



Harmony Academy

**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.	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	From the Oregon Equity Lens, "We believe that the students who have previously been described as 'at-risk,' 'under-performing,' '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?
Link staff, students and families with culturally relevant health and mental health services and supports	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.	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.
Foster peer/student lead initiatives on wellbeing and mental health	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.	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.

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 PAGE 10 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. All staff are required to get vaccinated and are encouraged to get booster shots. We continue to work with our community to encourage vaccinations of students.	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?
Face coverings	<p>Face coverings are no longer required. However, CDC recommends universal masking in K-12 during high community levels. At all levels, individuals may also choose to mask based on their individual risk assessment. Harmony will check community levels and notify if/when the community level is high.</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. We teach acceptance of people's individual decisions around continuing to mask even as requirements are lifted.</p>
Physical distancing and cohorting	<p>Students and staff will be asked to be mindful of physical distancing, striving to maintain at least 3 feet between students to the extent possible, but physical distancing will no longer be strictly enforced. Harmony student body is small enough to be considered its own cohort. In our setting, any person who been in close contact with a person who has COVID-19 should watch closely for COVID-19 symptoms.</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 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	<p>LOSD school district will continue to do all diagnostic testing for students or staff with primary symptoms of COVID-19 while at school.</p> <p>Primary symptoms:</p> <p>Cough</p> <p>Temperature of 100.4 or higher or chills</p> <p>Shortness of breath or difficulty breathing</p> <p>New loss of taste or smell</p>	<p>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.</p>
COVID-19 screening testing	<p>We have no current plan for screening at this time. We will continue to collaborate with the district as things develop.</p>	<p>We will continue to assess our screening needs and be aware of potential impact while we work to maximize our preventative measures.</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?
Public health communication	<p>Harmony uses our regular newsletter, social media, our website, and individualized messaging through Remind, phone calls, and texting. We will notify the affected cohort if exposed to COVID-19. These notifications allow individuals and families to take additional precautions according to their individual needs. Universal case investigation and contact tracing are no longer recommended, as per CDC guidance. CDC guidance to pause universal case investigation and contact tracing is based on science and acknowledges that these practices now have very limited if any impact on the transmission of COVID-19 in our communities.</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>Individuals with COVID-19 should isolate for at least 5 days, with day 0 being the first day of symptoms of a positive test result. Day 1 is the first full day after the symptoms developed or a positive test result. Isolation may end after 5 full days if the individual is fever free (without the use of fever reducing medication) for 24 hours and other symptoms have improved. ODE and OHA strongly advise that individuals should wear a well-fitting mask around others at home and in public for an additional 5 days after the end of the 5 day isolation period.</p> <p>The COVID Case Support Hotline is 866-917-8881</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>

Individualized COVID-19 Recovery Services

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

OAR 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.
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.	The IEP team shall consider the need for COVID-19 Recovery Services at each annual and initial IEP meeting.	This is done to ensure the needs of students are met who may have unfinished learning due to COVID-19 school closure and CDL.
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.	The LOSD Student Services department emails a letter early in the school year to all parents/guardians of the students in special education notifying them of the opportunity to meet and consider COVID-19 recovery services.	Notice provides equity as opportunity can be given for COVID-19 Recovery Services meeting to be called.
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.	Following each initial or annual IEP meeting, at least once during the school year, written notice is sent to parents/guardians stating the determination of need for Covid-19 Recovery Services.	Written notice ensures the parent/guardian/adult student has in writing the determination of need for Covid-19 Recovery Services

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: 3/11/2022