



Tigard-Tualatin School District
Safe Return to In-Person Instruction and Continuity of Services Plan

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

District Information

Institution ID: 2242

Institution Name: **TIGARD-TUALATIN 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:

- **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

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>Devote time for students and staff to connect and build relationships</p>	<p>TTSD has a comprehensive, culturally responsive Positive Behavior Intervention Support System. Using a variety of approaches, staff and students have opportunities to build healthy relationships and community. A few programs currently used to facilitate and foster these communities and relationships are: PAX Good Behavior Game, Second Steps, Caring School Communities, Restorative Circles, Morning Meetings, and Affinity Groups.</p>	<p>TTSD's equity and inclusion department works with local equity leadership teams to operationalize our cognitive and discourse scaffolds for critical reflection and how decision-making impacts student outcome and climate and culture that is humanizing.</p> <p>We use protocols such as first thought/second thought as a way to develop critical consciousness and reflective practices. Building relationships that get to deeper connections we reflect on our Art of Community protocol.</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>Schools engage in circle work or morning meetings and will have time for students to connect as well as reflect on their experiences with their classroom communities.</p>	<p>As our school practice circle work and our collective educational framework of culturally and community responsive education mindful moments, and opportunities to share experiences that are humanizing and within a culture of care. Classrooms develop co-constructed norms related to how students and staff share their lived experiences within the learning and school community.</p>

<p>Link staff, students and families with culturally relevant health and mental health services and supports.</p>	<p>TTSD offers a continuum of mental health supports and services within our Multi Tiered System of Support model. The Comprehensive Mental Health Services outlines the services and partnerships TTSD offers to provide culturally and community responsive mental health supports.</p>	<p>TTSD strives to have a workforce that reflects the students we serve. Unfortunately, this is not a reality at this time. Partnerships with specific organizations will offer students some culturally specific services. Current partnerships include LatinoNetwork, IRCO, REAP, GLSEN, Resolutions NW, SARC, and CARES NW.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health.</p>	<p>At all levels, students are part of and responsible for their community. Students have opportunities and are encouraged to provide leadership, input and feedback. At elementary level, students start each morning with a community meeting where they learn important SEL lessons, build relationships, and celebrate achievements. At middle school level students have an advisory period where they practice building relationships, learn SEL lessons, and discuss relevant topics in a circle format. At high school students will have access to lessons through specific course and advisory schedules (when needed). All teachers are learning how to embed trauma informed, restorative practices into their classrooms, ensure students have a voice in their classroom communities, and SEL is embedded into daily content lessons. Students who are interested in more leadership opportunities have access to leadership classes, affinity groups, special programs and after school programs.</p>	<p>Affinity groups and equity protocols to help discuss differences, prime environment for difficult topics of discussion.</p> <p>REAP and Resolution NW as well as the district equity protocols help account for impact feelings of belonging and affirmation of self, others and personal identity markers.</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: [TTSD Communicable Disease Management Plan](#) and [COVID Communicable Disease Management Plan](#)

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?
Coordination with local public health authority(ies) including Tribal health departments	TTSD has created a COVID-19 Response Team made up of administrators representing human resources, student services, operations, public health, and communications. This team is the point of contact for each incident and works hand-in-hand with the impacted building administrator to first connect with all identified close contacts, followed by communication to cohorts, staff, families, and any additional individuals or groups that are impacted. For individuals and/or cohorts identified for quarantine, Response Team works with building administrators to communicate specific details to the family as well as all instructional supports while in quarantine.	We connect with our Family Affinity Connection series to understand the needs of our indigenous families and students. Relating to the public health of our BIPOC communities, we have been cultivating community partnerships as brought forth by our community partners IRCO, Latino Network, and REAP, specifically about mental health and the impact of COVID. We are growing our partnership with the Grand Ronde community with academics and will be including Tribal partnerships as well.

	A member of the COVID-19 Response Team communicates regularly with Washington and Clackamas County Health Departments and acts as the district contact to provide all required County reporting.	
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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: [COVID Communicable Disease Plan- Page 10](#) and [COVID Response Protocol](#)

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](#).

<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>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>TTSD has School Based Health Centers (SBHC) -- one at Tigard High School and one at Tualatin High School. These health centers provide annual immunization clinics for students and have (and will continue to) offer COVID-19 vaccine clinics on site.</p> <p>In February 2021, TTSD representatives actively participated with Washington County districts and the NWESD to coordinate access to vaccinations for all TTSD staff as we planned to return in person. This team met weekly to plan and schedule phased access to the COVID-19 vaccination. Although at that time this information was not required, TTSD estimated over 85% of frontline staff received the vaccination through this effort.</p> <p>Continued coordination with the NWESD and Washington County districts include meeting monthly and working with Washington County Public Health to take advantage of opportunities to host vaccination clinics at our schools. We have held drive-through clinics at both Tigard and Tualatin High School. Also, in</p>	<p>Partnerships with IRCO and Latino Network have supported outreach to our impacted communities related to vaccinations and the impact of misinformation.</p> <p>Family partnership advocates help communicate these availability to the communities. Having clinics in schools has also helped the community to connect with the local schools.</p>

	<p>partnership with Costco and Washington County, one of our elementary schools hosted a vaccine clinic. The school staff walked the neighborhood and delivered flyers to the communicate to promote the clinic and answer questions and concerns about the vaccine.</p>	
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<p>Universal and correct wearing of face coverings</p>	<p>Face Coverings & Personal Protective Equipment (PPE)- Universal and correct use of face coverings keeps students learning in-person. PPE Requirements for Staff are provided in this document.</p> <p>The district will provide Personal Protective Equipment (PPE) to staff and students.</p> <ul style="list-style-type: none"> ➤ All staff will be expected to wear face coverings (masks) indoors at all times. ➤ All students will be required to wear a face covering indoors and on buses at all times. ➤ For the first month of the 21-22 school year, students will be required to wear masks outside, unless physically distanced by 6 feet. ➤ Children (and adults) of any age should not wear a face covering: <ul style="list-style-type: none"> ● If they have a medical condition that makes it difficult for them to breathe with a face covering; 	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics. Be available to field questions.</p>
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	<ul style="list-style-type: none">● If they experience a disability that prevents them from wearing a face covering;● If they are unable to remove the face covering independently. <p>*ADA accommodations: Staff members and/or students may require accommodations to meet the face covering or face shield requirements. The district's guidance for providing accommodation for students will help schools through the process.</p>	
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<p>Physical distancing and cohorting</p>	<p>Physical Distance- maintain at least 3 feet physical distance in instructional environments, and 6 feet physical distance in all other environments, whenever possible.</p> <ul style="list-style-type: none">➤ Model, teach, and reinforce physical distancing at the classroom, school, and district level until they become an expected and accepted way of being at school. Using our Positive Behavior Intervention Support Teams and structures, schools will plan, teach and reinforce physical distancing in all daily activities and instruction; plan for students who will need additional support in learning how to maintain physical distancing requirements; provide instruction and reinforcements and train staff to never employ punitive discipline.➤ To minimize contact during drop-off and pick-up, have parents/drivers remain outside of the building for sign-in and out of their children whenever possible.➤ Schools will provide visual cues to remind all persons to physically distance themselves from each other.➤ When students are unmasked (i.e. mask breaks or lunches) school will create space for 6 feet	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics. Be available to field questions.</p>
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	<p>distance and encourage students to be outdoors when unmasked.</p>	
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<p>Ventilation and air flow</p>	<p>In response to the need for increased and improved ventilation to combat the potential spread of the coronavirus that causes COVID-19, TTSD has implemented multiple strategies, depending on the capacity of existing equipment to maximize the outside air exchanges in all conditioned spaces. We have made these changes consistent with guidance from both the CDC and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).</p> <p>All HVAC equipment has been inspected and checked to ensure proper operation. All filters have been changed with new filters and the frequency of the filter changes has been increased. Please see that HVAC informational update link for additional information.</p> <ul style="list-style-type: none"> • HVAC informational update 	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics. Be available to field questions.</p>
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<p>Handwashing and respiratory etiquette</p>	<p>Hand, Sneeze & Cough Hygiene- Schools will practice frequent washing with soap and water (or using hand sanitizer when hand washing is not available). Schools will have scheduled handwashing throughout the school day, beginning when students enter the building. If unable to wash hands, use alcohol-based (60 to 95%) hand-sanitizing products. Wash hands frequently (e.g., teachers moving between cohorts, before and after meals, after coming inside, after using the restroom, after sneezing, blowing your nose, or coughing) with soap and water for at least 20 seconds. Model, teach, and reinforce hygiene practices at the classroom, school, and district level until they become an expected and accepted way of being at school. Staff and students will be educated on the importance of respiratory etiquette: Cover coughs and sneezes with a tissue or elbow; throw the tissue away immediately into a garbage receptacle; and clean hands after covering coughs and sneezes.</p>	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics. Be available to field questions.</p>
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<p>Free, on-site COVID-19 diagnostic testing</p>	<p>This document, COVID-19 Testing in Oregon's K–12 Schools, outlines testing options available for K-12 schools. Schools may want to consider using screening testing for those who are not fully vaccinated to facilitate participation and reduce risk of transmission.</p> <ul style="list-style-type: none"> ● All schools are to enroll in Diagnostic testing (BinaxNow) – For students or staff who are symptomatic or have been exposed to COVID-19. More than 90% of K-12 schools have registered since January 2021. This testing may be used to shorten the length of quarantine for exposed individuals who test negative when recommended by the local public health authority. 	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics or information. Be available to field questions.</p>
<p>COVID-19 screening testing</p>	<p>This document, COVID-19 Testing in Oregon's K–12 Schools, outlines testing options available for K-12 schools. Schools may want to consider using screening testing for those who are not fully vaccinated to facilitate participation and reduce risk of transmission.</p> <p>Screening Testing for Staff and Volunteers – Designed for individuals without symptoms of COVID-19 or exposure to COVID-19. Seeks to reach unvaccinated staff, but enrollment is open and vaccination status is not verified. This program offers</p>	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics. Be available to field questions.</p>

	<p>free at-home weekly screening testing by mail and participants enroll themselves.</p> <p>Screening Testing for Students – Designed for students without symptoms of COVID-19 or exposure to COVID-19. Schools may choose to verify vaccination status, but this is not required, and all interested K-12 schools are welcome to enroll. Participating schools will have the option to offer students weekly screening for classroom cohorts, extracurricular cohorts, or both. Participation will be voluntary, and schools and families can opt-out at any time. The program will be administered by regional laboratory partners and details will vary by region.</p>	
<p>Public health communication</p>	<ul style="list-style-type: none"> ➤ District will make the district’s Communicable Disease Plan and COVID Response Protocol available to the public and provide updates as needed. ➤ Signage will be posted in school and district buildings to remind and cue people to follow best practices for limiting the spread of COVID. ➤ District will send out weekly emails reminding all stakeholders of the expectations, including expectations for staying home when someone is feeling sick. 	<p>Staff have access to support relating to understanding this comprehensive Communicable Disease Plan</p> <ul style="list-style-type: none"> - Help from secretaries and support from Family partnership advocates.

	<ul style="list-style-type: none"> ➤ District will send out a school level communication to staff and families if a person tests positive for COVID. ➤ Communication will be made available in other languages and the district will outreach to families to ensure they have access to the information. 	
<p><u>Isolation:</u> 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>Isolation of Sick People and Quarantine of Exposed People- As with screening, the isolation practice is used as a preventative measure when the possibility of infection is present. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Staff and students should not assume that a person in isolation has COVID-19. An isolation room will be designated at each school for staff or students who report or develop symptoms. The space should be adequate for supervision of symptoms, and staff person monitoring should be wearing proper PPE. The district will offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA’s K-12 school testing program.</p>	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics and information. Be available to field questions to help mitigate misunderstandings.</p>

<p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>Exclusion: TTSD will follow the exclusion guidelines set forth by <i>Oregon Department of Education and Oregon Health Authority: Expanded Guidelines for Exclusion Sept. 2020</i>. Students and school staff who are diagnosed with a school-restrictable disease must be excluded from work or attendance. Susceptible students and school staff may also be excluded following exposure to selected diseases, per instructions to the school administrator from the local public health authority or per OHA state-wide posted notices. [OAR 333-019-0010; 333-019-0100]</p> <ul style="list-style-type: none">○ COVID-19 Exclusion Summary Guide.○ Expanded School Exclusions Guidelines	<p>Family partnership advocates and communication teams are working to reach out to families about how to communicate this.</p> <p>We are using text apps like remind to deliver user friendly and multilingual infographics and information. Be available to field questions to help mitigate misunderstandings.</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 district's [guidance for providing accommodation for students](#) will help schools through the process.

Students who cannot meet the health and safety protocols due to a disability may not be excluded or placed in a more restrictive environment as a result of this inability. TTSD developed guidance that was created from the supplemental [Considering Reasonable Accommodations for Face Coverings](#) section of the RSSL and [Students with Complex Needs](#).

When a request is made for an accommodation related to the face covering or another health/safety requirement school teams should follow this process.

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: 8/24/21