



Eagle Point School District 9

Every Student. Every Class. Every Day

**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: 2043 Institution Name: Eagle Point School District 9

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

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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
 - a. 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.

Continued on next page.

Planning Mental Health Supports

ARP ESSER & OAR 581-02 2-0106 Compon ent	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>Devote time for students and staff to connect and build relationships</p>	<p>ALL EPSD9 staff are expected to connect and build relationships with ALL students and one another.</p> <p>Before school, during transitions and after school, staff are available to connect with ALL students.</p> <p>Teachers will stand by their classroom doors and greet ALL students as they enter the class.</p> <p>Teachers will focus on learning every student's name in their classes and grade level if not the whole school.</p> <p>Provide Positive Behavior Supports as a tier-two program in both English and Spanish.</p> <p>Provide a summer school programs that helps students with credit retrieval and help improving skills.</p>	<p>Recognizing 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 homelessness, we are using an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>ALL EPSD9 staff are expected to connect and build relationships with ALL students and one another.</p> <p>Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.</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>At every level, ample class time will be provided to assist students with processing their experiences.</p> <p>At the High School, ALL students are assigned a "Nest". Nest teachers are accountable to helping students navigate their experiences and success at High School. They will also be using the SEL curriculum, Character Strong.</p> <p>At the Middle School level, ALL students are assigned a "Den". Den teachers are accountable to helping students navigate their experiences and success at Middle School. They will also be using the SEL curriculum, Character Strong.</p> <p>At the Elementary School level, ALL students are assigned a homeroom teacher. Elementary teachers are accountable to helping students navigate their experiences and teaching them to become proficient readers, mathematicians, scientists and more. They will also be using the SEL curriculum, Purposeful People.</p> <p>ALL EPSD9 SEL Programs will assist staff to connect with students and families--initiating positive relationships throughout the year.</p> <p>As well, school counselors are available at our High School and Rogue Community Health therapists are available at our elementary and middle schools. Partnering with Rogue Community Health, we have School-Based Health Centers at three of our 8 school sites.</p>	<p>Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.</p> <p>Recognizing 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 homelessness, we are using an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>ALL EPSD9 staff are expected to connect and build relationships with ALL students and one another.</p>
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ARP ESSER & OAR 581-02 2-0106 Compon ent	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?
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<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Partnering with Rogue Community Health, we have School-Based Health Centers at three of our 8 school sites. Spanish speaking personnel are available for students and families needing access to instruction, health and mental health services and support.</p> <p>Jackson County Mental Health and Kairos Mental Health Counseling Services are also available to our stakeholders.</p> <p>Counselors will be provided to all schools in partnership with Rogue Community Health. Translators will be provided to students and families needing assistance.</p>	<p>Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).</p> <p>Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.</p> <p>Recognizing 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 homelessness, we are using an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>ALL EPSD9 staff are expected to connect and build relationships with ALL students and connect them and their families with necessary resources.</p> <p>A “sliding scale” patent option is available for financially impacted students and families.</p> <p>Provide internet hotspots to families who could not afford internet in their homes.</p> <p>Provided transportation to families for doctor appointments and other priorities they needed help with.</p>
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<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Peer and student-led initiatives on wellbeing and mental health are fostered at our Pre-K-12 schools by all staff.</p> <p>Mental Health professionals are available at all school sites. Teachers and advisors also create and facilitate student-led groups. E.g. Leadership teams, sport teams, clubs and more.</p>	<p>Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.</p> <p>Recognizing 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 homelessness, we are using an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>ALL ESPD9 students are served with peer and student-led initiative on wellbeing and mental health.</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: [Communicable Disease and Emergency Plan - EPSD9 aug2021.docx](#)

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?
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<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>Our Local Public Health Authority is: Dr. Jim Shames Medical Director for Jackson County Health</p> <p>Our Local Public Health Contact is: Bonnie Simpson 541-774-8200 simpsobl@jacksoncounty.org</p> <p>In addition to bi-weekly emails with the LHA, we meet via Zoom weekly with them and other school districts in our region to discuss trends and Q & A.</p> <p>We send our information to the Tribal Council regularly.</p>	<p>We review and apply our district's equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.</p> <p>We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.</p> <p>We are ensuring the safety and wellness of our students and staff by continuing to engage with our local health resources.</p> <p>Recognizing 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 homelessness, we are using an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>Partnering with Rogue Community Health, we have School-Based Health Centers at three of our 8 school sites. Spanish speaking personnel are available for students and families needing access to instruction, health and mental health services and support.</p> <p>RCH provides hearing and sight screenings for all students as designated by law.</p> <p>EPSD9 and RCH partner to have one full-time nurse on staff for our district. She is housed at White Mountain Middle School but is available to the whole district.</p>
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		Some teachers and staff in every building have First Aid and CPR training. As well, each building has a “Health” Room and an “Isolation” Room.
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Isolation Plan

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

Link and/or page number: [Isolation Care Room 2021.docx](#)

Continued on next page.

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](#).

H e a l t h a n d S a f e t y S t r a t e g y	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>Getting vaccinated against COVID-19 is the best way to stop the pandemic, and return society to more typical functioning.</p> <p>We have encouraged and provided release time for EPSD9 staff to get vaccinated.</p> <p>We advertise vaccines and testing through our various platforms; Facebook, Instagram, email and phone calls, done in both English and Spanish.</p>	<p>We share all information in the language of our students and their families.</p> <p>Staff and students getting vaccinated for COVID--19 is optional in EPSD9.</p> <p>Partnering with the University of Oregon, we provide space bi-monthly for mobile clinics for COVID--19 testing and vaccination. Multiple languages are used to promote participation.</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 <u>face coverings</u></p>	<p>On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) for all individuals over two years of age during school hours. The district will comply with this rule in order to ensure that every student is able to attend school in-person. OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly.</p> <p>In EPSD9, we are requiring well-fitting face coverings in all K-12 indoor school settings when students are present. E.g. Open House, Registration, etc.</p> <p>On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) during regular school hours. The rule requires all individuals over five years of age to wear a face covering while indoors in a K-12 school, during school hours. Certain accommodations for medical needs or disability are allowed.</p>	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability.</p> <p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p>

<p>Physical distancing and cohorting</p>	<p>We support and will adhere to the OHA and ODE’s advice to support physical distancing and cohorting:</p> <ul style="list-style-type: none"> • Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. • When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as wearing face coverings. • Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance. • Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. • schools have designed cohorts for students to the extent possible. <p>Segregating grades so lunch and recess are socially distancing to the extent possible. Middle school will stagger lunches to provide grade-level lunches as a cohort.</p>	<p>As the district makes decisions about how to utilize our existing spaces to meet physical distancing and cohorting best practices, we take great care to consider how those decisions will best serve all of our underserved populations.</p> <p>Visuals/posters in different languages will remind students of the importance to social-distance. Staff will be strategically placed to assist with student supervision.</p>
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<p>Ventilation and air flow</p>	<p>We support and will adhere to the OHA and ODE’s advice to ensure effective ventilation and improve the indoor air quality in schools by:</p> <ol style="list-style-type: none"> 1. Increasing the amount of fresh outside air that is introduced into the system; 2. Exhausting air from indoors to the outdoors; and 3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air. <p>Ventilation</p> <ul style="list-style-type: none"> ● Increase outdoor ventilation of clean air into indoor spaces. Open windows and doors unless doing so creates a health or safety risk. Consider conducting some activities, meals, and classes outside when reasonable. ● Use fans to help move indoor air out open windows. <ul style="list-style-type: none"> ○ Consider placing a fan securely in a window to efficiently move air from the indoors to the outdoors. ○ Do not place fans so that air is moved directly from one person toward others. ● If a window air conditioner is installed, operate it to increase outdoor air intake. Ensure the vent is open if outdoor air quality is good. ● Always operate restroom exhaust fans when the building is occupied. ● Operate and maintain local exhaust ventilation systems in kitchens or cooking areas when these spaces are occupied. Consider operating local exhaust ventilation even when these spaces are not occupied to supplement ventilation for the building when other areas are occupied. ● If there will be changes in occupancy throughout the day, allow for breaks in between groups when possible so that the space can be “flushed” to remove pathogens in the air. Flushing can be best achieved by 	<p>As the district makes decisions about how to improve our ventilation and air flow we are prioritizing our improvements based on how to maintain the health and safety for each of our staff and students.</p> <p>Air purifiers are provided to the high school where additional air circulation is helpful.</p>
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	<p>providing outdoor air (or equivalent clean air) by mechanical means, such as the fan in the HVAC system or a fan in an open window. Providing equivalent outdoor air can be done with a HEPA air cleaner. Open doors and windows when possible.</p> <ul style="list-style-type: none">● Aim for fewer people in larger rooms if feasible. This will allow more distance between people and more space for air movement and dilution. <p>Heating, Ventilation and HVAC</p> <ul style="list-style-type: none">● Ensure HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. ASHRAE Standard 62.1 “specifies both minimum and recommended outdoor airflow rates to obtain acceptable indoor air quality for a variety of indoor spaces.” Use the services of HVAC professionals to achieve the best performance from the existing HVAC system.<ul style="list-style-type: none">○ Increase air filtration in HVAC systems to MERV 13 or better. Otherwise, aim for the highest possible rating that the system allows. HVAC professionals can help evaluate the potential to increase filtering efficiency. Additional steps include: Inspecting filter housing and racks to ensure good fit of filters.○ Ensuring air cannot flow around the filter and sealing gaps between filters and housing.○ Replacing filters as recommended by the manufacturer.● Turn off any demand-controlled ventilation (DCV) that reduces air supply based on occupancy or temperature during occupied hours. Set the fan to the “on” position instead of “auto,” which will operate the fan continuously, even when heating or air conditioning is not required.	
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<p><u>Handwashing and respiratory etiquette</u></p>	<p>Regular hand washing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others.</p> <p>OHA and ODE strongly advise and we agree that schools continue protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at key times and that schools prioritize handwashing with soap and water after students or staff use the restroom.</p> <p>All people on campus are regularly advised and encouraged to frequently wash their hands or use hand sanitizer. Students are reminded with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p> <p>Students are reminded with signage and regular verbal reminders from staff of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>	<p>Information is shared in the language of our students and their families. Graphics are used when possible to facilitate communication.</p> <p>Handwashing and respiratory etiquette have been a part of our protocols to mitigate the spread of COVID--19 and will continue so.</p> <p>Signage and verbal reminders are regularly addressed throughout the school day. Both languages are used in our visuals as well as verbal reminders also in both languages.</p> <p>Hand sanitizer has been installed at every entrance and exit. As well, it is available in every classroom and office in our facilities.</p>
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H e a l t h a n d S a f e t y S t r a t e g y	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?
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Free, on-site COVID-19 diagnostic testing	<p>BinaxNOW testing is available on campus for ALL students or staff who develop symptoms at school or are exposed to COVID-19 at school. For some students, this COVID-19 testing may represent their only access to a COVID-19 test.</p> <p>Partnering with the University of Oregon, we provide space bi-monthly for mobile clinics for COVID--19 testing and vaccination.</p>	<p>The planning team concluded that offering free, on-site COVID-19 diagnostic testing would provide greater access to our rural, and especially our economically disadvantaged and migrant students, who may otherwise have to travel a great distance and may not feel comfortable or have other barriers to accessing health care.</p> <p>BinaxNOW testing is available on campus for ALL students or staff who develop symptoms at school or are exposed to COVID-19 at school.</p> <p>Partnering with the University of Oregon, we provide space bi-monthly for mobile clinics for COVID--19 testing and vaccination.</p>
COVID-19 screening testing	<p>Screening testing is the testing of students or staff who do not have symptoms of, or exposure to, COVID-19. Screening testing targets unvaccinated students and staff, but enrollment is open to anyone and vaccination status is not verified.</p> <p>OHA offers separate screening testing programs for students and staff. Staff screening testing is offered through an at-home testing program. Staff participation is confidential. K-12 staff interested in screening may enroll. Student screening testing is offered through partnership with several laboratories across Oregon, including our medical partner, Rogue Community Health.</p>	<p>As part of the “Back to School” training, we have added COVID Safety and Air Quality training to the mandatory training each school year with refreshers throughout the year.</p> <p>Each school has a Leadership Team that meets throughout the school year to oversee the implementation of the health and safety protocols that they created. The group is inclusive of represented and unrepresented staff.</p>

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Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information.

Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district.

Post signs and other information around the school buildings.

OHA and ODE strongly advise and we agree that training ALL staff in their health and safety protocols and jointly developing lesson plans for instruction to students is another sure way to ensure student/staff health and safety.

Teams are encouraged to work together to implement health and safety protocols.

Weekly meeting with the Department of Education and Oregon Health Authority and our local LHA on updated information regarding Covid and school reopening and upcoming changes.

Follow established protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.

We provide all information in languages and formats accessible to the school community.

As part of the “Back to School” training, we have added COVID Safety and Air Quality training to the mandatory training each school year with refreshers throughout the year.

Each school has a Leadership Team that meets throughout the school year to oversee the implementation of the health and safety protocols that they created. The group is inclusive of represented and unrepresented staff.

<p>Isolation:</p>	<p>The OHA, ODE and EPSD9 agree that isolation and quarantine protocols are necessary to ensure the safety and health of staff and students.</p>	<p>This policy applies to all staff and students and is guided by Oregon Administrative Rule. All efforts will be made to ensure that this information is communicated to staff, students and their families in a language and modality that is accessible.</p> <p>At the beginning of the school day, students are screened upon getting on the bus and/or entering the campus. Staff and students with COVID--19 symptoms are immediately isolated.</p> <p>We use an Illness protocol that is updated regularly in English and in Spanish. Based on investigation and contact with the LHA, students/staff are quarantined, work spaces are sanitized and meticulous records are kept regarding the students and staff being isolated or sent home.</p> <p>Free, on-site COVID-19 testing (BinaxNOW) is offered to students and staff with COVID-19 symptoms.</p> <p>Each student is issued an iPad and can continue education services until an isolation or quarantine is over. We also provide Hotspots to families who need them.</p>
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<p>Exclusion: 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>The OHA, ODE and EPSD9 agree that isolation, quarantine and exclusion protocols are necessary to ensure the safety and health of staff and students.</p> <p>Exclusion processes are adhered to for the health and safety of students and staff.</p>	<p>We are continuing to educate stakeholders so that they understand that the exclusion guidelines apply to everyone the same for the overall health of the district and all the stakeholders for which we provide service.</p> <p>At the beginning of the school day, students are screened upon getting on the bus and/or entering the campus. Staff and students with COVID--19 symptoms are immediately isolated.</p> <p>We use an Illness protocol that is updated regularly in English and in Spanish. Based on investigation and contact with the LHA, students/staff are quarantined, work spaces are sanitized and meticulous records are kept regarding the students and staff being isolated or sent home.</p> <p>Free, on-site COVID-19 testing (BinaxNOW) is offered to students and staff with COVID-19 symptoms.</p> <p>Each student is issued an iPad and can continue education services until an isolation or quarantine is over. We also provide Hotspots to families who need them.</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.

EPSD9 follows the advice of ODE and the LHA regarding appropriate accommodations for students with disabilities. We will fully consider how to appropriately support all students in light of their circumstances. For students experiencing disability who are eligible for special education, IEP teams will consider the need for individualized COVID-19 recovery services.

We recognize that we are required to:

- Notify parents of the opportunity for the IEP team to consider Individualized COVID-19 Recovery Services and seek their input related to those services.
- Consider the need for Individualized COVID-19 Recovery Services at each initial IEP or annual review meeting through the 2022-23 school year.
- Proactively make decisions about Individualized COVID-19 Recovery Services earlier than the initial IEP or annual review meeting, where appropriate.
- Document district decisions related to these services using the Individualized COVID-19 Recovery Services Review sample form developed by the Department or our own similar form.
- Notify ODE when the district and the parent wish to participate in a Facilitated IEP meeting about Individualized COVID-19 Recovery Services.

As well, we will be using the [Reasonable Accommodation of Face Covering Requirements Guidance](#) provided by ODE.

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: 8/26/2021