



**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

Charter School Information

Institution ID: 5455 Institution Name: Harmony Academy

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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 and charter schools 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 and charter schools 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

ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	As a recovery high school, our policies, protocols, and procedures center in reconnecting young people with substance use disorders and offering the time and structure to connect with each other, with support staff, with teachers, and with the larger recovery community. We have been operating in-person since the beginning of the 202-21 school year and will continue to prioritize connection.	Young people differ in both access to services and the impact of their substance use disorders based on identities, including race, gender identity, sexual orientation, cultural background, ability, and many systemic inequities including poverty. Underserved and marginalized youth with substance use disorders are doubly impacted in schools. Our policies, protocols and procedures aim to create something different; our decisions are informed by the need for safe spaces for youth in recovery to grow. In doing so, we seek to eliminate remedial and avoidable differences in positive outcomes for youth.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	Harmony's policies, protocols and procedures incorporate social and emotional learning into the school day as a holistic and inextricable programmatic component. Whether through creative electives, one-on-one time with caring full-time recovery mentors, community building during class time, daily recovery groups, circle, or all-school meetings, we allow students the space and voice to explore and process their experiences. Work with a clinical consultant allows staff to process their feelings, and we are also extremely collegial as a staff. Most of us are in recovery ourselves and nurture the process through connection with each other as we do the important work of helping our youth heal, grow, and learn.	From the Oregon Equity Lens, "We believe that thr students who have previously been des cribbed as 'at-risk,' 'underperforming, 'under-represented,' or minority actually represent Oregon's best opportunity to improve overall educational outcomes." At Harmony, we believe that students who have been disproportionately impacted by the pandemic, and/or have been pushed out of school, or have been unsafe or marginalized in schools, need extra opportunities to explore and process their experiences and freedom to express a range of emotional reactions to historical, community, and personal events.

ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Harmony prioritizes mental health services and supports as an integral part of recovery for staff, students, and families. In order for these to be accessible, they must be culturally and personally relevant for their end users. Through team collaboration, outreach, and partnership, we are able to offer multiple pathways into mental health and recovery for those within the Harmony community, even after they complete or transition out of the program.</p>	<p>Our school's policies, protocols and procedures are based in Community Understanding. We believe that people are experts on their own lives, so we create space to authentically listen, explore resources and remove barriers for access, share the decision-making process, and use evidence-based practices like Motivational Interviewing to help each individual access the health resources that match their needs, beliefs and values.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Harmony students' voices are preeminent in the program. Peer mentorship is essential to the program's design. Recovery schools are rooted in positive peer culture which is necessarily designed and adapted by the students, with guidance and support from recovery coaches, administration, our school counselor, and the team. Students have guided time to discuss mental health and wellbeing during daily recovery groups and during individual office time with our recovery coaches and school counselors. Our youth are instrumental in writing their own individualized recovery plans to identify and work towards the positive health outcomes they seek.</p>	<p>Empowering individuals to guide their own recovery plans using the process of motivational interviewing gives them space to examine their strengths, cultural and community assets, and all facets of their identity in balance with their needs as they make a plan and take action towards improved mental health and well-being. The school's social justice curriculum allows youth to examine emotions like anger within a larger context, and also to understand how health systems may or may not have been set up to serve them, and to explore responsive options within the recovery milieu in the larger Portland area.</p>

Communicable Disease Management Plan

Please provide a link to the charter school’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: [Harmony/LOSD Covid-19 Specific Communicable Disease Management Plan](#)

ARP ESSER Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	Harmony Academy works with Lake Oswego School District to coordinate with our local public health authority.	We use the Oregon Equity Lens to examine how our students are impacted through our coordination with our LPHA with regards to continuity of services.

Isolation Plan

Please provide a link to the charter school'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 PAGES 5-6 Harmony/LOSD Covid-19 Specific Communicable Disease Management Plan](#)

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Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the charter school 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 charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
COVID-19 vaccinations to educators, other staff, and students if eligible	Getting vaccinated against COVID-19 is the best way to stop the pandemic. We strongly encourage our staff to get vaccinated, and all staff has had the opportunity to get vaccinated. New staff will be strongly encouraged to get vaccinated and assisted in accessing vaccinations as needed. We will work with our community to get vaccinations for all students, setting up a vaccination clinic at school if there is enough interest/need, as measured by survey.	Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Increasing access to vaccinations in the school setting can be a powerful tool for stopping the spread of disease.

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of face coverings</p>	<p>We will follow state mandate with regards to universal and correct wearing of face coverings. As Harmony learned on campus for the entire 2020-21 school year, staff and students are well-versed and practiced in the proper use of face coverings.</p>	<p>Students with emotional and behavioral disabilities benefit from mask breaks, which can be taken safely outdoors. The use of face masks prevents the spread of disease so that students most impacted by the pandemic can get back to in person learning with minimal disruption.</p>
<p>Physical distancing and cohorting</p>	<p>Harmony will maintain physical distancing of 3 feet to the extent possible. Students and staff will be asked to be mindful of physical distancing throughout the school day. Physical distancing will not restrict activities such as recovery group, collaborative projects, active play/exercise, and lunch. Harmony student body is small enough to be considered its own cohort.</p>	<p>Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Curbing the spread of the disease through physical distancing ensures that students impacted by the pandemic and addiction can return to full time school with minimal disruption.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Ventilation and air flow	<p>Harmony uses HEPA filters to remove virus containing particles from the air. We open doors and windows to increase fresh outside air in the system, as weather allows in an old building.</p>	<p>Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Curbing the spread of the disease through ventilation and air flow ensures that students impacted by the pandemic and addiction can return to full time school with minimal disruption.</p>
Handwashing and respiratory etiquette	<p>Regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs. Through orientation of staff and students, we will teach and practice proper handwashing and respiratory etiquette. We have signage and access to soap, water, and alcohol-based hand sanitizer with at least 60% alcohol at all times during the day. We prioritize handwashing after students or staff use the restroom.</p>	<p>Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Curbing the spread of the disease through handwashing and respiratory etiquette ensures that students impacted by the pandemic and addiction can return to full time school with minimal disruption.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Free, on-site COVID-19 diagnostic testing	LOSD school district will continue to do all diagnostic testing for students or staff with primary symptoms of COVID-19 while at school.	Testing will help to quickly identify COVID-19 cases at Harmony, interrupt viral spread through households and in classrooms, and reduce the risk for students and staff during in-person learning. It may also shorten the length of quarantine. All of these factors minimize the potential impact to vulnerable communities.
COVID-19 screening testing	We have no current plan for screening at this time. We will continue to collaborate with the district.	We will continue to assess our screening needs and be aware of potential impact while we work to maximize our preventative measures.

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>Public health communication</p>	<p>Harmony uses our regular newsletter, social media, our website, and individualized messaging through Remind, phone calls, and texting.</p>	<p>By using multiple methods of communication and tracking how often and by what means we contact families, we ensure that our diverse community of families, students, and partners can access our messaging.</p>
<p>Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>We have a designated, appropriately supervised, and adequately equipped space as required by OAR 581-022-2220.</p>	<p>Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Curbing the spread of the disease through isolating potential COVID-cases ensures that students impacted by the pandemic and addiction can return to full time school with minimal disruption.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>Harmony will exclude staff and students whom we have reason to suspect have been exposed to COVID-19, using the ODE COVID-19 Summary Exclusionary Guidance, and supporting documents.</p>	<p>Covid-19 has disproportionately impacted communities of color, people navigating poverty and marginalized youth/communities. Curbing the spread of the disease through excluding students and staff whom we have reason to expect have been exposed to COVID-19 ensures that students impacted by the pandemic and addiction can return to full time school with minimal disruption.</p>

Accommodations for Children with Disabilities

Please describe the extent to which the charter school has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies and how the charter school collaborates with the district to comply with district policies, if applicable.

Harmony Academy works with our district, our staff, and our special education team to provide appropriate accommodations for children with disabilities with respect to health and safety protocols. As we enter this unpredictable new school year, we will abide by all existing statutory and regulatory requirements while making the modifications necessary to avoid discrimination on the basis of disability. These accommodations will be responsive to individuals' unique needs and circumstances. We will not deny in-person instruction to a student with a physician's order to not wear a face covering due to existing medical condition or other health related concern. Many of our students are protected under ADA/IDEA. Reasonable accommodations of face covering requirements for these students will be discussed and decided by a Harmony/LOSD team on an individual basis, especially for students qualified under ASD, OHI, and EBD. While final determinations about accommodations will be made by the Harmony/LOSD team, parent or guardian and students will be able to contribute meaningfully to the decision-making process. We will also include our school nurse and may include advisory input from the LPHA or OHA. We will use practices included in the ODE document "Determining Relationship to Disability or Medical Circumstances" to help guide understanding of the relationship between the individual student's disability and face coverings. If the IEP or 504 team decides that requirements relating to face coverings cannot be met because of the student's disability, the team will update the student's IEP or 504 plan. We will ensure that the student is not excluded from learning. We may choose to adapt, accommodate, and/or modify the face covering requirements to address the individual student's needs while determining how FAPE can be provided safely, which may require the provision of in-home services or a change in program. For our program, which relies on connection, an entirely at-home course of study is not recommended, and the team may need to consider alternatives. For students on IEP's or 504 who choose not to wear a face-covering and the team determines this is not related to their disability, that student will be treated in the same manner as a similarly situated general ed student. If any student requires an accommodation to meet the requirements to wear a face covering, we will limit that student's proximity to other students to the extent that this does not impinge on their ability to fully benefit from the recovery program. We will use ODE's document (link above) in making decisions with our team and will document these decisions. We will update this plan as needed.

Updates to this Plan

Charter schools 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: August 17, 2021