Educational Equity Health and Wellness Resources</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 on pages 20 and 21 of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link:

[Communicable Disease Guidelines from ODE](#)

[2021-2022 COPY of HSD Communicable Disease Management Plan and COVID-19 Specific Guidance For Staff](#)

[2021-2022 COPY of HSD Communicable Disease Management Plan and COVID-19 Specific Guidance For Students](#)

[COVID-19 Infection Control Plan Updated for 2021-2022](#)

ARP ESSER Component	Extent to which district has adopted policies and description of policies adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
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<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>The Hillsboro School District collaborates on a regular basis with the Washington County Health Department following their guidance regarding quarantine and isolation. The District consults with the County regarding COVID-19 exposures and positive cases as well as other mitigation measures that help minimize the spread of COVID-19.</p> <p>The Hillsboro School District falls outside the boundaries of the Confederated Tribes of Grand Ronde, although we do consult with leaders from Grand Ronde on a number of topics. For this plan, we consult ongoing with our Title VI Native American Parent Advisory Committee to understand the health and safety needs of our students.</p>	<p>This follows our equity district guiding principles and policy centering on the health and safety of students by ensuring all the necessary safety protocols and mitigation measures are being followed. The District Communicates with the LPHA on all suspected cases or exposures and completes necessary line list info for the County on all positive cases and close contacts identified. In addition, as an ongoing effort, we continue to work in partnership with our families by making personal phone calls to survey their readiness and feedback on the return to school. This includes our Native American/Indigenous families as noted within their PACs.</p> <p>CD Incident Algorithm for Covid-19 Case: SCHOOL STAFF & STUDENTS</p> <p>CD Incident Algorithm for Covid-19 Case: SUPPORT SERVICES STAFF (AC Staff, Transportation, Facilities, Custodial and Nutrition Services)</p>
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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.

Link:

Each school will have a separate space identified for isolation. This is so that students with Covid-19 like symptoms or other communicable diseases will be separated from students using the health room for non- communicable health care. HSD uses [Planning and Responding to COVID-19 Scenarios in Schools](#) with exposures and positive cases.

Additional Isolation Room Resources:

[Sending Students to Isolation Room from Class](#)

[Isolation Room Training](#) that is nurse directed.

[Guidelines for schools on identifying sick/isolation room](#)

[Guidelines for isolation room](#)

[Isolation Cart content](#)

[Isolation Room Supplies](#)

[Poster showing to don and doff PPE](#)

[Isolation room Script when calling parents](#)

[Process for Parents Picking up Student from Isolation Room](#)

[Health Room Guidelines for Covid-19](#)

[Health Room Symptoms Screening Algorithm](#)

Mitigation 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](#); [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 mitigation strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each mitigation strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools. Safe Learners website](#).

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	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>HSD used <i>Family Health Navigators</i> to assist families in accessing the Covid vaccine which helped Washington County reach a threshold of having 70 % of its residents vaccinated. HSD will continue to use Navigators to assist families in the 2021-2022 school year and will encourage vaccination where appropriate for staff and students. HSD will also request student Covid vaccination information during online registration/verification when asking about other immunizations.</p>	<p>This follows our district equity guiding principles and policy and centers 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. Through targeted communication to our stakeholders, family outreach with our cultural brokers and communication through various languages, we have offered bus services to vaccine sites, SBHC locations for testing and vaccination as well as partnership with Virginia Garcia. Currently, we are working to create a time and space for Feedback and Q&A that will focus specifically on providing information for our unvaccinated families.</p>

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do the district's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of face coverings</p>	<ul style="list-style-type: none"> ● School buses: Masks required for all persons, regardless of vaccination status. This is a CDC order that remains in effect until lifted by the federal government and cannot be waived by state or local authorities. In School buildings: ● Masks are required indoors for all persons, regardless of vaccination status. Students may remove their mask while actively eating or drinking; staff may remove their mask while actively eating or drinking outside of the presence of students, and if working independently at their desk or behind a closed door. ● Masks are optional outdoors for all persons at all schools during and after school hours, regardless of vaccination status, and strongly advised in crowded situations where appropriate physical distance cannot be maintained. For after school sports and activities: ● Students involved in practicing or playing a competitive sport (including Color Guard 	<p>This follows our district equity guiding principles and policy 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 masks HSD Mask Type Guidance. Working with our family outreach liaisons, we work to elicit feedback from our community while providing literature and Q&A opportunities for families (specifically our underrepresented communities), in their native languages, on the proper use and wearing of masks when applicable.</p> <p>Additional PPE: Staff, who are performing tasks that require additional PPE per guidance from OHA will be provided them. Additional PPE may include medical grade masks (<i>as defined by ODE as "disposable surgical/procedural face mask or respirator (N95/KN95)"</i>), gowns, face shields, gloves, plastic partitions or barriers. Improper vs Proper Use of Gloves.</p>

	<p>and Cheerleading) <u>are not required to wear a face mask indoors while actively engaged in physical activity</u>, though they may wear a face mask if they so choose. If the students are not engaged in physical activity (e.g. sitting on the sidelines, participating in a team meeting, etc.) they are required to wear a face mask. Masks are <u>required indoors</u> for all other persons at all other times, regardless of vaccination status.</p> <ul style="list-style-type: none"> ● Masks are <u>optional outdoors</u> for all persons, regardless of vaccination status. <p>At district buildings:</p> <ul style="list-style-type: none"> ● Masks are <u>required indoors</u> for all persons, regardless of vaccination status, unless you're actively eating or drinking, or working alone at your desk or behind a closed door. If students are present, masks are required. 	
<p>Physical distancing and cohorting</p>	<p><i>Classroom configuration</i> Return to standard pre-COVID classroom setup with emphasis of maintaining at least 3 ft physical distancing between student desks to the extent possible.</p> <p>Staff and students will maintain as much distance as possible which helps mitigate transmission of COVID-19</p> <p>Minimize having students stand in Bathroom & lunch lines as much as possible.</p>	<p>In conjunction with our district policies (including equity and our strategic plan) and in partnership with OHA and ODE, we <i>strongly advise</i> that schools support and promote physical distancing as described below:</p> <ul style="list-style-type: none"> ● Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. ● Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.

	<p>Continue with physical distancing markers and directional signage in place from SY20-21. Add more wall signage as needed.</p> <p><i>Classroom furniture needs to come back into the classroom or go home.</i> - Email was sent out to custodians on 7/15 to begin moving all furniture back into the classrooms with pre-COVID setup. Possibly have principals notify teachers to take home any excess personal furniture still at schools in order to maximize classroom space in order to maintain at least 3-ft physical distance to the extent possible.</p>	<ul style="list-style-type: none"> ● Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.” (RSSL-RF, June 25, 2021). <p>To ensure we have community input, we offer opportunities for feedback both verbally and written and respond to each request appropriately. This allows for two way communication and understanding regarding decisions that are being made both locally and statewide.</p>
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Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do the district's policies, protocols, and procedures center on equity?
Ventilation and air flow	<p>HSD Plan:</p> <ul style="list-style-type: none"> ● <i>Continue with HVAC plan from SY20-21</i> <ul style="list-style-type: none"> ○ <i>Have roughly 100 air purifiers on hand</i> ○ <i>Requests through Leah McCarthy or Facilities deployment if there was a failure in a classroom.</i> ○ HSD Heating, Ventilation, Air Conditioning COVID-19 Standard Operating Procedure ○ HSD HVAC Video 	<p>In conjunction with our district policies (including equity and our strategic plan) and in partnership with OHA and ODE, we <i>strongly advise</i> that schools to ensure effective ventilation and improve the indoor air quality in schools by:</p> <ul style="list-style-type: none"> ● Increasing the amount of fresh outside air that is introduced into the system; ● Exhausting air from indoors to the outdoors; and ● Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air” (RSSL-RF, June 25, 2021).

		Our district policies ensure that this is implemented district wide with a careful look at our older schools that may need assistance with air ventilation. In those instances, purifiers are provided to ensure clean air distribution and ensure all our students are safe.
Handwashing and respiratory etiquette	<p>Staff and students will be trained on the importance of hand and respiratory hygiene.</p> <p>Hand sanitizer will be available for use upon entering District buildings. Students will be encouraged to wash their hands throughout the day including but not limited to after recess, before and after eating lunch and after using the restroom</p>	<p>In conjunction with our district equity policy and our strategic plan, and in partnership with OHA and ODE, we <i>strongly advise</i> that schools create 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” (RSSL-RF, June 25, 2021).</p> <p>Signs are provided in multiple languages in bathrooms and common areas to ensure communication is achieved. Visuals are also available as well as lessons in common opening times in our elementary schools. This aligns to equity by ensuring communication is accessible to all.</p>

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do the district’s policies, protocols, and procedures center on equity?
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<p>Free, on-site COVID-19 diagnostic testing</p>	<p>Students and Staff who exhibit symptoms of COVID-19 while at school will be sent home and offered an appointment at the CHS SBHC to get either a rapid COVID test or a PCR test.</p> <p>HSD Sports teams also are able to perform diagnostic testing on student athletes and coaching staff who become ill during a practice or game.</p>	<p>In conjunction with our equity district policy and our strategic plan, and in partnership with OHA and ODE, we <i>strongly advise</i> centering on the health and safety of staff and students by offering both the Rapid and the PCR COVID test. By providing quick access to COVID testing we are able to get students and staff back to school and work quicker and also the diagnostic testing helps mitigate the spread of the disease.</p> <p>Through targeted communication to our stakeholders, family outreach with our cultural brokers and communication through various languages, we have SBHC locations for testing in partnership with Virginia Garcia. Currently, we are working to create a time and space for Feedback and Q&A that will focus specifically on providing information for our unvaccinated families.</p>
<p>COVID-19 screening testing</p>	<p>Currently we do not plan to do screening testing but will continue to evaluate whether it could be a useful mitigation tool.</p>	<p>N/A</p>

Advised mitigation strategy	Extent to which district has adopted policies and description of policies adopted	How do the district's policies, protocols, and procedures center on equity?
Public health communication	<p>Staff will receive an updated COVID-19 training outlining newest safety measures and mitigation strategies to prevent the spread of COVID-19. HSD has developed a communicable disease algorithm when a staff or student has a positive diagnosis or has been exposed to COVID-19. When a positive case is identified the contact tracing team will work with the building principal in sending a notification letter to those affected if the student or staff member was on site in the 48 hours prior to symptom onset. If an entire class, cohort or school is affected, Communications will work with the building administrator on sending a letter home to families. Parents will also be sent home the “Too Sick for School” flyer and reminders to do a daily health check for symptoms with their children.</p>	<p>In conjunction with our district equity policy and our strategic plan, and in partnership with OHA and ODE, we <i>strongly advise</i> centering on the health and safety of staff and students by providing parents, students and families information on signs and symptoms of COVID-19 and what to do if they get sick. Through the lens of equity and noted in our policy, we ensure that language and communication style is not a barrier for our families. We provide translation services, interpreters and provide information to our families that reflect the community we serve. Working with our cultural brokers, family outreach, we use existing communication modes to ensure that families are notified in multiple ways.</p>
Isolation and quarantine	See Isolation plan above	<p>This follows our guiding principles and policies centering on the health and safety of staff and students by identifying a space in each school where students exhibiting symptoms of COVID-19 or other communicable diseases can be isolated until they can be picked up. HSD also follows the document Planning and Responding to COVID-19 Scenarios in Schools when identifying close contacts needing to quarantine.</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.

Students are entitled to needed accommodations through documented 504 Plans and Individualized Education Plans. When students cannot follow the health and safety protocols due to disability or health condition, HSD teams obtain a doctor's note, hold manifestation meetings as necessary, and make the appropriate changes to the accommodations on the 504 or IEP.

Policies: JBAA, IGBAJ-AR

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: August 17, 2021 TAR