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Holy Cross Catholic School

**Updated: March 17,
2022**

**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: Holy Cross Catholic School

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

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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 ARPESSER 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?
<p>Devote time for students and staff to connect and build relationships</p>	<p>Relationships continue to be central to the Holy Cross community. Relationships and community are strengthened through small class sizes that include instructional strategies like beginning and end of class check-ins (for Middle School) and beginning and end of day check-ins (for primary grades); and through direct support by all school staff, including the learning support coordinator. Outside support has been contracted with to provide specific social emotional support in March-May to students in grades 6 – 7. Finally, a contract has been established with Northwest Catholic Counseling to provide 1:1 support for students with greater needs.</p>	<p>Ensuring every student has a variety of adults and peers with whom they may build relationships builds inclusion and belonging, which in turn break down barriers to learning and development.</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>Teachers will be provided time to meet regularly in grade bands to process and support the needs of students' transition back to school, the loss students have experienced, the capacities students have built, and the measures in place to ensure safety and health. In addition to class time, students with greater emotional and/or mental health needs will have access to a licensed clinical therapist to process their experiences.</p>	<p>Taking a cross-grade approach to processing experiences, rather than limiting this work to one grade level, will provide students with diverse approaches and opportunities.</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>In terms of physical health, students have two recesses daily and Physical Education classes twice a week.</p> <p>In terms of culturally relevant mental health services and supports, Holy Cross Catholic School has contracted with Northwest Catholic Counseling, specifically the Levantar Program, to provide culturally supportive 1:1 counseling to students with the greatest needs. All communications, including referrals to programs in the community, are sent out in English and Spanish.</p>	<p>When students and parents/caretakers can learn from and work with people who look like them and share some of their lived experiences, they face fewer barriers to asking questions and building capacities around health and mental health.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>Within the first month of school, the teachers will work with students in understanding and defining their own emotional state and support them in communicating these needs to their peers, as needed.</p> <p>The school has contracted with a person who will work with students in grades 6-7 in March-May. Part of the program will be empowering students to understand their own needs and in being a resource/support for others.</p>	<p>Our mission statement includes challenging and supporting our students regarding the responsibilities of faith and citizenship. Empowering and educating young people to be Christ to others is critical. Fostering student-led initiatives on wellbeing and mental health gives students the tools and the confidence necessary to use their voice to break down barriers for themselves and for others.</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: _____

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 with: Multnomah County Public Health Greg Belisle Multnomah County Emergency Operations School Liaison Email: eoc.liaisonschools@multco.us 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: <https://www.holycrosspdx.org/school/get-ready-for-school/>

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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 able.</p>	<p>As of August 21, 2021, 98% of the faculty and staff are fully vaccinated. All volunteers will be required to be fully vaccinated before working with students (2+ weeks after second shot).</p> <p>The school will work in partnership with school parents to determine vaccination rate of eligible students. Parents will be asked to voluntarily share the vaccination status of students to support the school regarding potential quarantining of students.</p> <p>Holy Cross hosted vaccination clinics in July and August.</p>	<p>Encouraging parents/caretakers to get vaccinated and to get their children vaccinated has been an important element of Safe Return policies. Equitable access has been built through hosting vaccination clinics and regular communication in English and Spanish shared with parents, including information from the Oregon Health Authority, regarding the importance of receiving the vaccine.</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>Holy Cross continues to encourage the use of face coverings. The week of March 14, 2022, face coverings were welcomed, but not required outside. The transition to inside will take place after spring break. On March 29, 2022, face coverings will be welcomed, but not required both inside and outside the school building. The transition plan was communicated to parents in the weekly newsletter.</p> <p>Staff supported the transition plan by having discussions with students as to why students/families may want to continue to wear face coverings and why students/families may not want to wear face coverings. Respect for family choice was emphasized.</p> <p>PreK students are still required to wear face coverings as many of these students are not eligible for the vaccine. The Early Learning Division continues to “strongly recommend” the use of face coverings for these children.</p>	<p>The transition plan regarding the use of face coverings was communicated in English and Spanish to all shareholders on March 10, 2022.</p> <p>A School Plan for 2021-2022 which outlines the health and safety protocols was emailed to parents on August 16, 2021 and is also linked on the school website. The principal reviewed the requirement to wear face coverings during the August 17, 2021 Parent Meetings. A meeting was held in English and a separate meeting was held with a Spanish translator present. Parents/ caregivers received links to the recordings of these meetings: English: https://www.youtube.com/watch?v=we4Dq5icctY Spanish: https://www.youtube.com/watch?v=O_kpoN8hc9A</p>

<p><u>Physical distancing and cohorting</u></p>	<p>Each class/cohort continue to primarily remain separated from other classes and cohorts. Students sit at least 3 feet apart during classes. Students eat outside at assigned spaces, when the weather allows. If a class needs to eat inside because of weather, staff will read aloud to the students and/or share a video to minimize talking.</p>	<p>A School Plan for 2021-2022 which outlines the health and safety protocols was emailed to parents on August 16, 2021 and is also linked on the school website. The principal reviewed physical distancing and cohorting protocols during the August 17, 2021 Parent Meetings. A meeting was held in English and a separate meeting was held with a Spanish translator. Parents/ caregivers received links to the recordings of these meetings (links above).</p> <p>Faculty and staff positively reinforce physical distancing and explain cohorting to students. Positive reinforcement of physical distancing creates a culture of collective efficacy.</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	<p>All but two of the school's classrooms have a ventilator and an exhaust fan system. In addition to open windows, this ventilator system keeps the air quality in the classrooms regularly circulated with outside air. Last spring (after the return of students), the air quality was checked regularly in the classrooms. The air quality continues to be monitored throughout the school year.</p> <p>Two classrooms (Middle School Math and Title I) do not have the same ventilation systems. Air filtration systems have been purchased for these classrooms and the air quality will continue to be monitored.</p>	<p>Every classroom and office has its own thermostat and ventilation unit, ensuring equitable access to clean air and comfortable temperatures.</p>
Handwashing and respiratory etiquette	<p>Students are instructed daily and reminded regularly of hand hygiene and respiratory etiquette.</p> <p>Students will hand sanitize before and after each recess and lunch. Hand sanitize stations are at each classroom.</p> <p>Routines are in place for hand sanitizing upon entering the building and classrooms, after eating, after using shared equipment, and as needed throughout the day.</p>	<p>Positive reinforcement of proper handwashing and respiratory etiquette creates a culture of collective efficacy and helps students and staff feel in control of their health and safety.</p> <p>Hand sanitizer with at least 60% alcohol is stationed throughout the building and on the playground, ensuring equitable access for all students and staff.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Free, on-site COVID-19 diagnostic testing</p>	<p>Holy Cross Catholic School offers test to stay enhanced exposure testing with the Abbott BinaxNow tests and at-home iHealth COVID-19 rapid antigen tests.</p> <p>Students and staff can self-administer a free, on-site COVID-19 BinaxNow antigen test if they exhibit primary COVID-19 symptoms, if the individuals are at increased risk of severe illness and have been exposed to a confirmed COVID-19 case in an indoor K-12 setting, if the individuals are in the cohort of the exposed individual with increased risk, or as an outbreak response.</p> <p>Parental permission must be on file for students to self-administer the test, with adult supervision.</p> <p>This test can be taken before leaving school with symptoms; a negative test does not mean the individual can stay at school while ill.</p> <p>Using iHealth COVID-19 tests, at home tests are sent home for eligible exposed students.</p>	<p>Every student's parent/caregivers will receive another copy of the testing consent form in September at Supplies Day and Back to School Night. This consent form will also be emailed to families.</p> <p>Information regarding the BinaxNow was included in the School Plan for 2021-2022. The principal reviewed free, on-site COVID-19 diagnostic testing during the August 17, 2021 Parent Meetings. Parents/ caregivers received recordings of the meetings (links previously shared).</p>

<p>COVID-19 screening testing</p>	<p>Faculty and staff received information about an optional, free weekly screening program they may register for.</p> <p>Holy Cross Catholic 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 mitigation safety protocols to protect against COVID-19.</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>	<p>Updates to the health and safety protocols continue to be reviewed with staff on a regular basis.</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, and any staff or parent/caregiver who chooses to join.</p> <p>In the event of a positive COVID case in the school community, the school notifies families by email.</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>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>Students and staff who report or develop symptoms will be isolated in a room by the school office, with adequate space and staff supervision and symptom monitoring until they are able to go home. The room provides adequate space for one ill person to isolate. If more than one person needs to isolate, the principal's office will be used and/or the students will be monitored outside.</p> <p>The school secretary or other personnel will monitor students from the hallway.</p>	<p>The isolation space provides privacy and dignity to ill students and staff while also being easily monitored and adequately cared for while they wait to go home.</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 with a confirmed COVID-19 case.</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.</p> <ul style="list-style-type: none"> - Individual with any one primary COVID symptom (cough, temperature of 100.4 or higher, chills, shortness of breath, difficulty breathing, new loss of taste or smell) or with diarrhea or vomiting within the the past 24 hours will be excluded from school until 24 hours after fever is resolved, without fever reducing medicine, and other symptoms are improving. - Individual with two or more primary symptoms will be excluded for five days and until 24 hours after fever is resolved, without fever reducing medicine, and other symptoms are improving. - Individuals who have a positive COVID-19 viral test will be excluded for five days after symptom on-set and until 24 hours after fever is resolved, without fever reducing medicine, and other symptoms are improving. If no COVID-19 symptoms are present, then they are excluded for five days after positive test. 	<p>In conjunction with MCHA, Holy Cross Catholic School balances consistent and clear communication, prioritization of keeping students in school, and assessment of individualized exposure situations to provide an informed and up to date response.</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.

Holy Cross Catholic School cannot offer Comprehensive Distance Learning for children with disabilities, due to limitations in staffing and systems that preclude equitable instruction, communication, and access to meals.

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: March 17, 2022