



**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: **2186** Institution Name: **Corbett 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 homelessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child. Learning
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking environments, and investing in creative approaches to address unfinished learning.

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>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<ul style="list-style-type: none"> ● All students have the opportunity to meet with mental health professionals <i>as needed</i>. ● The Student Intervention Team(SIT) works with the classroom teachers to Implement Corbett’s Suicide Prevention Plan. This includes: QPR training (all staff), Sources of Strength (3-5), Look, Listen, Link (6-7), More Than Sad (8-12). ● The district includes information in the monthly newsletter and on the website. ● The building principals include information in monthly principal chats and newsletters. 	<ul style="list-style-type: none"> ● The SIT team continues to reach out to students from traditionally underserved populations who may be struggling with social-emotional challenges, offering culturally relevant mental health support. ● The SIT team conducts home visits to make sure that families have access to the health and mental health supports they need. ● Materials are translated into families requested languages.
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<ul style="list-style-type: none"> ● The SIT team meets with student groups in grades 4-8 to discuss topics related to wellbeing & mental health. ● Classroom teachers foster opportunities for student-led wellbeing & mental health initiatives within the classroom. ● Three student-led teams with a focus on wellbeing & mental health will continue at the high school. ● CAPS and the middle school are investigating beginning Student Voice teams focusing on 	<p>CSD’s leadership continues to focus on creating diversity within any peer/student-led initiative. An emphasis continues to placed on recruiting students from traditionally</p>

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	<p>wellbeing & mental health.</p> <ul style="list-style-type: none"> ● <i>The CSD has contracted with CareSolace to provide 24 hour access to online mental health resources and services.</i> 	
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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: [Communicable Disease Management 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?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>CSD consulted with Multnomah Educational Service District (MESD) to revise and adopt a Comprehensive Communicable Disease Management Plan. The MESD worked with all relevant health services organizations to develop this plan including the LPHA and local tribal health departments. This plan was updated in September 2021. CSD will continue to work with the MESD regarding updates to the Comprehension Communicable Disease Management Plan.</p>	<p>In creating this plan the MESD consulted with the local LPHA, local health and community organizations in order to plan for the health and safety needs of all students, families and staff members, including Black, American Indian/Alaska Native, Latino/a/x, and Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness.</p>

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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: [Isolation Plan - Corbett School District - March 2022](#)

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>	<ul style="list-style-type: none"> ● <i>In December and January CSD held vaccination clinics open to all adults and eligible students. Another clinic will be scheduled if the LPHA decides it is necessary.</i> ● CSD continues to promote access to COVID-19 vaccinations through district-wide communication methods. ● Efforts focus on increasing awareness and confidence that people who are up to date with the vaccine are at low risk of symptomatic or severe infection. ● CSD partners with Multnomah County school health centers to provide access to COVID-19 vaccines. ● <i>The requirement for all staff and volunteers to be vaccinated or have an approved religious/medical exemption with accommodations in place has not changed.</i> 	<ul style="list-style-type: none"> ● CSD will continue to reach out to traditionally underserved groups with vaccine information in home languages. ● CSD has access to Transact which provides translations to families in multiple languages. ● Transportation will be offered to families for whom transportation is a barrier to accessing resources in the community. ● Families whose home language is other than English are provided translators or interpreters as needed.

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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><i>The Oregon Health Authority (OHA) and Oregon Department of Education (ODE) announced that the indoor mask mandate for schools will be lifted on March 12. These changes are in response to the significant and rapid decline in COVID-19 transmission and hospitalization rates.</i></p> <p><i>With the termination of the indoor mask mandate, Corbett School District will make face coverings in schools and on buses optional beginning next Saturday, March 12. We still recommend face coverings for individuals who are immunocompromised or otherwise medically at-risk.</i></p> <p><i>Prior to March 12, all staff members will be trained regarding this change in guidance, and any new protocols and expectations.</i></p> <p><i>CSD staff will respect families' personal decisions around masking and will not ask students or visitors to mask or unmask. Additionally, staff will not be expected to keep track of family decisions regarding masking or monitor student compliance.</i></p>	<ul style="list-style-type: none"> ● Counselors are available to support students who have social emotional challenges related to the <i>changes in masking guidance</i>. ● The district provides translation and interpretation services as needed to explain the face covering policy. ● The district will continue to support staff and students by providing PPE as per individual needs. ● <i>CSD will take steps to ensure the school environment is safe and welcoming to every student and staff member and honors their individual decisions around COVID–19 safety, including the use of masks.</i> ● <i>Classroom teachers, with the assistance of the counselors, will present lessons and hold class meetings as needed focusing on anti-bullying and respect for personal choice around the use of masks.</i>

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<p>Physical distancing and cohorting</p>	<ul style="list-style-type: none"> ● <i>To the extent practicable</i>, CSD will support physical distancing, <i>striving</i> for at least three feet of distance when possible. ● Students who struggle maintaining social distance receive instruction/coaching. ● <i>CDS will update staff and families weekly regarding any reported positive COVID-19 cases on site.</i> ● <i>Exposed individuals who are asymptomatic will not be required to <u>quarantine</u>, but advised to watch closely for COVID-19 symptoms.</i> 	<p>Cohorts will continue to be designed such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</p>
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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	<ul style="list-style-type: none"> ● When possible outdoor ventilation has been increased. Windows and doors are left open unless doing so creates a health or safety risk. ● Teachers are encouraged to conduct some activities outside when reasonable. ● The maintenance supervisor runs the HVAC system in a way such that healthy air circulation is maximized. ● The maintenance supervisor has placed and will maintain air purifiers in classrooms. 	<p>All buildings and classrooms will maintain the same standards related to ventilation and airflow.</p>
Handwashing and respiratory etiquette	<ul style="list-style-type: none"> ● Proper handwashing/sanitizing practices will be reviewed as necessary throughout the year. ● All individuals are required to wash/sanitize their hands upon building entry, before/after transitioning to a new activity or location, prior to meals, <i>and before and after using a hand-operated water fountain.</i> ● Signs describing effective handwashing practices and respiratory etiquette are placed throughout the buildings. ● Proper respiratory etiquette will be reviewed as necessary throughout the year. 	<ul style="list-style-type: none"> ● All Information related to handwashing and respiratory etiquette will be provided in home languages. ● Access to interpretation and translation services in home languages is provided. ● Counselors are available to support those who have social-emotional challenges around handwashing and respiratory etiquette.

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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	<ul style="list-style-type: none"> ● CSD continues to offer free diagnostic testing to students(with parent permission) and staff who develop symptoms at school or are exposed to COVID-19 at school. ● CSD does not offer free diagnostic testing to family members who are not staff or students. ● The school nurse oversees the program in collaboration with the building administrators. 	<ul style="list-style-type: none"> ● The diagnostic testing program is available to all students and staff who experience symptoms or are exposed to COVID-19 at school. ● Translation and outreach services are maintained to ensure that all populations including traditionally underserved groups have the resources they need in order to be able to make informed decisions regarding diagnostic testing.
COVID-19 screening testing	<p>CSD does not offer screening testing to students, staff or family members who are not experiencing symptoms of, or exposure to, COVID-19.</p>	<p>Translation and outreach services are maintained to ensure that all populations including traditionally underserved groups have the information and resources they need related to COVID-19 screening testing and health services.</p>

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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>	<ul style="list-style-type: none"> Updated information, outlining infection control measures, <i>changes in masking guidance, contact tracing, and isolation procedures</i>, continued to be shared with all families in their home language. All communication is posted on the district website and Information is included in the school newsletter. <i>CDS will update staff and families weekly regarding reported positive COVID-19 cases on site.</i> 	<ul style="list-style-type: none"> Communication is provided in the parent/guardian's home language. Translations and interpretations of school communications are provided in the home language as needed. Counselors and ELD Specialists will continue to survey families in regards to how they want to be communicated with, and what further information or support they might need.
<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>	<ul style="list-style-type: none"> <i>On February 28, 2022, the CDC updated their guidance so that universal case investigation and contact tracing are no longer recommended outside of high-risk settings.</i> <i>Effective March 12, 2022, Oregon will pause contact tracing and quarantine for the general population, including K-12 settings.</i> <i>Positive or symptomatic individuals will still need to isolate Days 1-5 (with the day of symptom onset being Day 0).</i> <i>Isolation may end after 5 full days if the individual is fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.</i> <i>CSD may recommend that returning</i> 	<ul style="list-style-type: none"> Parents/guardians are notified in their home language if their child is being sent home. Students whose primary language is other than English do not leave the school unless a parent/guardian has been notified by phone. The child is not placed on a bus without a parent's permission in their home language. When appropriate, parents/guardians receive a call or information about their child's health in their home language via interpreter or translator

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	<i>individuals wear a well-fitting mask for 5 additional days (day 6 through day 10) after the end of the 5-day isolation period.</i>	
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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>	<ul style="list-style-type: none"> ● <i>The school nurse follows school exclusion processes as laid out in Communicable Disease Guidance for Schools.</i> ● <i>CSD will follow all new or updated exclusion guidelines.</i> ● Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medicine are excluded from school. ● Staff or students with other symptoms that are chronic or baseline (asthma, allergies, etc.) are not excluded from school. 	<ul style="list-style-type: none"> ● Parents/guardians are notified in their home language if their child is being excluded from school. ● When appropriate, parents/guardians receive a call or information about their child’s health in their home language via interpreter or translator. ● Counselors and ELD Specialists are available to support families whose students are required to quarantine.

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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><i>Beginning in the 2021-22 school year discussion and determination regarding the need for Individualized COVID-19 Recovery Services will be included in each IEP meeting.</i></p>	<p><i>CSD will implement Oregon's Equity Lens when making decisions related to Individualized COVID-19 Recovery Services. Translation/outreach services will be maintained to ensure that all populations have the information they need related to Recovery Services.</i></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><i>Beginning in the 2021-22 school year CSD will provide written notice to the parent/guardian of each eligible student regarding the opportunity for the IEP team to consider COVID-19 Recovery Services.</i></p>	<p><i>CSD will implement Oregon's Equity Lens when making decisions related to COVID-19 Recovery Services. Translation/outreach services will ensure all populations have the necessary information.</i></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><i>After each determination is made, the CSD will provide written notice to the parent/guardian and/or eligible adult student regarding the determination of need for Individualized COVID-19 Recovery Services.</i></p>	<p><i>Corbett SD will implement Oregon's Equity Lens when making decisions related to COVID-19 Recovery Services. Translation/outreach services will ensure all populations have the necessary information.</i></p>

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Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In Person Instruction and Continuity of Services Plan.

Date Last Updated: **3/3/2022**

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