



Lebanon Community School District

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

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

## District Information

Institution ID: 2101 Institution Name: Lebanon Community School District

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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:

- **Ensures 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

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?
Devote time for students and staff to connect and build relationships	<p>Children and teens do better in school when student and school staff mental health and well-being needs are being met. A large part of student success comes from building great relationships with their teachers and we are prioritizing staff and student time focused on relationship building.</p> <p>We are coordinating our community outreach in order to impact more students and families.</p> <p>Bilingual Community Liaison enables communication with families in their own language.</p> <p>Community engagement coordinator focused on building external communication.</p>	<p>We will have staff dedicated to Spanish speakers in order to support non-native speakers.</p> <p>We have a Welcome Center to help identify student and family needs.</p> <p>A broad selection of after school activities will focus on student support and student/staff relationship building.</p>
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p>LCSD recognizes that it is important to allow students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief. Everyone goes about that process in their own way.</p> <p>A specific IA dedicated to supporting our bilingual students.</p> <p>Bilingual groups.</p> <p>Affinity groups (students of color, other historically underserved, LGBTQIA+) in development.</p> <p>Mental health programs and staff dedicated to identifying and supporting students in need.</p>	<p>LCSD makes it a priority for a student to be included in every possible educational and school opportunity (advanced courses, extra-curricular activities, etc.), regardless of color, ethnicity, etc.</p> <p>We strive to foster a welcoming school atmosphere and go above and beyond to ensure every student has equal opportunities.</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>? Counselors at all buildings.            ? Home rooms focused on meeting individual student needs.            ? Partnering with Linn County Mental Health, and other mental health professionals.            District Welcome Center.            District mental health counselor.            We offer Spanish speaking families evening meeting time with mental health professionals.            Students will be screened and supported using a strength-based program, DESA.            Deans of Students at the elementary level will focus on</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all mental health services available. We strive to foster a welcoming school atmosphere and work hard at communicating with all, regardless of color, ethnicity, etc.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Student government development.            Student leadership group (not student council members).            Peer tutoring.            Reading buddy program            Increased translation services in addition to bilingual instructional assistants            Affinity groups (students of color, LGBTQ+) that are part of an advisory group.            Increased staffing, specifically at the K-3 level, in order to provide and develop programming targeting at-risk students.</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all mental health services available. We strive to foster a welcoming school atmosphere and work hard at communicating with all, regardless of color, ethnicity, etc.</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 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: [LCSD Communicable Disease Management Plan for COVID-19](#)

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>We have a strong partnership with Linn County Health Authority (Todd Noble).            Built community relationships with medical providers that provide us ongoing collaboration and access to support.            We have hired additional mental health support.            All students are assessed multiple times each year to identify students who are not, or are at-risk of not, meeting growth and achievement goals.            Students are supported with staff who focus on identifying and supporting our most vulnerable students</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. Everyone in our community shares in the responsibility to keep our community safe and healthy and by doing our part, we can help keep student learning in person.</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](#)). 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: [LCSD COVID-19 Isolation Plan](#)

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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](#).

<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>
<a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible	Lebanon Community School District informs students, staff, and community members about COVID-19 vaccinations. We post information on where and when vaccination clinics are being held and direct them to the local health department if they are interested in receiving a vaccination. We have provided time for staff to be vaccinated. Our return to school safety measures are attached.	Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. All materials are translated and delivered to families in the form of their choosing. We track student attendance specifically for at-risk students.

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 <a href="#">face coverings</a></p>	<p>? All LCSD employees, students (5 years and up) and visitors must wear a face covering indoors in all school facilities.</p> <p>Signs posted on all entrance doors and throughout our schools explaining the masking requirement and how to effectively wear them.</p> <p>Outdoors: All students, staff, volunteers, and visitors are not required to wear a face covering outdoors. Physical distancing should continue with at least three feet of distancing to the greatest extent possible for students and 6 feet to the greatest extent possible for adults.</p> <p>Buses, Activity Vans: Required for students and staff as per</p>	<p>All safety equipment is made available to all students. Messaging goes out on a continual basis in English and Spanish in order to support all families and provide them information in their native language.</p>
<p><a href="#">Physical distancing and cohorting</a></p>	<p>At least three feet or to the greatest extent possible. There is now an exception to the exposure definition for the K—12 indoor classroom setting: students who were within 3 feet of someone with COVID-19 where both students used face coverings and prevention strategies were in place are not considered exposed. This exception does not apply to teachers, staff, or other adults. Close contact exposure for an adult continues to be less than 6 feet for a cumulative 15 minutes. This means adults maintain 6 feet of distance whenever possible.</p>	<p>All safety messaging is made available to all students. Messaging goes out on a continual basis in English and Spanish in order to support all families and provide them information in their native language. Signage is provided in both English and Spanish.</p>

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?
<a href="#">Ventilation and air flow</a>	<p>Ventilation is a tool used to reduce viral spread indoors and promote a healthy learning environment. Lebanon Community School District will open windows and doors when weather conditions allow. Classes will be held outdoors when weather permits.</p> <p>Increased outside air flow will continue as required in RSSL. Portable units will be utilized at each school in coordination with the building administrator.</p>	<p>All safety messaging is made available to all students. Messaging goes out on a continual basis in English and Spanish in order to support all families and provide them information in their native language. Signage is provided in both English and Spanish.</p>
<a href="#">Handwashing and respiratory etiquette</a>	<p>Regular handwashing is one of the best ways to remove germs and prevent diseases from being transferred from one individual to the next. Washing hands can keep you healthy and prevent the spread of COVID-19 and many other diseases. Students at Lebanon Community School District will be encouraged to wash hands by giving them several opportunities throughout the day to do so, especially before and after meals.</p> <p>There will also be bottles of hand sanitizer at each entrance to the school, in common areas, and in each classroom for use by students, staff, and visitors. Signs will also be posted in bathrooms explaining how to effectively wash hands.</p>	<p>All safety messaging is made available to all students. Messaging goes out on a continual basis in English and Spanish in order to support all families and provide them information in their native language. Signage is provided in both English and Spanish.</p>

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?
<a href="#">Free, on-site COVID-19 diagnostic testing</a>	<p>Lebanon Community School District has staff at each building that are trained to safely administer COVID-19 BinaxNOW tests to symptomatic students and staff. This service is free of charge and results are immediate.</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. All materials are translated and delivered to families in a form of their choosing.</p>
<a href="#">COVID-19 screening testing</a>	<p>Communicable disease protocols and standards continue to be in place.            COVID-19 protocols are integrated into the communicable disease plan.            All sites have been trained in testing process and protocols.</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. All materials are translated and delivered to families in a form of their choosing.</p>

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="#">Public health communication</a></p>	<p>A plan has been developed for the communication with students, parents and community members in the case of a COVID-19 outbreak at school.</p> <p>We will use our SIS system to send out mass emails and automated phone calls to students and families. We will also use our school website to post information as needed.</p>	<p>Dedicated staff who are focused on different levels of communication and family outreach. Houseless families are supported through both English and Spanish speaking staff.</p>
<p><a href="#">Isolation:</a> 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>There is a designated isolation room for students or staff exhibiting COVID-19 symptoms while testing occurs and parents are contacted. A mask will be given upon entrance to the room. Staff member in charge will also be required to wear a mask. Tests will be administered with parental consent and the sick individual will remain in the room until their parent or guardian arrives to pick them up.</p> <p>LCSD Communicable Disease Management Plan for COVID-19</p>	<p>All communications are translated prior to being posted or sent out. Families receive the notice in their own preferred language. We have several Spanish speaking staff who help to support families and ensure they are getting updated messages.</p>

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>Quarantining per local public health authority, current range is 10-14 days and is situation dependent. Linn County Health Authority makes contact and provides contract tracing. We follow their guidance and recommendations.</p>	<p>Lebanon Community School District makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. Everyone in our communities shares in the responsibility to keep our communities safe and healthy, and by doing our part we can help keep student learning in person. We strive to foster a welcoming school atmosphere and go above and beyond to ensure every student has equal opportunities.</p>

## Individualized COVID-19 Recovery Services

The [Individualized COVID Recovery Services](#) rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

<b>OAR 581-015-2228 Requirement</b>	<b>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.</b>	<b>For each of the below areas, describe how the district's policies, protocols, and procedures center equity.</b>
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.	Case managers are to ensure the IEP team considers the student's need for recovery services. Evidence of this consideration is noted in the Present Levels of Performance and the meeting notes of the IEP team.	The worldwide COVID-19 pandemic caused major disruptions in nearly all aspects of life. Within education, responding to the risk of COVID-19 required rapid pivots to distance learning for schools across Oregon. Some students have achieved success
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.	To Parents with Students Receiving Special Education Services: Our case managers are eager to communicate with you! They look forward to learning about any highlights over the summer for your child, as well as	Center on Equity: Making decisions about Individualized COVID-19 Recovery Services will require deep, meaningful partnership and participation by all members of the IEP team. An IEP team must consider Individualized COVID-19
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.	The Lebanon Community School District has included recovery services statement fields to the Prior Written Notice form to ensure parents have informed notice on the decisions made at the IEP team meeting.	When determining the need for, and amount of, Individualized COVID-19 recovery services, if any, each IEP team is looking at the totality of circumstances for each student and consider data from a variety of sources. Accomplishing this, while

### 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.

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