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## **St. Therese School**

**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: \_\_\_\_\_ Institution Name: St. Therese School

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

Rosemarie El Youssef, Principal

Contact Phone: 503-253-9400 Contact Email: elyoussefr@stthereseschool.org

## Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
  - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
  - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
  - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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## Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	Our community is only as strong as the relationships we help nurture, and it is a tremendous source of pride; it's what we are known for. Designated time for connections are built into the daily schedule, including homeroom time each morning and afternoon. Teachers will build in time for community building activities each day in the first two weeks of school, and thereafter once per week for intentional work around maintaining and strengthening relationships. Staff meetings will return to in person this year, with a focus on collaboration and teambuilding; each session will start and end with a strategy that teachers can use in their classrooms the next day.	Community building activities within classroom spaces focus around understanding the individual child, including how to say their name. Each child deserves to know with certainty that they belong at our school. Our community is incredibly diverse, and many of our students are language learners; connections made with adults and peers will allow students to feel safe when asking questions or requesting help.
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p>St. Therese created a break space in the school that allows for students to take a breath and use fidgets, lighting, music, drawing or picture books to reset and get ready to return to their day. Someone will always be available to students to process with throughout the day.</p> <p>Teachers will be meeting with PLCs and grade band teams regularly throughout the school year to focus on new math adoption, "kid talk" to discuss and problem solve student learning and behaviors. Students will have access to tutors after school to support their learning; tutors will be working closely with teachers to focus their efforts.</p>	A community of educators collaborating on behalf of the students they serve will have a greater impact on achievement. Not only does this benefit students, it gives staff the support they need to do the work. Students of color were disproportionately impacted by COVID and student of color who speak English as a second language were impacted even more so. Students who reach frustration in the classroom need the opportunity to reset so that they can access learning in a meaningful way.

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>Staff will be working on strategies for Culturally Relevant Teaching this year as a focus of our professional development with a professor from Portland State University. Our community is incredibly diverse and our staff recognizes the need to to make curriculum more culturally responsive.</p> <p>Students will have PE twice per week, participate in Second Step social-emotional learning activities, middle school students have health class, and teachers have access to mental health supports through their benefits program. The principal has a list of partner mental health</p>	<p>There is a stigma around mental health in general, but it is even more significant in the cultures of the families we serve. The better we can be with connecting families with culturally relevant mental health supports, the more likely they are to access those supports fully and reap the benefits.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>St. Therese Welcome Back Week takes place during the first two weeks of school. During this time, staff will lead community building activities and assess areas of student need around wellbeing and mental health. This assessment will help guide the work we do as a whole school.</p>	<p>Student voice is critical when designing meaningful opportunities to support them. When they participate in the work by taking on leadership roles, students engage at a different level and benefit even more. Self-advocacy is key, especially for marginalized youth, but it is a skill that must be explicitly taught.</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](https://www.oregon.gov/OSL/20200202-0220)). 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: \_\_\_\_\_

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	Principal attends drop-in hours and communicates questions, potential exposures with:  Multnomah County Public Health Greg Belisle Multnomah County Emergency Operations School Liaison Email: <a href="mailto:eoc.liaisonschools@multco.us">eoc.liaisonschools@multco.us</a> Phone: 503-988-0061	Consistency with Multnomah County Public Health, OHA, and CDC requirements and recommendations

## 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: \_\_\_\_\_

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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><a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible</p>	<p>As of August 21, 2021, 100% of St. Therese faculty and staff are fully vaccinated. All volunteers will be required to be fully vaccinated before workign with students.</p> <p>The school will work in partnership with parents to determine vaccination status of students regarding potential quarantining due to exposure.</p>	<p>Our school will work to host a vaccination clinic in the fall to support the vaccination of eligible community members in east Multnomah County.</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 <a href="#">face coverings</a></p>	<p>Face coverings that snugly cover the nose and mouth are required for all students and adults when indoors and outdoors, regardless of vaccination status. Oregon executive order mandating masks indoors extends until February 2022. Holy Cross is expecting masks through flu season.</p> <p>Accommodations will be made for students and staff with physician's orders to not wear face coverings due to existing medical conditions or other health related concerns. Accommodations will likely be a face shield instead of a face covering.</p>	<p>Faculty and staff will positively reinforce correct and consistent wearing of face coverings with students.</p> <p>Newsletters beginning in July have communicated with parents and families the requirement of masking at school this fall by all St. Therese students, staff, volunteers, and anyone who is on campus.</p> <p>Wednesday, August 25th we will host an in-person meeting with Burmese/Zomi families with translation, and on Thursday, August 26th we will host a virtual meeting in English.</p>
<p><a href="#">Physical distancing and cohorting</a></p>	<p>Each class/cohort will remain separate from all other class/cohorts indoors. Cohorts may mix during recess outside, but students will always be masked. While in class, students will be a minimum of 3 feet apart at all times. At lunch, students will sit in an assigned space, divided by a safety shield to protect others from spreading germs while eating, as masks are off while students are actively eating.</p> <p>Only two students are allowed in bathrooms at a time, and these common spaces will be sanitized throughout the day. Hand hygiene will be encouraged and monitored.</p>	<p>Faculty and staff will positively reinforce physical distancing and explain cohorting to students so they understand the reasoning behind it.</p> <p>Newsletters beginning in July have communicated with parents and families the requirement of masking at school this fall by all St. Therese students, staff, volunteers, and anyone who is on campus.</p> <p>Wednesday, August 25th we will host an in-person meeting with Burmese/Zomi families with translation, and on Thursday, August 26th we will host a virtual meeting in</p>

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<a href="#">Ventilation and air flow</a>	<p>In the three spaces that have working air conditioning, it will be running at all times to keep air circulating. All other rooms have ceiling fans that work with open windows and doors to keep air flowing in and out of the rooms. The HVAC system will run constantly, so air is being circulated into the rooms from outside through a filter - filters were replaced this summer. The health room has an air purifier inside to decrease the spread of germs.</p> <p>Windows will stay open with fans pushing indoor air outside. Restroom exhaust fans will remain on throughout the day.</p>	<p>Each room in the building has a plan to access clean air using tools available.</p>
<a href="#">Handwashing and respiratory etiquette</a>	<p>There are signs placed throughout the building to show the proper way to sneeze/cough, wash hands, and sanitize.</p> <p>Students will all sanitize their hands on their way into class in the morning, before/after each recess, on their way out at the end of the day, and whenever necessary throughout the day. Students will be encouraged to wash their hands with soap and water whenever it is available and/or appropriate.</p>	<p>Hand sanitizer is available to all staff and students in every area of the school.</p> <p>Building the same routines into every classroom in the school will create a culture of collective efficacy that will ultimately empower students and staff to be in control of their own health and safety.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">Free, on-site COVID-19 diagnostic testing</a></p>	<p>Students and staff can self-administer a free, on-site COVID-19 BinaxNow antigen test if they exhibit symptoms while at school.</p> <p>Parental permission must be on file for students to self-administer the test, with adult supervision. Students and staff can self-administer.</p> <p>This test can be taken before leaving school with symptoms; a negative test will not mean the individual can stay at school while ill.</p>	<p>Each family will receive a copy of the testing consent form for the school to keep on file in the event we should need to test the student. Forms will be sent home with our welcome back packet, at back to school night, and are also available on our website to be printed.</p> <p>St. Therese received free, onsite COVID testing kits on Wednesday, August 19th and the testing site coordinator is the principal.</p>
<p><a href="#">COVID-19 screening testing</a></p>	<p>Faculty and staff will receive information about an optional, free weekly screening program they may register for.</p> <p>St. Therese School is not offering COVID-19 screening testing, as the wait time for results, the limited information it would provide to the school, and the absence of dedicated nursing or health personnel pose challenges that outweigh potential advantages to our community.</p>	<p>We are allocating time and other resources to other measures that will better layer protection against COVID-19.</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><a href="#">Public health communication</a></p>	<p>All staff will be trained in the school's health and safety protocols and jointly develop lesson plans for instruction to students. This will occur in designated sessions during in-service week as well as designated faculty meetings.</p> <p>The school committee overseeing the implementation of the health and safety protocols consists of administration, operations staff, meals staff, and any staff or parent/caregiver who chooses to join.</p> <p>In the event of potential exposure at school, the principal</p>	<p>Communication methods are responsive to the needs and desires of staff and parents/caregivers. Communication is timely, consistent, and given in a variety of formats and languages.</p>
<p><a href="#">Isolation:</a> 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 <a href="#">OAR 581-022-2220</a>.</p>	<p>Students and staff who report or develop symptoms will be isolated in the health room, located across from the main office. There is adequate space for supervision, and the student can be easily monitored from the office.</p> <p>If more than one person needs to isolate, the principal's office, conference room, and computer lab can be used as isolation areas. The rooms will be cleared and a laminated sign always available on the door will be turned to alert others that they should not enter the space. If absolutely necessary, students may be monitored outside.</p>	<p>Isolation spaces provide privacy to those who need to access it, while also allowing for necessary care to be given in a safe and timely manner. Phone calls home to parents/guardians will be done in a confidential manner, and only those who need to know about it will be notified.</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. (<a href="#">OAR 333-019-0010</a>)</p>	<p>Administrators will continue to work closely with MCHA regarding instances of exclusion and potential or confirmed exposure, following their guidance and communicating updates to the guidance throughout the school year. As of August 20, 2021, this guidance states:</p> <ul style="list-style-type: none"> <li>- Individual with any one primary COVID symptom (cough, temperature of 100.4 F or higher, chills, shortness of breath, difficulty breathing, new loss of taste or smell) or with diarrhea or vomiting within the past 24 hours will be excluded from school and asked to monitor symptoms. If symptoms do not improve after one day, individuals may be excluded for 14 days or required to get a viral COVID</li> </ul>	<p>In conjunction with MCHA, St. Therese School balances consistent and clear communication, prioritization of keeping students in school, and individualized response to exposure situations.</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.

St. Therese School cannot offer Comprehensive Distance Learning for children with disabilities, due to limitations in staffing and systems.

Appropriate accommodations for children with disabilities with respect to health and safety protocols include:

- Allowing and providing face shields in lieu of face coverings for students with a physician's note confirming the need based on a preexisting medical condition.
- Additional layers of protection for students receiving tutoring or other interventions that cannot effectively maintain physical distancing, such as plexiglass barriers and increased handwashing.
- Consult with parents, caregivers, and support staff to review individual needs and additional resources, as needed.

## 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: August 22, 2021