



Culver School District #4

**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, revised 3/29/22

Culver School District #4, 2050

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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.

Continued on next page.

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>	<p>Culver School District is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths while adhering to principles 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.</p> <p>*Cultivate connection and relationship through quality learning experiences and deep interpersonal relationships among families, students and staff.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <p>*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.</p> <p>*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 and center on the needs of the whole child rather than solely emphasizing academic achievement.</p> <p>*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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</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>	<p>Culver School District is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths while adhering to principles 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.</p> <p>* 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.</p>	<p>Culver School District is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths while adhering to principles updated to reflect the current context:</p> <p>* 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.</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>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Culver School District is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths while adhering to principles updated to reflect the current context:</p> <ul style="list-style-type: none"> * 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. 	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning. *We now have 3 full time counselors for 650 students as well as 1 full time behavior specialist to meet student needs.
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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>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning. 	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning. *We now have 3 full time counselors for 650 students as well as 1 full time behavior specialist to meet student needs.

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://www.culver.k12.or.us/>

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>Culver School District will continue to monitor guidance updates from the CDC, ODE, OHA, and JCPH to align this recommendation framework as needed. Culver School District's Operational Plan will be updated to reflect changes.</p> <p>Decisions about when or how Culver School District will respond to an outbreak of COVID-19 involve collaboration across multiple partners.</p> <p>If part of or an entire school needs to close for in-person instruction as a matter of public health, it is important that educators, students, families and the general public have a clear understanding of how decisions are made and who makes those decisions.</p> <p>When determining how to best support in-person learning during the 2021-22 school year, Culver School District will work in a collaborative manner with the school board, school nurse, and Jefferson County Health Public Health (JCPH) as the Local Public Health Authority (LPHA). JCPH is a vital partner in advising and consulting on health and safety concerns with Culver School District officials.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning. <p>https://www.culver.k12.or.us/sites/culver.k12.or.us/files/GBEB%20-%20Communicable%20Diseases%20-%20Staff_0.pdf</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: <https://www.culver.k12.or.us/>

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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?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>Culver School District supports families and feel that every decision regarding the health and safety of their child(ren) needs to be given to families.</p> <p>We trust that families should be the decision makers in determining what they feel is best for their child(ren) for vaccinations.</p> <p>When requested, information will be provided to families, educators, and other staff as to available resources (COVID-19 testing, vaccinations, etc.) through Jefferson County Public Health (JCPH).</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following 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.</p> <p>*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 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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</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>Universal and correct wearing of face coverings</p>	<p>For the 2021-22 school year, Culver School District will make decisions with their board to determine local implementation of most COVID-19 mitigation measures, as laid out in 'Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year'.</p> <p>Consistent with Oregon Administrative Rules (OAR 333-019-0-1015), face coverings are required in all indoor school settings, for all individuals two years and older, including all students, staff, contractors, volunteers, and visitors.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning.

<p align="center">Health and Safety Strategy</p>	<p align="center">Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p align="center">How do the district's policies, protocols, and procedures center on equity?</p>
<p><u>Physical distancing and cohorting</u></p>	<p>Physical Distancing: Schools and teams will continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices.</p> <p>Culver School District will support ODE's and OHA's guidance to the extent possible and promote physical distancing as described below:</p> <ul style="list-style-type: none"> *Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students. *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>Student Cohorting: Culver School District will design cohorts for students to the extent possible by minimizing the size of the cohort to:</p> <ul style="list-style-type: none"> *Cohort by creating small groups within cohorts around skills and instructional needs. For example, a small instructional math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development. 	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning.

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Ventilation and air flow</p>	<p>Culver School District will follow ODE's and OHA's guidance to the extent possible to promote effective ventilation and improve the indoor air quality in schools by:</p> <ul style="list-style-type: none"> *Increasing the amount of fresh outside air that is introduced into the system; *Exhausting air from indoors to the outdoors; and *Cleaning the air that is recirculated indoors with effective filtration methods to remove virus-containing particles from the air. *Increase outdoor ventilation of clean air into indoor spaces. *Consider conducting some activities, meals, and classes outside when reasonable. *Consider use of fans to help move indoor air out open windows. *Operate and maintain local exhaust ventilation systems in kitchens or cooking areas when these spaces are occupied. *If there will be changes in occupancy throughout the day, allow for breaks and cleaning in between groups. *Reduce the size of student cohorts to the extent possible. *Inspect HVAC systems to determine if operate working properly and provide acceptable indoor air quality. 	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning.

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Handwashing and respiratory etiquette</p>	<p>Culver School District will follow OHA's and ODE's guidance to the extent possible to create systems to provide access to soap, water and alcohol-based hand sanitizer at the key times named below and that schools prioritize handwashing with soap and water after students or staff use the restroom, including but not limited to: *</p> <ul style="list-style-type: none"> * Before, during, and after preparing food. * Before and after eating food. * Before and after caring for someone who is sick with COVID-19 symptoms, vomiting or diarrhea. * Before and after treating a cut or wound. *After using the toilet. *After changing diapers or cleaning up a child who has used the toilet. *After blowing your nose, coughing, or sneezing. *After touching an animal, animal feed, or animal waste. *After touching garbage. <p>Remind students (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <ul style="list-style-type: none"> *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 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. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as 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 Culver School District is investing in creative approaches to address unfinished learning.

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>Culver School District will follow OHA's and ODE's guidance to the extent possible as noted in RSSL-RF (March 12, 2022) to develop and implement a Communicable Disease Management Plan that includes the following: *Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <p>*When requested, information will be provided regarding access to available free COVID-19 testing for students and staff with COVID-19 symptoms or exposure through Jefferson County Public Health (JCPH).</p> <p>*Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p>*Adherence to school exclusion processes as laid out in ODE's Communicable Disease Guidance for Schools.</p> <p>*Involvement of the school nurse, Jefferson County Public Health (JCPH), and/or staff with related experience in development of protocols and assessment of symptoms.</p> <p>*Recording and monitoring students and staff being isolated or sent home for the Jefferson County Public Health (JCPH) review.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <p>*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.</p> <p>*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 and center on the needs of the whole child rather than solely emphasizing academic achievement.</p> <p>*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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</p>

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>COVID-19 screening testing</p>	<p>Culver School District will follow OHA's and ODE's guidance to the extent possible as noted in RSSL-RF (March 12, 2022) to develop and implement a Communicable Disease Management Plan that includes the following: *Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <p>*When requested, information will be provided regarding access to available free COVID-19 testing for students and staff with COVID-19 symptoms or exposure through Jefferson County Public Health (JCPH).</p> <p>*Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p>*Adherence to school exclusion processes as laid out in ODE's Communicable Disease Guidance for Schools.</p> <p>*Involvement of the school nurse, Jefferson County Public Health (JCPH), and/or staff with related experience in development of protocols and assessment of symptoms.</p> <p>*Recording and monitoring students and staff being isolated or sent home for the Jefferson County Pubic Health (JCPH) review.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <p>*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.</p> <p>*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 and center on the needs of the whole child rather than solely emphasizing academic achievement.</p> <p>*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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</p>

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Public health communication</p>	<p>Culver School District will follow OHA's and ODE's guidance to the extent possible as noted in RSSL-RF (March 12, 2022) to develop and implement a Communicable Disease Management Plan that includes the following: *Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <p>*When requested, information will be provided regarding access to available free COVID-19 testing for students and staff with COVID-19 symptoms or exposure through Jefferson County Public Health (JCPH).</p> <p>*Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p>*Adherence to school exclusion processes as laid out in ODE's Communicable Disease Guidance for Schools.</p> <p>*Involvement of the school nurse, Jefferson County Public Health (JCPH), and/or staff with related experience in development of protocols and assessment of symptoms.</p> <p>*Recording and monitoring students and staff being isolated or sent home for the Jefferson County Public Health (JCPH) review.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <p>*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.</p> <p>*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 and center on the needs of the whole child rather than solely emphasizing academic achievement.</p> <p>*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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</p>

<p>Health and Safety Strategy</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description thereof</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p><u>Isolation:</u> Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>Culver School District will follow OHA's and ODE's guidance to the extent possible as noted in RSSL-RF (March 12, 2022) to develop and implement a Communicable Disease Management Plan that includes the following: *Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <p>*When requested, information will be provided regarding access to available free COVID-19 testing for students and staff with COVID-19 symptoms or exposure through Jefferson County Public Health (JCPH).</p> <p>*Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p>*Adherence to school exclusion processes as laid out in ODE's Communicable Disease Guidance for Schools.</p> <p>*Involvement of the school nurse, Jefferson County Public Health (JCPH), and/or staff with related experience in development of protocols and assessment of symptoms.</p> <p>*Recording and monitoring students and staff being isolated or sent home for the Jefferson County Public Health (JCPH) review.</p>	<p>Culver School District will follow Oregon Department of Education's and Oregon Health Authority's guidance to the extent possible and is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths.</p> <p>The following principles are updated to reflect the current context:</p> <p>*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.</p> <p>*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 and center on the needs of the whole child rather than solely emphasizing academic achievement.</p> <p>*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.</p> <p>*Prioritize equity. Promote educational systems that support every child's identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</p> <p>*Innovate. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and Culver School District is investing in creative approaches to address unfinished learning.</p>

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[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
<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>The annual Individual Education Plan (IEP) team for each eligible student will consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting. During the IEP team meeting, the teams will consider the impact of COVID-19 on the eligible student's ability to:</p> <ul style="list-style-type: none"> * Engage in their education, * Develop and re-establish social connections with peers and school personnel, and * Adapt to the structure of in-person learning. <p>For initial IEP meetings, teams will review the impact of COVID-19 on the eligible students IEP in considering the need for Individualized COVID-19 Recovery Services. For annual reviews, IEP teams will also consider the impact of COVID-19 on the implementation of the eligible student's IEP in considering the need for Individualized COVID-19 Recovery Services.</p>	<p>In planning for Individualized COVID-19 Recovery Services for special education eligible students, Culver School District will prioritize equity by promoting educational systems that support every child’s identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.</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>Parents of each special education eligible student will receive a written notice of the Individual Education Plan (IEP) meeting and the opportunity during the meeting to consider Individualized COVID-19 Recovery Services.</p>	<p>In planning for Individualized COVID-19 Recovery Services for special education eligible students, Culver School District will prioritize equity by promoting educational</p>

		systems that support every child’s identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.
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.	After a determination of need for Individualized COVID-19 Recovery Services is made, the parent(s) will be provided a written notice including: a. A statement of the Individualized COVID-19 Recovery Services recommended, b. The projected dates for initiation and duration of the Individualized COVID-19 Recovery Services, and c. The 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.	In planning for Individualized COVID-19 Recovery Services for special education eligible students, Culver School District will prioritize equity by promoting educational systems that support every child’s identity, health and well-being, beauty, and strengths as well as promote culturally sustaining and revitalizing educational systems that support every child.

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.

Culver School District will comply with the Oregon Department of Education recommendations 'Considering Reasonable Accommodation of Face Coverings Requirements 2021-22 School Year' as well as existing statutory and regulatory requirements outlined in the Oregon Administrative Rules and as reflected in Culver School District's policies and procedures.

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: 03/29/22