

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

**Safe Return to In-Person Instruction and Continuity of Services Plan**

## District Information

Institution ID: Institution Name: 2257

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

Dorie Vickery, Superintendent

Contact Phone: 971-261-6959

Contact Email: [dorie.vickery@sheridan.k12.or.us](mailto:dorie.vickery@sheridan.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.

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## Planning Mental Health Supports

<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
<p>Devote time for students and staff to connect and build relationships</p>	<p>Sheridan SD has implemented a variety of ways for students and staff to connect, some of which were one-time activities, others will be ongoing throughout the 2021-22 school year.</p> <p>Summer programs - Sheridan ran a four week K-8 enrichment program with over 55 enrichment camps. The camps include fly rod fishing, Lego camp, hip-hop and many more. The half-day camps were taught by Sheridan staff and gave important time for staff and students to connect. Additionally, high school students were offered four weeks of academic sessions to earn credits in science, math, PE and electives. These were also taught by Sheridan staff, providing critical time for students and staff to connect.</p> <p>Yamhill County Mental health - Contracted services to provide mental health counseling to all students. Our contracted counselors are treated as Sheridan family, and provide a critical service to our students and families.</p> <p>Link Crew - Newly implemented high school mentor program that will allow seniors to build relationships with freshmen, assisting with the transition to high school. This program is ongoing throughout the school year.</p>	<p>Sheridan SD is committed to promoting educational opportunities that support every child's identity, health and strengths. We consider the potential disproportionate impact of our programs and services and make corrections.</p> <p>All programs and systems designed to create time for connection and relationship building were discussed through equitable access, prioritizing the needs of Black, American Indian/Alaska Native and Latinx students. Our students with disabilities, living in very rural areas, navigating poverty, houselessness, and acquiring a second language were also prioritized. Every effort has been made to ensure our students impacted most by the 2020-21 school year receive additional support throughout the 2021-22 school year.</p>

Half-day orientation for 9th & 10th - Our 9th and 10th grade students will start the day with a half-day to connect with staff and senior leaders. The orientation will include school behavior systems and routines, along with our health and safety expectations.

Back to school Bash - Outdoor family event, designed to allow students and parents time to talk with school staff.

Kinder Transition - Four day transition program for incoming Kindergarten students. This provided opportunities for students to connect with school staff and learn health and safety routines.

Staff will be available during transition times to meet and greet students. This includes before and after school.

<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>Advisory class period, grades 6-12 - The advisory class time allows secondary students the opportunity to have small group interaction with teachers. Curriculum will focus on social emotional learning.</p> <p>K- 5 classrooms will set time aside the first 2-3 weeks of school to focus on social emotional learning, building a positive relationship with all students.</p> <p>Behavior support team - Each school will have a PBIS team that will focus on social emotional learning and creating a positive school climate.</p>	<p>Sheridan SD is committed to promoting educational opportunities that support every child's identity, health and strengths. We consider the potential disproportionate impact of our programs and services and make corrections.</p> <p>All programs and systems designed to create time for connection and relationship building were discussed through equitable access, prioritizing the needs of Black, American Indian/Alaska Native and Latinx students. Our students with disabilities, living in very rural areas, navigating poverty, houselessness, and acquiring a second language were also prioritized. Every effort has been made to ensure our students impacted most by the 2020-21 school year receive additional support throughout the 2021-22 school year.</p>
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<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Sheridan SD will provide staff, students and families with culturally relevant health and mental health services by implementing the following:</p> <p>Yamhill County Mental Health services - available to all students</p> <p>Tribal Health and Wellness - an excellent partnership and service for our families and staff.</p> <p>District nurse - Sheridan SD has a full-time nurse available for staff and students, allowing a stronger connection to community and county services.</p> <p>321 Insight ParaSharp Training and Trauma-Informed Series Training for classified staff.</p>	<p>Sheridan SD is committed to promoting educational opportunities that support every child's identity, health and strengths. We consider the potential disproportionate impact of our programs and services and make corrections.</p> <p>All opportunities to link staff, students and families with culturally relevant health and mental health services and supports were discussed through equitable access, prioritizing the needs of Black, American Indian/Alaska Native and Latinx students. Our students with disabilities, living in very rural areas, navigating poverty, houselessness, and acquiring a second language were also prioritized. Every effort has been made to ensure our students impacted most by the 2020-21 school year receive additional support throughout the 2021-22 school year.</p>

<p>Foster peer/student led initiatives on wellbeing and mental health</p>	<p>Link Crew - Newly implemented high school mentor program that will allow seniors to build relationships with freshmen, assisting with the transition to high school. This program is ongoing throughout the school year.</p>	<p>Sheridan SD is committed to promoting educational opportunities that support every child’s identity, health and strengths. We consider the potential disproportionate impact of our programs and services and make corrections.</p> <p>Student-led initiatives for wellbeing and mental health were discussed through equitable access, prioritizing the needs of Black, American Indian/Alaska Native and Latinx students. Our students with disabilities, living in very rural areas, navigating poverty, houselessness, and acquiring a second language were also prioritized. Every effort has been made to ensure our students impacted most by the 2020-21 school year receive additional support throughout the 2021-22 school year.</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: [https://docs.google.com/document/d/1\\_XkeWXIOAmOTQw6j\\_UqUW7CxotRoqZme-SvCDsZNfiY/edit](https://docs.google.com/document/d/1_XkeWXIOAmOTQw6j_UqUW7CxotRoqZme-SvCDsZNfiY/edit)

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>The Superintendent and School Nurse Consultant are the primary district contacts with the public health department.</p> <p>The School Nurse Consultant is responsible for communicating positive, presumptive and suspected cases of COVID-19 with Yamhill County Public Health and other local health authorities when appropriate.</p> <p>A district representative attends regular COVID-19 coordination meetings with Yamhill County Public Health.</p> <p>The district coordinates with Grand Ronde Health and Wellness regarding COVID-19 resources for tribal members.</p>	<p>The district coordinates with multiple local health authorities to ensure a culturally appropriate response to cases of COVID-19 and provision of appropriate resources.</p> <p>The district’s response to a positive case is done in coordination with the local health authority to ensure consistency, accuracy and reduce implicit bias.</p>

## Isolation Plan

Please provide a link to the district’s plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](https://oas.oregon.gov/581-022-2220)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: <https://docs.google.com/document/d/1RWYcCud8xP28btQfqZ4YL6PHuaKZQgQv1M0sm0v5ysM/edit#>

## Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible</p>	<p>On-site COVID-19 vaccination clinics are held for students and staff.</p> <p>The School Nurse Consultant distributes information regarding local vaccination opportunities to staff and families.</p>	<p>Hosting on-site vaccination clinics facilitates access to vaccination for traditionally underserved communities, such as rural families and those experiencing homelessness. Providing access to free vaccination is essential to address the disproportionate burden of disease experienced by these communities.</p> <p>Vaccine information is distributed to the community in multiple languages.</p>
<p>Universal and correct wearing of <a href="#">face coverings</a></p>	<p>All students, staff and visitors are required to wear face coverings indoors when they are not alone in a private workspace.</p> <p>Staff, students and volunteers are not required to wear a face covering if they are:</p> <ul style="list-style-type: none"> <li>● Actively eating or drinking</li> <li>● Playing a musical instrument that requires using the mouth.</li> <li>● Engaged in a sport during physical education class in which wearing a face covering poses a safety hazard</li> </ul>	<p>The use of universal face coverings contributes to a safer environment for vulnerable students and staff.</p> <p>The district provides masks for all students who need one so that access to face coverings is not a barrier for families.</p> <p>The district provides accommodations for students who are unable to wear a face covering due to a medical condition or disability.</p>

	<p>(ie. swimming, wrestling, gymnastics).</p> <ul style="list-style-type: none"> <li>● Under the age of 5</li> </ul> <p>Individuals will not be required to wear a face covering if they have a medical condition or disability that prevents them from doing so. An inability to wear a face covering should never prevent a student from accessing their education.</p> <p>A face shield may be worn instead of a face covering if an individual cannot wear a face covering for medical reasons. Face coverings are preferred over face shields, as they provide better containment of small aerosols that can be produced while talking.</p> <p>When students falter in consistently and correctly wearing a face covering, the district will reteach the expectation. The district shall refrain from implementing consequences that deny access to instruction as a result of these challenges. The district will continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices. In the case that a student or family chooses not to wear a face covering for reasons other than medical need or disability, the school will offer placement in Sheridan AllPrep Academy.</p>	
<p><a href="#">Physical distancing and cohorting</a></p>	<p>Students and staff will maintain a physical distance of at least three feet whenever possible.</p> <p><b>Lunch:</b> K-8 students will be assigned seating in classrooms and in the cafeteria for the purpose of</p>	<p>Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.).</p>

	<p>contact tracing. 9-12 students will sign in and out of their table in the cafeteria for the purpose of contact tracing. Students will sit a minimum distance of 3 feet apart during meal times to the extent possible.</p> <p>In classrooms, students are spaced a minimum of 3 feet apart or placed in assigned seating groups whenever possible to minimize exposure and facilitate contact tracing.</p> <p>Any staff that interact with a cohort of which they are not a member are required to document the interaction.</p>	<p>Cohorts are designed such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards , and peers.</p>
<p><a href="#">Ventilation and air flow</a></p>	<p>Faulconer - Chapman School, 2020-21 School Year - Every rooftop unit of the HVAC system was checked for max capacity airflow. Engineers reviewed the system, all units working at 90% or greater capacity.</p> <p>Sheridan High School purchased air ventilation units for every classroom and office space.</p>	<p>All classrooms and buildings are maintained to ensure adequate ventilation and promote safety in every part of the district.</p>
<p><a href="#">Handwashing and respiratory etiquette</a></p>	<p>All students and staff have access to soap and water as well as hand sanitizer with 60-90% alcohol content.</p> <p>Individuals are encouraged to perform hand hygiene:</p> <ul style="list-style-type: none"> <li>● When entering the building</li> <li>● Before and after eating</li> <li>● After touching a contaminated surface</li> <li>● After coughing, sneezing, or blowing their nose</li> </ul> <p>Use of age-appropriate signage and verbal reminders will be used to encourage hand hygiene and teach</p>	<p>The district is responsible for ensuring that hand sanitizer and soap is available for all students</p> <p>Students are permitted to choose which type of hand hygiene they want to perform at the assigned times.</p>

	respiratory etiquette.	
<a href="#">Free, on-site COVID-19 diagnostic testing</a>	<p>All individuals exhibiting COVID-19 symptoms while at school will be offered a free rapid test, per the OHA School Testing Program guidelines.</p> <p>COVID-19 rapid testing may be offered to individuals following a known exposure to COVID-19 following exposure when authorized by the Yamhill County Health Department, per the ODA School Testing Program guidelines.</p> <p>The district offers Test to Stay for all applicable K-12 school-based exposures.</p> <p>All testing will be performed by the School Nurse Consultant or other trained testing administrator.</p>	

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">COVID-19 screening testing</a></p>	<p>The school district is participating in the Oregon Health Authority screening program.</p> <p>Screening testing is optional and available to all students, staff and community members.</p>	<p>By providing on-site diagnostic testing, the district reduces barriers to accessing this resource. Sheridan is a rural community and many families do not have access to testing outside of the school district.</p> <p>No person should ever be penalized for refusal to participate in diagnostic testing.</p> <p>Screening testing is available and free of charge for all athletes. No student will be excluded from participation in sports due to a refusal to participate in the screening program.</p>

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<b>Health and Safety Strategy</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description thereof</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
<p><a href="#">Public health communication</a></p>	<p>All staff will receive training in health and safety protocols at the beginning of the school year. Ongoing training will be given on an as-needed basis as policies change or to reinforce current protocols.</p> <p>The district provides written communication of health and safety protocols to families in their preferred language. Letters with this information will be sent out at the beginning of the school year and as updates are made to the policies.</p> <p>All district staff are notified when a positive and presumptive COVID-19 case has been identified in the district.</p> <p>Individuals who were exposed to COVID-19 in the school setting are notified by phone call.</p>	<p>All communication is sent out in English and Spanish to ensure that Spanish-speaking families in the district are given information in a way that is most accessible to them.</p> <p>The district will accommodate requests by families to provide communication in additional languages.</p> <p>A district translator is utilized to notify non-English speaking families whose student was exposed or needs to isolate to ensure full comprehension of the situation, instructions, and available resources.</p>

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<p><u>Isolation:</u></p> <p>Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by <a href="#">OAR 581-022-2220</a>.</p>	<p>Students and staff exhibiting one or more primary COVID-19 symptoms will be isolated in the designated isolation space and sent home. Students and staff excluded due to COVID-19 symptoms must remain home for 5 calendar days or may return with a negative COVID-19 test or a note from a healthcare provider (for non-respiratory symptoms only).</p> <p>Transportation of ill students is the responsibility of the parent.</p> <p>The isolation room will be staffed by the School Nurse Consultant or other trained staff member. A minimum of two additional staff per building should be trained at all times.</p> <p>The isolation space will not be used for other school health needs. A separate space with appropriate supervision and equipment will be available for use by individuals with injuries or illness not consistent with COVID-19 primary symptoms.</p>	<p>Staff performing screening of ill students should undergo implicit bias training. Implicit bias training will be done using the <a href="#">Kirwan Institute Implicit Bias Training Modules</a>.</p> <p>When students are sent home due to primary COVID-19 symptoms, the district provides families with local testing options in order to increase access to testing and potentially reduce the length of time that students are out of school. These testing locations include free and low-cost options for families, particularly those who are uninsured, underinsured, or do not have a medical provider.</p> <p>When individuals are excluded from school due to illness, the district coordinates with the local health authority to offer resources to the family. In addition, the district has a meal delivery program that can also be utilized to deliver classwork to students in isolation if they are well enough to participate. The district will provide excluded individuals with chromebooks if needed. These measures reduce the burden of isolation on families and minimize the educational and financial impact of exclusion.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><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. (<a href="#">OAR 333-019-0010</a>)</p>	<p>Any person who has been in close contact with a person who has COVID-19 will be excluded from school and should quarantine at home for 5 days from their last known exposure unless an alternative quarantine length is recommended by the Public Health Department. The following exceptions to quarantine apply:</p> <ul style="list-style-type: none"> <li>• Close contacts who are “up to date” on the COVID-19 vaccine according to the ACIP schedule (have completed the initial vaccine series if under 18 years, or are boosted when eligible if 18 years and up) at the time of their exposure are not required to quarantine. Fully immunized close contacts should still monitor themselves for symptoms of COVID-19 during the 14 days after exposure, and if symptoms develop they should isolate and seek testing.</li> <li>• Close contacts who themselves had a previous confirmed or presumptive COVID-19 case (verified by a positive viral COVID-19 test and/or LPHA) and have completed their isolation are not required to quarantine if the new exposure happened within 90 days of symptom onset or first positive test, whichever is earlier, for their original case.</li> </ul>	<p>When individuals are excluded from school due to COVID-19 exposure, the district coordinates with the local health authority to offer resources to the family. In addition, the district has a meal delivery program that can also be utilized to deliver classwork to students in quarantine. The district will provide excluded individuals with chromebooks if needed. These measures reduce the burden of quarantine on families and minimize the educational and financial impact of exclusion.</p> <p>The district continues to host on-site vaccination events when possible. By increasing the availability of vaccines, the district reduces the number of individuals in the school community who potentially need to quarantine, particularly within populations that have difficulty accessing the vaccine.</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.

The educational team is working with families to identify needed accommodations on 504s and IEPs related to health and safety. Students will never be denied access to education for an inability to comply with health and safety requirements related to their disability.

The district has added Health Management Plans as needed to ensure the equitable access for students as needed.

## 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: Thursday, February 3, 2022