



**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: 87-0691702

Institution Name: Eddyville Charter School

District Continuity of Services Plan/RSSL Contact Name and Title:

Stacy Knudson, Charter Superintendent/K-12 Principal

Contact Phone: 541-875-2942

Contact Email: stacy.knudson@lincoln.k12.or.us

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

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>Devote time for students and staff to connect and build relationships</p>	<p>Return to in-person learning four days per week.</p> <p>Friday staff PD and non-directed time for collaboration.</p> <p>Back to School and Open House events designed to enhance relationships with students and their families.</p> <p>Home Language Translation</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</p>
<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>SEL sessions and Character Education/Leadership advisory provided daily at all levels; k-12. Student Body and Leadership teams continue to interact with staff and students throughout the school year. Student Leadership host many fundraisers and activities as well as focus on student to student relationships and PBIS systems. ECS has a strong care team including mental health counseling, behavior specialist, school nurse and guidance counselor who are all available to all students each day.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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>Students, staff and families are communicated with in regards to both mental and physical health resources: School Counselor School Care Team Psychological and Mental Health First Aid training School Nurse/health center Behavioral Health Specialist Partnerships with DHS and County Health in Lincoln County and Benton County.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Student leadership teams have taken initiative to incorporate student voice with regards to mental health and well-being. Students are partnered with peers during advisory and CPS activities. Secondary partner with elementary during advisory for Big Brother/Big Sister team building activities.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</p>

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: [ECS Communicable Disease Plan](#)

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?
Coordination with local public health authority(ies) including Tribal health departments	ECS connects with partnering agencies through: Weekly meetings with LCPHA, their nursing staff and BCPHS and their nursing staff and epidemiologist. Vaccination clinics School Health Center - School Nurse Discuss and adopt mitigation strategies based on recommendations given by our LPHA, ODE and OHA.	ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available

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: Page #10

Continued on next page.

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	ECS communicates locations and times available in Lincoln County and Benton County. ECS provides space for vaccination clinics on campus. ECS works closely with school nurse and health center staff to provide service to all K-12 students and staff.	ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available
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>Following OAR 333-019-1015, ECS will recommend masks be worn by all persons 5 years or older while on ECS campus, unless during athletic events while actively participating. Masks will be provided and acceptance of all CHOICE will be supported and respected.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</p>
<p>Physical distancing and cohorting</p>	<p>ECS will recommend physical distancing in all daily activities and instruction, maintaining 3' distance to the extent possible. ECS will continue to design consistent cohorts for students to the extent possible at all grade levels.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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>ECS has equipped each classroom with air purifiers to optimize air quality in each room.</p> <p>ECS has procedures in place to change filters in all systems on a regular basis and maintain logs.</p> <p>Staff are allowed to open exterior windows unless it presents a health or safety risk.</p> <p>Staff are allowed to sign up for outdoor learning times for additional air flow.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</p>
Handwashing and respiratory etiquette	<p>ECS will ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-96% alcohol and will be encouraged and reminded to use these times especially during these key times:</p> <p>Before, during and after food prep. Before and after eating. Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting and diarrhea. After using the toilet. Before and after treating a wound. After blowing your nose, coughing or sneezing. After touching an animal, animal feed or waste.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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?
Free, on-site COVID-19 diagnostic testing	ECS will be working with community partners to support, recommend and provide resources for COVID-19 testing.	ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available

<p>COVID-19 screening testing</p>	<p>ECS will be conducting daily visual screening of students to monitor for illness during school hours. ECS will be keeping records of students who are ill and will be reporting to the LPHA if the student is reported positive by the family.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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>Weekly meetings with LCPH and BCPH regarding cases, quarantine, isolation and protocols. Attendees from ECS are Superintendent/K-12 Principal, School Nurse and Counselor.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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>The school has a designated space for isolation from those experiencing COVID-19 symptoms. ECS has designated health staff personnel trained in isolation procedures. Designated health personnel have protective equipment from COVID-19. Each designated health personnel has training for First Aid and access to the school nurse.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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><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>ECS will work with LCPH and BCPH to determine who should be excluded/quarantined. ECS will follow OHA/ODE guidance. ECS will communicate as soon as practicable with parents/guardians regarding their student and the need for exclusion. When to keep your Child Home</p> <p>When to keep your Child Home-Spanish</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS's sponsoring district) also has a Spanish translation liaison available</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.

Eddyville Charter School will follow ODE guidance provided in Considering Reasonable Accommodation of Face Covering Requirements. ECS has reviewed and will continue to adhere to the existing statutory and/or regulatory requirements regarding special education to comply with an individual student's IEP or 504 within the relevant laws - FAPE, ADA, IDEA, Section 504 of the Rehabilitation Act, etc. We will use current school processes to determine if accommodations must be made for individuals who experience disability, and address them based on their unique needs and circumstances.

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>ECS will provide written notice, in students’ appropriate language, and personal invitations to summer learning camps and advisory camps where each have access to specialized learning loss recovery, especially as it aligns to student goals.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS’s sponsoring district) also has a Spanish translation liaison available</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 COVID19 Recovery Services.</p>	<p>ECS will provide written notice, in the family’s appropriate language, for meeting time options and to address school recovery sessions for each student and family to specialized learning loss recovery services as it aligns to student goals. Meeting notices and services will be delivered one month prior to meeting times and scheduled no later than two weeks pre-meeting. Options for services will be made available during summer learning programs, weekly advisory sessions throughout the year and alternate Friday sessions.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS’s sponsoring district) also has a Spanish translation liaison available</p>
<p>After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.</p>	<p>ECS will provide written notice, in the family’s appropriate language, for meeting time options and to address school recovery sessions for each student and family to specialized learning loss recovery services as it aligns to student goals. Options for services will be made available during summer learning programs, weekly advisory sessions throughout the year and alternate Friday sessions, based on determination of need.</p>	<p>ECS policies, protocols and procedures are focused on providing equitable access to evidence-based instructional practices that the unique academic and social-emotional learning needs of our students during and in response to the trauma and disrupted learning created by the pandemic. ECS has tutors, two ELL teachers and translations are provided where needed. LCSD (ECS’s sponsoring district) also has a Spanish translation liaison available</p>

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: 4/28/2022