



Philomath School District 17J

1620 Applegate Street
Philomath, Oregon 97370

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: 1900

Institution Name: Philomath School District 17J

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
 - c. Communicable Disease Plan and Isolation Plan under OAR 581-022-2220 (Division 22 requirements).

As districts plan and implement the recommendations in ODE’s RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to consider and balance the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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Planning Mental Health Supports:

<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>	<ul style="list-style-type: none"> ● Level of Implementation: High ● Inservice Focus: Whole-Learner Education <ul style="list-style-type: none"> ○ Academic Development ○ Cognitive Development ○ Identity Development ○ Mental Health ○ Physical Health ○ Social Emotional Development ● Multiple entries into each school, designed to support welcoming and affirmation. ● Slow Start: <ul style="list-style-type: none"> ○ September 7, 2021 <ul style="list-style-type: none"> ▪ BES: Kinder Only ▪ CPS: Assessment Day (Appointment) ▪ PES: 2nd Grade Only ▪ PMS: 6th Grade Only ▪ PHS: 9th Grade Only ▪ PA: New Students Only ○ September 8, 2021 <ul style="list-style-type: none"> ▪ CPS: Assessment Day (Appointment) ▪ All Other Schools: All Students ● Elementary Homeroom; Secondary Advisor. ● Primary – Photo booths on first days of school (allow photos with parents who will be unable to enter school facility to drop off students). ● Outside learning opportunities. ● Attention to mask breaks. ● SEL lessons from counselors and in classrooms. ● Awarded \$10K from OEA Choice Trust for staff relationship-building and supports. 	<ul style="list-style-type: none"> ● Designing learning environments to support the whole of every learner. ● Strategically pair students and staff for culturally responsive support with students. ● Teach, practice, and support social skills development and confidence at all levels. ● Create opportunities for students to learn from and with each other. ● Practice relationship-building activities. ● Be attentive to trauma and grief. ● Provide equal educational opportunities required in Division 22 standards. <p>Note: Some Committee Members hoped to receive more direct guidance for specific activities.</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>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences.</p>	<ul style="list-style-type: none"> • Level of Implementation: In Process • Coordinate communication and partnership: <ul style="list-style-type: none"> ○ School Counselors (All Schools) ○ Benton County Mental Health Partnership ○ Trillium Family Services Partnership ○ Family Support Liaison ○ Additional staff (SIA funds) • SEL lessons from counselors and in classrooms. • Implementation of DESSA Screener (K-8) for SEL. • Middle and High School athletic participation fees waived for all students (SIA funds). • Whole-learner emphasis in all classrooms, schools, and other facilities. • Staff professional learning related to positive school culture for staff and students. • EAP (Employee Assistance Program) available for staff members. 	<ul style="list-style-type: none"> • Designing learning environments to support the whole of every learner. • Offer continuing support to all students and staff, focusing on strengths. • Provide student-centered experiences that allow personal identity and voice to be shared and heard. • Invite all learners to participate and share perspectives that honor identity, history, and culture. • Continue offering enrichment and after-school opportunities. • Draw supports from the following: <ul style="list-style-type: none"> ○ Emerging Bilingual Advisory Committee ○ PSD Equity Team ○ Special Education Advisory Committee
<p>Link staff, students, and families with culturally relevant health and mental health services and supports.</p>	<ul style="list-style-type: none"> • Level of Implementation: High • Connections to the following: <ul style="list-style-type: none"> ○ School Counselors ○ District Nursing Staff ○ Philomath Food Bank ○ June’s Kids Closet ○ Operation School Bell ○ Benton County Health Department ○ Trillium Family Services ○ Old Mill Center for Children & Families ○ Employee Assistance Program (EAP) • Collaboration with Benton County Health Department in development of Communicable Disease Management Plan. 	<ul style="list-style-type: none"> • Continue work with responsive partners to assist with meeting basic needs of all students and their families. • Continue to gather input from students and families relative to COVID and other experiences of the past 18 months. • Focus on welcoming students to school and encouraging their positive participation each day. • Communicate to families in preferred languages.

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?
Foster peer/ student-led initiatives on well-being and mental health.	<ul style="list-style-type: none"> • Level of Implementation: In Process to High • Available Opportunities: <ul style="list-style-type: none"> ○ Student Council ○ Extra-Curricular Activities ○ School-Based Clubs ○ Random Acts of Kindness Week ○ Spirit Week Activities ○ Homecoming Week and PHS Parade ○ PBIS Initiatives ○ Freshman Summer Bridge Program ○ Linn Benton Lincoln Education Service District • Listen for additional student-voiced, viable opportunities. 	<ul style="list-style-type: none"> • Strategically pair students and staff for culturally responsive support with students. • Continued support for student-initiated programs that build on student strength. • Hearing and attending to student voice in all aspects of the school community. • Smaller school environments foster close, trusting environments that value each student.

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://resources.finalseite.net/images/v1597697286/philomathk12orus/vd4goichhrbnktd0u0fw/CommunicableDiseaseManagementPlan.pdf>

<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>Coordination with local public health authority(ies), including tribal health departments.</p>	<ul style="list-style-type: none"> • Level of Implementation: High • Plan developed in collaboration with: <ul style="list-style-type: none"> ○ PSD COVID Blueprint Committee ○ PSD Nursing Staff ○ Benton County Health Department ○ Polk County Health Department (Kings Valley Charter School) ○ Linn Benton Lincoln Education Service District • Bi-Weekly Meetings with the Benton County Health Department (Schools Re-Opening Team). • Vaccine access and information coordinated with Benton County Health Department. • Staff and volunteer vaccination protocols in place, including exception options. • With support from LPHA, support optional face covering in indoor and outdoor settings beginning on Monday, March 14, 2022. • Tribal Contacts: Confederated Tribes of the Siletz Indians <ul style="list-style-type: none"> ○ Brenda Bremner ○ Robert Kentta 	<ul style="list-style-type: none"> • Safety and wellness for all members of our school and district communities is of critical importance for the District. • We ensure that no student is subjected to discrimination, as defined in ORS 659.850, and by related rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, and/or disability. • Anti-discrimination policies must be followed by all partner institutions.

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: See Communicable Disease Management Plan

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?
Isolation Planning	<ul style="list-style-type: none"> • Level of Implementation: Low • Required by OAR 581-022-2220. • Isolation separates people who have a contagious disease from people who are not sick (RSSL Resiliency Framework, 08/17/2021). • Quarantine separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease (RSSL Resiliency Framework, 08/17/2021). • Communicable Disease Management Plan, pg. 11. https://www.philomathsd.net/updates 	<ul style="list-style-type: none"> • Safety and wellness for all members of our school and district communities is of critical importance for the District. • We ensure that no student is subjected to discrimination, as defined in ORS 659.850, and by related rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, and/or disability.

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>	<ul style="list-style-type: none"> • Level of Implementation: High • Hosted ten vaccination events at Philomath Schools: <ul style="list-style-type: none"> ○ 05/13/2021 @ Blodgett Elementary School ○ 07/06/2021 @ Philomath High School ○ 07/27/2021 @ Philomath High School ○ 09/27/2021 @ Philomath High School ○ 10/18/2021 @ Philomath High School ○ 11/17/2021 @ Philomath High School ○ 12/08/2021 @ Philomath High School ○ 01/10/2022 @ Philomath High School ○ 01/31/2022 @ Philomath High School ○ 02/21/2022 @ Philomath High School • Hosting three additional sessions: <ul style="list-style-type: none"> ○ 03/15/2022 @ Clemens Primary School ○ 04/22/2022 @ Clemens Primary School ○ 05/20/2022 @ Clemens Primary School • Publicize other vaccine opportunities in county. • Staff and volunteer vaccination protocols in place, including exception options. 	<ul style="list-style-type: none"> • Information is shared in both English and Spanish, recognizing the primary language needs for all families. • Provide clarity to families for students, ages 5 and older, who are eligible to be vaccinated without written parental permission.

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>	<ul style="list-style-type: none"> • Level of Implementation: High • OAR 333-019-1015: Requires face coverings for all, regardless of vaccine status, in K-12 indoor school settings for individuals over the age of two (2) during instructional time. (08/02/2021) • With support from LPHA, support optional face covering in indoor and outdoor settings beginning on Monday, March 14, 2022. • Benton County Commissioners: All individuals five (5) and older, regardless of vaccination status, to mask outdoors in public settings in which social distance of six (6) feet cannot be maintained. (08/18/2021) • Protocols in classrooms, schools, and district to include: <ul style="list-style-type: none"> ○ Teaching and reinforcing correct use of face coverings in the first weeks of school. ○ Discussing use of mask, face shield, and gaiters (must be double layer) as possible face coverings. ○ Awareness of size of face covering, ensuring not too big or too small. ○ Mask lanyards provided for students at the elementary level. • Promote respect for individual decisions about face coverings. Whether choosing to wear or not to wear a face covering, either choice is respected. • Masks remain available at all school entries and in each classroom (instructional space). 	<ul style="list-style-type: none"> • To address individual need, various face coverings will be considered for individual and/ or situation, as allowable by guidance. • Mask breaks will be encouraged as might be needed while, at the same time, monitoring for excess requests. • Medical needs and/ or disability will be accommodated appropriately. Appropriate team, including parent, will determine and document individual student need. <ul style="list-style-type: none"> ○ IEP documentation; ○ 504 documentation; and/or ○ Medical plan documentation. • The Philomath School District is committed to the success of students in our schools. To that end, staff will encourage positive reinforcement to support all students to appropriately wear face coverings when needed.

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 (continued)</p>	<ul style="list-style-type: none"> ● If any individual refuses to wear a face covering while in school, the following will occur: <ul style="list-style-type: none"> ○ Phone call home to obtain permission for wearing face covering or individual will be isolated until can be picked up from school. ○ If continued refusal, administrators will discuss options with families. 	
<p>Physical Distancing and Cohorting</p>	<ul style="list-style-type: none"> ● Level of Implementation: High ● Support physical distancing of 3’ or more, to the degree possible, in all daily activities and instruction. ● Support physical distancing of 6’ or more, to the degree possible, when individuals are actively eating or drinking. ● Consider physical distancing requirements when setting up individual classrooms/ instructional spaces. ● Minimize time standing in lines, taking steps to ensure physical distancing to the degree possible. ● Maintain floor markings in hallways for elementary students. ● Staff will use daily attendance (Wazzle Gradebook) to maintain daily cohort data. ● Others entering classroom outside cohort will be responsible for maintaining tracking data. ● Open campus at Philomath High School, with reminder that face coverings must be worn when physical distancing cannot be maintained. 	<ul style="list-style-type: none"> ● Care and consideration to monitor impacts of decisions on all students in our schools. ● Cohorts should not create undue or unfair barriers to academic, behavioral, or mental health supports. ● The Philomath School District is committed to the success of students in our schools. To that end, staff will encourage positive reinforcement to support all students to maintain physical distancing whenever possible.

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	<ul style="list-style-type: none"> • Level of Implementation: High • Ventilation systems checked at least monthly by maintenance staff. • Air purifiers placed in locations identified in 2020-2021 Risk Assessment. • Open to consideration of additional measures to support ventilation and air flow. • Consider implementation of the following: <ul style="list-style-type: none"> ○ Breaks in between student groups, if possible. ○ Outdoor instructional opportunities as possible. 	<ul style="list-style-type: none"> • Improvements to ventilation and air flow are determined based on the health and safety needs of students and staff. • Commitment to providing instructional spaces that are comfortable and as well-ventilated as possible. • Ventilation and air flow should not present barriers to access for any student or staff member. • Staff encouraged to communicate air flow issues to PSD Facilities.
Handwashing and Respiratory Etiquette	<ul style="list-style-type: none"> • Level of Implementation: High • Provide access to hand sanitizer and/or soap and water in all school and district facilities. • Protocols in classrooms, schools, and district to include: <ul style="list-style-type: none"> ○ Teaching and reinforcing correct hand hygiene, including rationale for cleanliness. ○ Teaching and reinforcing respiratory etiquette, such as covering coughs and sneezes with elbow or tissue, proper disposal of tissues, and proper hand sanitizing to follow-up. ○ Replacing face covering, if necessary. ○ Cleaning up desk/ work space as might be needed. 	<ul style="list-style-type: none"> • The Philomath School District is committed to the success of students in our schools. To that end, staff will encourage positive reinforcement to support all students to practice appropriate hand hygiene and respiratory etiquette. • For students unable to use hand sanitizer, hand washing will be allowed at all times. • Commitment to work alongside any student having difficulty and provide support to minimize barriers and ensure success and safety.
Free, On-Site COVID-19 Diagnostic Testing	<ul style="list-style-type: none"> • Level of Implementation: High • On-site diagnostic testing is offered to students and staff (BinaxNOW). • PCR testing also completed in partnership with Willamette Valley Toxicology. • Testing completed only for students with appropriate permissions (active consent). 	<ul style="list-style-type: none"> • Students greeted at entry to school each day by familiar adults, paying attention to and being sensitive to individual student needs. • Non-discrimination and/or inclusion policies followed by all parties involved. • Availability open to all students and staff.

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?
COVID-19 Screening Testing	<ul style="list-style-type: none"> • Level of Implementation: In Process • PCR testing also completed in partnership with Willamette Valley Toxicology. • Testing completed only for students with appropriate permissions (active consent). • District posts weekly COVID case counts on web page. 	<ul style="list-style-type: none"> • Non-discrimination and/or inclusion policies followed by all parties involved. • Availability open to all students and staff.
Public Health Communication	<ul style="list-style-type: none"> • Level of Implementation: High • Benton County Health Department provides wonderful communication to our schools and district. • Nursing staff is in constant communication with BC Health Department, communicating about individual cases, case rates, and school closure decisions. • Updated messages are communicated to staff and families through multiple channels (Web, e-mail, text, etc) 	<ul style="list-style-type: none"> • Information is shared in both English and Spanish, recognizing the primary language needs for all families.
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.	<ul style="list-style-type: none"> • Safe, comfortable spaces in each school supervised by a competent adult. • First aid supplies available for use. • Nursing staff on call, as needed, for emergencies. • Implementation protocols are implemented as outlined in our Communicable Disease Management Plan. 	<ul style="list-style-type: none"> • Isolation area is accessible to all students, including those with mobility or other challenges. • Supervision staff are highly familiar with students at each school, able to provide support and care for individuals.

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>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>	<ul style="list-style-type: none"> • Inservice activities with staff will include training on updated COVID-19 protocols, including when staff should be excluded. • Staff will watch for students demonstrating possible symptoms and support them in accessing the designated isolation space in each school, connecting students with appropriate staff. • Parents notified of exclusion responsibilities and circumstances for which a child must be picked up from school. 	<ul style="list-style-type: none"> • Open communication with Benton County Health Department on exclusion decisions. • Exclusion rules apply equally to all students and staff.

Accommodations for Students with Disabilities:

Please describe the extent to which the district has adopted policies related to ***appropriate accommodations*** for children with disabilities with respect to health and safety protocols. Please describe any such policies.

- In accordance with federal and state law and district policy, we look at each circumstance where students with disabilities may face barriers to meeting health and safety protocols individually and make appropriate accommodations as needed to insure the continuity in educational services while mitigating potential virus spread as much as possible.
- Our special education teacher, classroom teachers, and support staff all receive training surrounding the balance between appropriate accommodations for individuals, students' rights to an education in the least restrictive environment, and mitigating virus spread to limit absences and closing cohorts. This training includes legal rights of students as well as CDC, OHA, and LPHA mitigation strategies as they relate to schools.
- PSD came back to in-person learning in May 2021 and were successful in implementing, practicing, and fine-tuning protocols.
- A multi-disciplinary team evaluates the circumstances of each student experiencing a disability and, in collaboration with parents and the student, design a plan that insures the student receives a free and appropriate education in accordance with state and federal law.

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 re-opening schools), review, and as appropriate, revise its ***Safe Return to In-Person Instruction and Continuity of Services Plan***.

Update Date: March 14, 2022

(Committee Meeting 12/09/2021)

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 [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

OAD 581-015-2228 Requirement	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.	For each of the below areas, describe how the district’s policies, protocols, and procedures center equity.
<p>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.</p>	<p>Each IEP Team will consider Individualized COVID-19 Recovery Services at each annual IEP meeting through the 2021-2022 and 2022-2023 school years. Teams will review relevant data from instructional and other services offered and delivered during the pandemic and resulting school closures, as applicable, to determine eligibility based on individual student strength and need.</p>	<p>Individualized COVID-19 Recovery Services are unique, specific to the student, and determined by the IEP Team. Individualized COVID-19 Recovery Services are considered based on the totality of individual student circumstances.</p>
<p>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.</p>	<p>Annual written notice, in the form of a letter from the District Special Education Director, is sent to parents at the beginning of the school year. The correspondence outlines the process and informs parents that should they like an IEP meeting, before the annually scheduled date they can reach out to their child’s case manager, or contact the Director of Special Education directly, to request a meeting.</p>	<p>All parents are contacted prior to written correspondence being distributed. Connection is made in an effort to personally explain the process and opportunity for services, answer questions, and fulfill parent meeting requests.</p>

<p>OAR 581-015-2228 Requirement</p>	<p>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.</p>	<p>For each of the below areas, describe how the district’s policies, protocols, and procedures center equity.</p>
<p>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.</p>	<p>Determination(s) are noted in the student’s IEP. A statement of Prior Written Notice, outlining the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students as appropriate, is sent to the parents and filed within the hard-copy and electronic copy of the IEP. The notice includes projected dates for initiation and duration of individualized recovery services; Planning for Individualized COVID-19 Recovery Services and anticipated frequency, amount, location, and provider of the services and whether these services are being provided within the standard instructional day for the eligible student.</p>	<p>The Philomath School District affords all students equitable and inclusive access to progressive learning conditions. The district collaborates with parents to ensure the best learning conditions and support for each student. The district reviews data at both the school and district level, tracks and documents progress of individual student, including current initiatives and interventions for review, in order to recommend equitable services for each student.</p>