

**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: 2216_____ Institution Name: Cove 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.

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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?
Devote time for students and staff to connect and build relationships	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● Teacher in-service meetings ● 2 class periods dedicated to student advisory for HS 	<p>Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.</p> <p>Respond to trauma and collective grieving as it arises. Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc.</p> <p>Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.</p>
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● Hired a FT counselor ● Several courses are offered to students to explore and process (e.g. Art, Band, Choir, Woodworking, Auto Mechanics, Welding, Drama) ● Administrative check-ins with staff ● Staff Yoga class available 	<p>Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.</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?
Link staff, students and families with culturally relevant health and mental health services and supports	Highlight Your Level of Implementation: <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● Hired a FT on-site Counselor ● CARE 	Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).
Foster peer/student lead initiatives on wellbeing and mental health	Highlight Your Level of Implementation: <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent 	

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://policy.osba.org/cove/J/JHCC%20D2.PDF> <https://policy.osba.org/cove/J/JHCC%20R%20D1.PDF>

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?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● See Policies JHCC and JHCC-AR (Communicable Diseases – Students; and GBEB and GBEB-AR Communicable Diseases - Staff ● We will continue to collaborate with Union County Health Department and our school nurse through InterMountain Education Service District regarding best practices for operations as well as isolation and exclusion for outbreak or suspected COVID-19 spread. 	<p>We review and apply our district’s equity stance, principles and/or commitments to ensure that all of our partners share our values and represent our students.</p> <p>We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.</p> <p>We are ensuring the safety and wellness of our students and staff by continuing to engage with our local health resources.</p>

Isolation Plan

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

Link and/or page number: <https://policy.osba.org/cove/E/EBBA%20R%20G1.PDF>

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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 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?
COVID-19 vaccinations to educators, other staff, and students if eligible	Highlight Your Level of Implementation: <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● Publicizing opportunities for vaccination through county clinics ● Encourage and share information about vaccinations through emails, websites, etc. 	We share all information in the language of our students and their families.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of <u>face coverings</u></p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) for all individuals over two years of age during school hours. The district will comply with this rule in the same manner it did in August of 2020 in order to ensure that every student is able to attend school in-person. OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly. 	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact Earl Pettit to discuss options.</p> <p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p> <p>The District continues to strive to provide equitable access based upon local metrics.</p>
<p><u>Physical distancing and cohorting</u></p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ▪ Support physical distancing in daily activities and instruction, maintaining at least 3 feet between students to the extent possible. ▪ Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance ▪ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. 	<p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p>

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	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Filters meet or exceed current standards. 	<p>As the district makes decisions about how to improve our ventilation and air flow we are prioritizing our improvements based on how to maintain the health and safety for each of our staff and students.</p>
Handwashing and respiratory etiquette	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>Students will be encouraged to wash hands before and after each meal, after using the restroom and recess. Signage will be used to remind students and staff of the importance of good hygiene. Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms. Sharing of equipment will be kept to a minimum and cleaned frequently.</p>	<p>Information is shared in the language of our students and their families. Graphics are used when possible to facilitate communication.</p>

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>Free, on-site COVID-19 diagnostic testing</p> <p><i>Note: Diagnostic testing is for people who are showing symptoms.</i></p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>We will direct students and staff to local screening providers upon request.</p>	<p>We are reviewing the district's capacity to provide this service to our staff and students.</p>
<p>COVID-19 screening testing</p> <p><i>Note: Screening testing is for people who are <u>not</u> showing symptoms.</i></p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>See above.</p>	<p>See above.</p>

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>Public health communication</p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information. ● Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district. ● Post signs and other information around the school buildings. ● Follow established protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. 	<p>We provide all information in languages and formats accessible to the school community.</p>
<p>Isolation:</p> <p>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 <u>OAR 581-022-2220</u>.</p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ● https://policy.osba.org/cove/J/JHCC%20D2.PDF https://policy.osba.org/cove/J/JHCC%20R%20D1.PDF] ● New isolation room/nurses station available 	<p>This policy applies to all staff and students and is guided by Oregon Administrative Rule. All efforts will be made to ensure that this information is communicated to staff, students and their families in a language and modality that is accessible.</p>

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> <p><i>For your reference:</i> Exclusion Summary Chart</p>	<p>Highlight Your Level of Implementation:</p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>We are continuing to follow the exclusion guidance and are working with public health to ensure that we are consistent in our expectations and communication.</p>	<p>See above</p>

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.

Highlight Your Level of Implementation:

- Not at all
- Very Little
- Somewhat
- To a Great Extent

The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety. The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact Earl Pettit to discuss options.

Note that this plan will continue to be updated as best practices and other federal or state guidance or recommendations become available.

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: 8/14/2021 _____