



**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: 2188 Institution Name: Riverdale School District 51J

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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\(j\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to consider and balance the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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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 adopted policies reflect RSSL guiding principles?
Devote time for students and staff to connect and build relationships	<p>Riverdale’s commitment to connecting and building relationships between staff and students is demonstrated by:</p> <ul style="list-style-type: none"> ● Dedicated time in school schedule for connection. ● A full-day new student orientation for all new students including 9th and 10th graders ● Expansion of the District Student Services team ensures ample time to support the needs of our students. ● The addition of a full-time counselor ● A contract with Jory Mental Health for 42 hours per week to provide extra support for youth and staff ● Prioritizing relationship building and creating a culture of belonging and inclusion in all decision making ● Continuing to update calming spaces available to students at each building. 	Every student and staff member is given the same opportunity to connect.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p>Riverdale has the following in place for the 2021-22 school year:</p> <ul style="list-style-type: none"> ● Both buildings have established an active advisory time set aside for all students monthly. ● The art program curriculum has integrated project learning that allows youth to explore and process their experiences through art. ● Teacher lesson plans and class schedule will include time and opportunities for students to explore and process experiences. Plans will be shared with supervisors weekly to document this. ● The theme of the first week of school is Care and Connection Week 	Safety policies, protocols, and procedures center on equity by preventing the spread of COVID-19, which protects in-person instruction for all students.

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| | <ul style="list-style-type: none">• The elementary school has built in Elementary SEL time - at least 10 minutes a day.• The elementary school will complete a school-wide art project with the theme of Care and Connection. | |
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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 adopted policies reflect RSSL guiding principles?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Riverdale provides both direct and referral support for staff, students and families, that is culturally relevant and responsive.</p> <p>Direct support includes:</p> <ul style="list-style-type: none"> ● Contract with Jory Mental Health for in District support ● A Restorative Justice Coach for both buildings ● A Director of Equity and Inclusion to ensure culturally relevant and equitable support ● 3 counselors in the district ● Scheduled times to touch-base with kids everyday and families as needed. ● Staff have access to Reliant Behavioral Health for 6 visits through the HR dept. <p>Referral support includes;</p> <p>Community Support Resources</p> <ul style="list-style-type: none"> ● Crisis Text Line: Text HOME to 741741 from anywhere in the United States, anytime. ● YouthLine: A crisis line for teens to talk to other (trained) teens. ● The Trevor Project: Crisis line for LGBTQ+ youth – 1-866-488-7386. Click this link to go to their web page. ● Trans Life: Crisis line for transgender individuals, answered by other transgender folks: 877-565-8860 ● Lines for Life's: “Safe and Strong” Emotional Support Line 503-575-3761 – available 24/7. A warmline, people do NOT need to be in crisis to utilize this helpline. 	<p>Every student and staff member have the same opportunity for these supports.</p>

	<ul style="list-style-type: none"> ● Lines for Life: BIPOC Support Line. Staffed by people of Color for people of Color - (503) 575-3764 	
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Riverdale utilizes several curriculum programs to foster and provide a venue for peer/student lead initiatives. These include:</p> <ul style="list-style-type: none"> ● <i>No Place for Hate</i> curriculum and training group to build inclusivity, respect, and equity ● <i>Kimochis</i> - program used in k-8 to help staff and students deal with the effects of COVID ● <i>Why Try</i> - K-8 curriculum uses ten visual metaphors to teach important life skills. 	<p>Cultivating a culture of kindness among their peers</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 on pages 20 and 21 of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: <https://www.multnomahesd.org/shs-communicable-disease.html>_____

ARP ESSER Component	Extent to which district has adopted policies and description of policies adopted to ensure continuity of services	How do adopted policies reflect RSSL guiding principles?
Coordination with local public health authority(ies) including Tribal health departments	Riverdale's protocols were developed with the support of and in collaboration with the Multnomah ESD School Health Services. MESD School Health has direct and regular formal and informal communications with local health agencies, including Multnomah County Health Department for the purposes of COVID-19 prevention, contact tracing, quarantining, etc. Multnomah County Health Department provides a collaborative consultation space with other local, state and tribal health authorities to ensure information dispersal, support services, intervention and response is equitable, timely and needs based.	Every student receives the benefit of RSD abiding by all the necessary protocols.

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: Pg # 10 <https://www.multnomahesd.org/shs-communicable-disease.html>_____

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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](#); [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](#).

Health and Safety Strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<ul style="list-style-type: none"> ● Vaccination information including the dates is requested of all students in registration materials and tracked in Synergy ● Staff are required to be fully vaccinated no later than Oct 18, 2021 . All staff are currently vaccinated. ● Riverdale serves children K-12 grade, although the school district cannot determine the precise number of vaccinated students, evidence strongly suggests that the vast majority of students are currently vaccinated ● Mitigation strategies continue to be enforced. Visitors and volunteer participation is limited ● Indoor athletic events require proof of vaccination or a negative COVID-19 test in the past 72 hours to enter the building ● Students and staff who choose to wear face coverings are encouraged to do so at all times ● The district continues to share information on locations and availability of vaccines in the community 	<p>Every student/staff member has had the opportunity to be vaccinated. RSD supports all students and staff members wishing to be vaccinated.</p>

Health and Safety Strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
<p>Universal and correct wearing of face coverings</p>	<ul style="list-style-type: none"> ● As of March 12, the district has evolved to a policy which allows for optional wearing of face coverings ● Signs are posted at the entrance of buildings and school facilities to ensure that staff students and visitors support others who choose to wear masks or not ● Newsletter articles have been distributed to parents emphasizing the importance of appropriate behavior as mask wearing becomes optional 	<p>Every student has the choice to wear a mask or not.</p>
<p>Physical distancing and cohorting</p>	<ul style="list-style-type: none"> ● Riverdale school will encourage at least 3 feet of physical distance between students indoors to reduce transmission risk. ● Cohorts: Depending on class size all grade levels will maintain a cohort whenever possible, including breaks, recess, and lunch ● Drop off/ Pick up Procedures <ul style="list-style-type: none"> ○ K-4 ○ https://docs.google.com/document/d/1A1nkF_clCL8qfxlRh7DgWy56WxTE8GIKICZrHpkA8YY/edit ○ 5-8 ○ https://docs.google.com/document/d/1DhNSOw4XUcCCie0dKNPOfy5gd64MNqVzE_LARu4zk8E/edit ● Recess/Lunch Procedures <ul style="list-style-type: none"> ○ K-4 	<p>Physical distancing guidance is universal.</p>

	<ul style="list-style-type: none">○ https://docs.google.com/document/d/1GlrIsZ6KwOmuWzARqE5SMVwMUWJ-OsTnoDVbUR4vaz0/edit○ 5-8○ https://docs.google.com/document/d/1CJ2pxcsduz_z8qXBSO0rJsNHZixFdznHsPIPIeVvAg4/edit	
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Health and Safety Strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
Ventilation and air flow	<ul style="list-style-type: none"> • District has installed portable hospital grade air circulators in every room. • HVAC has been tested (last test date was August 2021) and found to meet recommended guidelines 	<p>Every student has the same opportunity for fresh air.</p>
Handwashing and respiratory etiquette	<p>General Protocols</p> <ul style="list-style-type: none"> • Students and staff are encouraged to practice handwashing and respiratory etiquette • Signage reinforcing handwashing and respiratory etiquette is posted throughout facilities • Hand and surface sanitation products are available in every room • Masks readily available in multiple spaces in buildings • Students are provided instruction on an ongoing basis in classes <p>Cleaning and Sanitizing Protocols</p> <ul style="list-style-type: none"> • Rooms will be cleaned daily. Our custodial staff will make sure that everything is sanitized and ready for students the next school day. • We have extra masks, sanitizing wipes and hand sanitizer in the office. Custodial staff will resupply as needed. 	<p>Hand washing guidance is universal.</p>

Health and Safety Strategy	Extent to which district has adopted policies and description of policies adopted	How do adopted policies reflect RSSL guiding principles?
Free, on-site COVID-19 diagnostic testing	District maintains a stock of “quick tests” for students and staff that is readily available on an as needed basis.	Every student has had and continues to have the opportunity to be tested or gain access to tests.
COVID-19 screening testing	<ul style="list-style-type: none"> ● RSD participates in the OHSU weekly screening testing that students may opt in to ● Staff trained on screening and expected to consult when appropriate ● Students, teachers, and staff are instructed to stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care. We also require staff to complete a Symptom Tracking Tool form. A school health official will follow up with them based on the symptoms. ● What to do if you have confirmed or suspected coronavirus (COVID-19) and are recovering at home ● What to do if you have symptoms and are worried about coronavirus (COVID-19) ● What to do if you were potentially exposed to someone with confirmed coronavirus (COVID-19) 	Every student has had and continues to have the opportunity to be tested or gain access to tests.

<p>Public Health Communication:</p>	<ul style="list-style-type: none"> ● Riverdale school district communicates directly with parents through 3 weekly electronic newsletters in addition to health and safety protocols. ● Under the new guidelines, were conforming to all expectations of communication to families 	<p>Every student and staff member will quarantine and isolate when directed by RSD. Use multiple communication tools to ensure every student and family has access to communication regarding public health measures and protocols.</p>
<p>Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>In the event that a sick student needs to be isolated on site they will be placed in the health room until they are able to be picked up. During this time, the elementary restrooms in the health room will be closed and elementary students will be instructed to use the middle school restrooms. The health room is a self contained space adjacent to the school office where the office clerk can easily supervise and provide first aid.</p>	<p>Every student has the same opportunity to use the isolation room when necessary.</p>

<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>Riverdale is continuing to follow the exclusion guidance from ODE, CDC and Multnomah County Health Department to ensure that we are consistent in our expectations and communication.</p>	<p>Every student and staff member abides by the same rules.</p>
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Appendix B

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.	During the annual review or initial IEP services that address learning loss from COVID-19 are discussed and determined	The need for individual COVID-19 recovery services is included in the agenda of all IEP meetings and annual review meetings
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.	Each eligible student will receive written notice regarding the opportunity for the IEP team to meet	All eligible students will be this notice

<p>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.</p>	<p>The district will use the individualized COVID-19 recovery services review form from ODE at IEP meetings</p>	<p>The form will be used with all eligible students</p>
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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 18, 2022