

**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

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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.

Planning Mental Health Supports

<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Devote time for students and staff to connect and build relationships</p>	<p>GSD students and staff will continue to connect and build relationships through:</p> <ul style="list-style-type: none"> ● Continued focus on student relationships and establishing rapport. ● Prioritizing students building connections and community in their classrooms and buildings. ● Teach and support routines that focus on physical and emotional safety ● Regular instruction time for SEL lessons in K-12 classrooms throughout the school year. ● Building mental health professionals and counselors will prioritize reconnecting with those students who have received services in the prior year. 	<p>Gervais School District policies regarding the devotion to time for staff and students to connect and build relationships will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and mental health systems that support every child. These opportunities will be made available to all children including those who may be online. Student attendance will be reviewed and those not attending and missing these opportunities will be sought out and provided with additional support. The district's adoption and application of the Every Student Belongs policy is also at the</p>

	<ul style="list-style-type: none"> ● District-wide Behavior Support Team will review previous year's referrals for service to ensure continuity of services. <p>GHS CARE Team will review at-risk student situations, provide support, and attempt to remove barriers to student learning.</p> <p>GHS PAWS program will be making contact with all students (and their families) who are credit deficient (especially 5th and 6th year students) and attempt to re-engage them in school.</p>	<p>forefront of all programming and outreach.</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>Weekly SEL lessons through BASE Education (RULER, Sanford-Harmony, PAX, etc.).</p> <ul style="list-style-type: none"> ● Opportunities for SEL group discussion and learning activities. ● Building counseling staff and administrators will maintain visibility throughout their buildings to support students and staff. ● Staff will continue to utilize Behavior Support Team referrals for those students and families in need. ● Staff are encouraged to seek support to process experiences. 	<p>Gervais School District policies regarding the provision of class time for creative opportunities for students to explore and process their experiences will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and mental health systems that support every child.</p>

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>The Behavior Support Team (district-wide representation) includes two school counselors, three school-based social workers, a school psychologist, a behavior specialist, a student advocate/behavior management coordinator, family support advocate, county based social worker and administrator.</p> <p>The highest priority of this team is to link students, staff, and families with culturally relevant mental health students and supports. All staff have the ability to refer a student or family in need to the Behavior Support Team.</p>	<p>Gervais School District efforts to link staff, students, and families with culturally relevant health and mental health services and supports will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and mental health systems that support every child.</p>

<p>Foster peer/student lead initiatives on well-being and mental health</p>	<p>Developing student focused events to support the pride families have in their culture.</p> <p>GMS Student leadership group offers:</p> <ul style="list-style-type: none"> ● “No One Eats Alone” school-wide ● Mentorship program for incoming 6th graders and new students throughout the year. <p>GMS leadership group learns self-advocacy skills and become role models for the student body.</p> <p>GHS Leadership students will lead spirit assemblies.</p> <p>GHS seniors (as chosen by the staff) will help mentor freshmen students through their first year. Meetings will occur during Advisory sessions.</p> <p>GES Student Leadership Team, in coordination with the GES Staff Culture and Climate Committee, will plan, coordinate, and execute spirit assemblies that accentuate equity and inclusivity throughout our student body.</p> <p>GES facilitates a “Cool 2 Be Kind” Club, which promotes an anti-bullying, upstander culture and climate that supports initiatives like “No One Plays Alone,” “No One Eats Alone,” and other inclusive initiatives.</p>	<p>Gervais School District efforts to foster peer and student-led initiatives on well-being and mental health will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and mental health systems that support every child. The district has also implemented a new practice of district-wide emphasis on important monthly celebrations and recognition as well as awareness months. The district practice is to push out those that are to be recognized and have plans shared..</p>
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<p>Support student well-being and mental health regarding masking choice.</p>	<p>As the Gervais School Board adopted a resolution to make the wearing of masks and face coverings an individual choice, it is a district priority to promote a safe environment free from bullying for those students who decide to wear or not wear a mask. The district counseling team, which services students K-12, will create plans to educate students, both in whole class formats and individually as needed, to treat mask choice with respect.</p> <p>For those students who are struggling with the decision whether to wear a mask or not will be encouraged to seek guidance from counselors and/or school nurses. Students can be reassured that their decision does not have to be a permanent one and they will have the opportunity to reevaluate their decision at any time.</p>	<p>Gervais School District efforts to foster student well-being and mental health regarding masking choice will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and mental health systems that support every child.</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://www.gervais.k12.or.us/wp-content/uploads/2022/03/Pandemic-Plan-3-29-22.pdf>

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<p>ARP ESSER Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures 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>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>Logs of students and staff sent home due to COVID-19 symptoms and contact tracing information will be sent to Marion County Health Authority as needed and follow their recommendations. The district has had the opportunity to successfully engage in this process due to situations reported in the previous school year and two previous summer schools (2020 and 2021). The district's full-time nurse coordinates all COVID-19 related questions and concerns through the local public health authority school liaison officer, as needed.</p>	<p>Coordination with the local public health authorities will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child. The district has partnered with local healthcare providers, such as Salem Health, to provide opportunities to our community members who do not have access to health care in Gervais.</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](https://www.oregon.gov/OSHA/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: Information can be found by following this link: <https://www.gervais.k12.or.us/covid-19-helpful-information/>

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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 thereof	How do the district's policies, protocols, and procedures center on equity?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>All staff have had the opportunity to receive a vaccination, either through their choice of a health care provider or on-site vaccination clinics that have been made available on Gervais School District property. Vaccination clinics have been coordinated with community partners, such as Salem Health, and Salud Medical Center along with FEMA.</p> <p>With the announcement of the Governor's new vaccination mandate for all employees, volunteers and contractors in the school setting, the district has scheduled additional vaccination clinics for both staff and their family members.</p> <p>The district will also continue to provide opportunities to students and community members throughout the year. The most recent on-site vaccination clinics will be offered in March 2022.</p> <p>The district makes a great effort in getting communication out to staff, students and other community members about upcoming COVID-19 vaccine clinics. Some examples of this include sending flyers home with students, posting on school social media, GSD mobile application, and posting flyers around the community.</p>	<p>Gervais School District COVID-19 vaccination policies will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child. We have worked with public health agencies to provide onsite clinics as well as community outreach and education through Peace Corp volunteers canvassing neighborhoods to provide education and even administering vaccines on people's front porches.</p>

	<p>All employees are encouraged to contact school nurses for questions or concerns regarding the COVID-19 vaccine.</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>Universal and correct wearing of face coverings</p>	<ol style="list-style-type: none"> 1. All staff and students may wear face masks if they choose to do so. All staff and students will follow current mandates specific to face coverings. 2. Guidelines and best practices as recommended by ODE and the Oregon Health Authority will be followed by specialists and other staff who may need to work more closely with students. 3. Students will receive instruction on how to properly wear a face covering and accommodations will be made for staff and students as needed and as allowed by ODE/OHA policies. 	<p>The district has used multiple modes of communication in multiple languages regarding face coverings. The district also sent home flyers with visuals on masking requirements and how to wear them. The flyers are also posted in classrooms, restrooms and other locations throughout all buildings. The district also provides facemasks for use in locations that are easily accessible so no one has to ask for them.</p> <p>[Read in the daily announcements and e-mailed home to parents] <u>GHS Sample Announcement:</u> When we move to “mask-optional” we want all students and staff to know that:</p> <ul style="list-style-type: none"> - COVID 19 is still out there - each person gets to make their own decision about

		<p>whether to wear or not wear a mask</p> <ul style="list-style-type: none">- everyone is welcome to continue wearing a mask- we must be gracious and let everyone make their own decision about masking. There is no place in this discussion to criticize or harass someone over their choice to wear or not wear a mask.- consistently wearing your tracing badge and keeping it turned on will become even more important <p>State officials strongly recommend that people in high-risk groups continue to wear masks in indoor public settings even if restrictions are lifted. They include people who are at higher risk because they are unvaccinated; immuno- compromised; have underlying health conditions that put them at higher risk of complications; are 65 or older; or who live with someone in one of those categories.</p> <p>GMS Communication with students and parents:</p> <p>When we move to “mask-optional” we want all students and staff to know that:</p> <ul style="list-style-type: none">- COVID 19 is still out there- each person gets to make their own decision about whether to wear or not wear a mask- everyone is welcome to continue wearing a mask- we must be gracious and let everyone make their own decision about masking. There is no place in this discussion to criticize or harass someone over their choice to wear or not wear a mask.- consistently wearing your tracing badge and keeping it turned on will become even more important as we may need to identify students who experience close contact. <p>State officials strongly recommend that people in high-risk groups continue to wear masks in indoor public settings even if restrictions are lifted. They include people who are at higher risk because they are unvaccinated;</p>
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		<p>immuno- compromised; have underlying health conditions that put them at higher risk of complications; are 65 or older; or who live with someone in one of those categories.</p>
<p>Physical distancing and cohorting</p>	<p>Stable cohorts at the elementary school will be established at the beginning of each day when students arrive at school. Students will be placed in the smallest cohort groupings possible.</p> <p>Contact tracing: The district will provide cohort notifications when exposures occur. These notifications allow individuals and families to take additional precautions according to their individual needs.</p> <p>Entrances/Exits, Meals and Restrooms: Depending on the school building, systems are put in place to reduce the risk of exposure including but not limited to Student cohorts are assigned to specific entrances/exits and restrooms, and times will be staggered to prevent cohort interactions at entrance/exit locations and bathrooms. Meals times (breakfast and lunch) shall be hosted in cafeteria spaces under controlled conditions using social distancing measures whenever possible including the use of outdoor eating spaces and tents.</p>	<p>The district focused on providing education and directions as well as setting up systems that apply to all settings. For students whose disabilities make it difficult to comply we provide additional safety protections and protocols.</p>

	<p>Cohort Assignments: in most cases, students shall be assigned to the minimum number of cohorts possible for them to participate in their academic and extracurricular requirements.</p> <p>For the middle and high school settings, students will continue to wear the tracing badges at all times and will scan those daily so the information is readily available should a possible exposure or infection need to be investigated.</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?
Ventilation and air flow	<p>Gervais School District will operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, approved air purifying units, and through other methods.. Appropriate district personnel will run ventilation systems continuously and change filters frequently. Personnel will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergens or exacerbating asthma symptoms. School personnel will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p>Facilities will be cleaned and disinfected at least daily</p>	<p>The school district's Facilities Manager and member of the risk assessment team for all buildings and listed as a contact in the pandemic plan.</p> <p>The district assesses each building and learning space for adequacy in providing safe and healthy learning environments. The district is using information from Long Range Facilities Assessment to determine how to best support all students in creating spaces that are environmentally safe.</p>

	<p>to prevent transmission of the virus from surfaces.</p>	
<p>Handwashing and respiratory etiquette</p>	<p>Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, and students may utilize classroom stations to wash hands.</p> <p>All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.</p> <p>Appropriate signage for proper handwashing techniques will be posted in all restrooms.</p>	<p>Gervais School District handwashing and respiratory etiquette policies will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child. The district used the educational materials created and provided by ODE (multiple languages) to provide education to families and students.</p>

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>Three opt-in COVID-19 testing programs are available to all public and private schools in Oregon through OHA.</p> <p>Gervais School District offers test to stay enhanced exposure testing with the Abbott BinaxNOW tests in addition to at-home iHealth COVID-19 Rapid Antigen Tests.</p> <p>Diagnostic testing for K-12 Students and Staff: Gervais School District is enrolled in the COVID-19 Testing in Oregon's K-12 Schools Program, This program is intended to test symptomatic and exposed students and staff only. BinaxNow Rapid tests have been used throughout the previous academic year, and will continue to be used in the 2021/2022 academic year.</p> <p>iHealth COVID-19 Rapid Antigen Self-testing: .For test to stay enhanced exposure testing using at-home tests, Gervais School District will distribute kits directly to exposed students. Testing is then performed at home.</p> <p>Instructional flyers are printed in multiple languages to send home with students.</p> <p>In addition, OHA in collaboration with ODE will send iHealth antigen self-tests to all Title I schools in Oregon to be sent home with students. Each Title I school will receive enough tests to distribute one test kit (containing two tests) to each student. Students and their families are encouraged to use these tests if they develop symptoms</p>	<p>Policies and practices around Gervais School District free, on-site COVID-19 diagnostic testing procedures will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child.</p>

	<p>consistent with COVID-19 or who have had a known exposure to COVID-19.</p>	
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[COVID-19 screening testing](#)

Gervais School District (GSD) will offer screening testing as follows:

Screening testing for K-12 Teachers/Staff. This is a voluntary and confidential program through ODE/OHA which offers free at-home weekly screening testing by mail to any unvaccinated public or private K-12 teacher or staff member, including volunteers. Vaccination status will not be verified. Screening testing will be offered through the 2021-2022 academic year.

Screening testing will be offered for K-12 students through this program for individuals without symptoms of COVID-19 or exposure to COVID-19. GSD will offer students screening for classroom cohorts, extracurricular cohorts, or both. Participation is voluntary and schools/families can opt-out at any time. Participation in the program and all results are confidential, however, positive COVID-19 results must be reported to the local public health authority. These projects are supported by the US DeptHHS.

Policies and practices around Gervais School District COVID-19 screening testing procedures will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child. The district currently uses the Oregon Department of Education Equity lens while we work to develop our own. We are sensitive to the idea that many of our minority families first don't have access to testing and secondly, may be distrustful of the process. We provide written materials, opportunities for in-person Q and A in multiple languages and the school nurse is present during these meetings.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Public health communication</p>	<p>Letters outlining instructional models and options, health and safety requirements and precautions will be sent to parents in English and Spanish. Those will also be posted and updated as needed throughout the year on the district's website under the tab "Plans and Updates for School Reopening."</p> <p>Staff will be provided with the same information as it is sent to parents. Staff will receive information relative to performing their jobs and health and safety protocols and expectations prior to resuming in-person instruction as well as prior to engaging in comprehensive distance learning.</p> <p>Communications will be made available to parents regarding exposures to possible and confirmed cases based on guidance from Marion County Health Authority.</p>	<p>Gervais School District public health communication will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child. The district uses a variety of communication tools, including sending flyers (in multiple languages) home during meal deliveries, using social media platforms, emails and text messages.</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>Schools have isolation rooms set up in each individual building that meet the mandated standards set forth by the Oregon Health Authority for such a space. For those students who need to be driven to that location the district will use the small Type 20 bus to transport. The room will be supervised by a classified staff member who will remain with students until parents pick up and will provide written directions on what needs to be provided to the district before the student may return.</p> <p>All isolation rooms are equipped with proper PPE for both the student and the supervising staff member. Each isolation room has appropriate signage to alert others if the isolation room is in use and/or if the</p>	<p>All components of the isolation and quarantine process have been reviewed with parents in multiple languages and both in-person and zoom meetings.</p>

	<p>isolation room is clean and ready for entry. Janitorial staff have been trained on how to properly and safely disinfect the isolation after use including proper PPE to wear. Janitorial staff understand that when they are called to clean the isolation room, this is a priority to keep the room ready and available for use when needed.</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. (OAR 333-019-0010)</p>	<p>Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <p>Symptomatic staff or students should be evaluated and offered free on-site COVID-19 testing, or offered a free at home iHealth rapid testing kit, seek COVID-19 testing from the school nurse, or their regular physician.</p> <p>If student or staff have a positive COVID-19 rapid test or viral (PCR) test result: Individuals with COVID-19 should isolate for at least 5 days. To calculate the 5-</p>	<p>Gervais School District student and staff exclusion procedures will be done through an equity-informed, anti-racist, and anti-oppressive lens, with the intention to promote culturally sustaining and revitalizing educational and health-care systems that support every child.</p>

day isolation period, day 0 is the first day of symptoms or a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result. Isolation may end after 5 full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved. Individuals should wear a well-fitting mask around others at home and in public for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period.

If staff or students have a negative COVID-19 viral test (or if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance and Communicable Disease and exclusion guidelines should be followed. The person should be fever-free for 24 hours, without use of fever-reducing medicine. A physician's note may be required to return to school, to ensure that the person is not contagious.

The school district will involve school nurses and the local public health authority, in accordance with current guidelines from ODE/OHA Ready Schools Safe Learners Resiliency Framework along with Communicable Disease and Exclusion guidelines, in development of protocols and assessment of

	<p>symptoms.</p> <p>The district will record and monitor the students and staff being isolated or sent home for LPHA review.</p>	
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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 Gervais School District will adopt a policy related to appropriate accommodations for children with disabilities that align directly with the Oregon Department of Education’s “Considering Reasonable Accommodation of Face Covering Requirements 2021-22 School Year” document, dated August 2021. We shall meet the existing statutory or regulatory requirements, specifically but not limited to: OAR 581-015-2080, OAR 581-021-0045 Discrimination Prohibited, OAR 581-022-0103, OAR 581-015-2040, 34 CFR 104.33, and 28 CFR § 35.130. In order to comply with relevant laws (e.g. ADA, IDEA, Section 504 of the Rehabilitation Act), Gervais School District will utilize existing district processes to determine if accommodations must be made for individuals who experience disability. This includes, but is not limited to: adaptation, accommodation, and/or modification of face covering requirements that should be considered based on an individual’s unique needs and circumstances. Furthermore, we will not deny in-person instruction for students with physician’s orders to not wear face coverings due to existing medical conditions or other health related concerns. For students protected under ADA/IDEA who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the IEP/IFSP or 504 team will access ODE’s “Considering Reasonable Accommodation of Face Covering Requirements 2021-22 School Year” document, referenced above, for additional guidance.

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: 3/29/22