



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/22/2020

Under ODE’s [Ready Schools, Safe Learners](#) guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners](#) guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Franciscan Montessori Earth School ("FMES")
Key Contact Person for this Plan	Sister Therese Gutting
Phone Number of this Person	503.760.8220
Email Address of this Person	SisterThereseGutting@fmes.org
Sectors and position titles of those who informed the plan (<i>*denotes parent volunteers</i>)	A Task Force was formed of 25+ parents and staff with expertise in health and safety. Parents with occupations in medicine, education, architecture, etc., were identified as Task Force Leads to prepare plans for their assigned sections. Leads included: -Sister Therese Gutting, Head of School -Carrie Crimin, RN, L.Ac (Public Health Protocols)* -Tonie Esteban, Architect (Facilities & School Operations)* -Jay Slesman, MD (Response to Outbreak)* -Blair Thomas, Teacher (Family & Community Engagement)* -Loretta Cone, Clinical Social Worker (Mental, Social, & Emotional Health)* -Claudette Jacobsen (Staffing & Personnel)* -Amy Olivares, Compliance*
Local public health office(s) or officer(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sister Therese Gutting
Intended Effective Dates for this Plan	September 2020 and until further notice
ESD Region	Multnomah ESD (Private)

¹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

² For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

- Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

The success of FMES in offering a **Remarkably Different Education Experience** is due to its families and staff—our Montessori community. During the COVID-19 pandemic, our community has come together to offer their expertise, time and feedback to help prepare for the 2020-21 school year. The Head of School leads the efforts and continues to reach out to our community to address any questions or concerns. This Operational Blueprint for School Reentry Plan (“OBR”) is a compilation of our goals, outcomes and actions to support our families and staff with academic, emotional and social guidance while maintaining the health and safety of our community. These are unprecedented times, so we will continue to reach out to our Montessori community to ensure we continue to provide a **Remarkably Different Education Experience**.

- Indicate which instructional model will be used.

Select One:

- On-Site Learning
 Hybrid Learning
 Comprehensive Distance Learning

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.
Not applicable. Instruction will be provided through a hybrid model.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.
Not applicable. Instruction will be provided through a hybrid model.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the Ready Schools, Safe Learners guidance.
Not applicable. Instruction will be provided through a hybrid model.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan	Action(s):
<p><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</p> <p><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</p>	<p><u>Goal(s):</u> Construct a plan that provides guidelines and safety measures to allow FMES to remain transparent with the process of implementing guidelines set by the Oregon Department of Education ("ODE") and state/local health authorities.</p> <p>Prevent the spread of the COVID-19 virus by utilizing safety measures outlined in the Communicable Disease Management Plan.</p> <p><u>Outcome(s):</u> Physical Distancing Hand Hygiene Cohorting Protective Equipment Environmental cleaning and disinfection Isolation and clear "return to school" plan for illness Create plan that addresses physical distancing, hand hygiene, Cohorting, protective equipment and use, environmental cleaning and use and isolation.</p>	<p>Adapt <i>Communicable Disease Management Plan</i> provided by Multnomah Education Service District (MESD) to FMES in effort to reduce risk of disease transmission.</p> <p>Physical Distancing: See section 1c. To design individual classrooms/learning environments.</p> <p>Frequent Hand Hygiene: Have hand sanitizing foam at entry of each room/exterior door/each room students will be using. Perform hand hygiene (Use soap and water for at least 20 seconds or use hand sanitizer made with at least 60-95% alcohol) upon arrival/dismissal, before and after eating, after using the restroom, upon entry/ exit of other spaces (e.g., gym, library, atrium) the building/outdoors. (See hand hygiene guidance as outlined in MESD Communicable Disease Management Plan).</p> <p>Cohorting: (1) Consider possible rotation scenarios in advance so rapid response can be implemented as COVID-19 situation changes. (2) See section 1d when developing Cohorts. (3) Maintain documentation of Cohorts so any needed contact tracing can be performed as needed.</p> <p>Protective Equipment: (1) Provide education on face coverings/washing/donning/doffing to students and staff. (2) See requirements for face coverings in section 1h. If physical distancing of 6 feet or more cannot be maintained utilizing face shields/masks and glasses/goggles must be utilized.</p> <p>Environmental Cleaning and Disinfection: (1) Have sanitation supplies in each classroom/gym, library, and at each exterior door along with a cleaning schedule designed for use of each educational space/restroom. (2) Develop cleaning schedule and documentation for all shared surfaces/areas. (3) Extra resources and cleaning support needed for the restroom spaces and any shared spaces (common doors, water fountains, staff room, walls). Ideally, this is completed mid-day and at the end of each day.</p> <p>Isolation: See section 1i.</p>

- Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, offices, restrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners**

Goal(s):
 Team is able to address issues and find solutions for challenges that present

Staff is confident in safety measures presented through training.

Plan and logs are able to easily provide data to the LPHA if any confirmed cases of COVID-19 occur.

School is able to maintain a cleaning schedule that allows for a systematic disinfection.

Logbooks are clear and system (e.g., Transparent Classroom) is in place to be able to track illness.

Clear protocol in place to easily screen staff and students for symptoms

Clear protocol to isolate or quarantine any ill or exposed students or staff.

All students/staff exposed or under investigation are able to have privacy maintained as well as important information shared on a case-by-case basis to protect and inform the greater community of potential cases.

Log system contains necessary information.

Log system contains information necessary for LPHA needs.

Design potential outbreak protocols to comply with federal, state and LPHA guidance.

Outcome(s):
 Clear and consistent plan is in place to maintain safety for students and staff members.

- LPHA
- Carrie Crimin, RN
- Brigitte Nixon, MD
- Edith Johnson, RN
- Sally Hoising, RN
- Tori Hudson, ND

Resources used to inform the plan, include:

- U.S. Centers for Disease Control & Prevention ("CDC")
- Oregon Health Authority ("OHA")
- Oregon Department of Education ("ODE")
- American Academy of Pediatrics ("AAP")

Action(s):
 Enforcement of physical distancing requirements consistent with OBR and other guidance shall be led by the Head of School with support from lead staff from Children's House ("CH"), Lower Elementary ("LE"), Upper Elementary ("UE"), Middle School ("MS") and all other support staff, including but not limited to School Nurse and facilities.

Provide staff, families and Cohort training on plan/procedures. Provide clear plan on communicating updates regarding [Ready Schools, Safe Learners](#) guidance (e.g., via email, weekly meetings).

Provide instruction to families to encourage reporting any COVID-19 cases to identified personnel at school. School will inform LPHA of reported confirmed cases as appropriate. School will provide LPHA with any additional information for contact tracing as needed.

Lead Guides will coordinate with classroom assistants to develop cleaning plan for their unique classroom environment. Administration will identify staff to lead cleaning plan of other "shared" learning spaces (e.g., gym, library, science room, gathering room, etc.). Administration will work with facilities' staff to lead cleaning of restrooms.

Each classroom, activity area, and restroom, will be supplied with their own set of cleaning supplies, checklist and log to document cleaning.

Supplies will be sourced and stored to prevent shortages.

School will utilize and provide attendance logs, arrival/departure logs and logs of student use and movement in other classroom/school areas to LPHA for contact tracing in the event of an illness cluster or outbreak, as defined by LPHA.

All attendance, arrival/departure, classroom schedule and cleaning logs will be collected at the end of each Cohort cycle and kept centrally for school administration to provide to LPHA in the event of any known exposure cases/clusters/outbreaks. All reportable exposure/clusters/outbreaks will be communicated to LPHA by the end of business day.

Screening: See section 1f.

Isolation: See section 1i.

Identified/hired School Nurse to coordinate with FMES Outbreak Response Team and Administration to develop a log system.

See section 3 for Response to Outbreak protocols.

<p>guidance), the daily log may be maintained for the cohort.</p> <ul style="list-style-type: none"> • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <p><input type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</p> <p><input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</p> <p><input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</p> <p><input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	<p>The plan is clear and staff is in accordance with measures presented.</p> <p>Families feel safe to report to the school and that their privacy is protected with no punitive measures if they or their child contracts COVID-19.</p> <p>Cleaning supplies approved (for school use) by the U.S. Environmental Protection Agency ("EPA") are readily available and there is adequate staff to maintain cleaning of classrooms, halls, restrooms, shared rooms and high traffic areas.</p> <p>System runs smoothly and clear communication with LPHA is possible.</p> <p>Detailed protocol for screening provided to staff as well as instruction on how to complete screening.</p> <p>Detailed protocol in place as well as resources to be able to execute the protocol.</p> <p>Well developed protocol allows for privacy, follow up and thoughtful consideration of equity.</p> <p>Log system developed and implemented.</p> <p>Developed log system has all components necessary for the compilation of important data</p>	
---	--	--

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan	
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	<p><u>Goal(s):</u> Each staff/student/family is able to self identify as either a vulnerable student or family.</p> <p><u>Outcome(s):</u> Each student and staff member is able to self identify as vulnerable or living in a vulnerable household and if they do so are able to continue to receive high level academic instruction and job security.</p>	<p><u>Action(s):</u> Provide equitable options for families struggling with a vulnerable student or family member.</p>
<p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. <input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. 	<p><u>Goal(s):</u> Identify medically complex, medically fragile or nursing dependent students in our student population.</p> <p>Individual student needs are met.</p> <p><u>Outcome(s):</u> System in place to allow for self identification; ongoing contact with staff, student, or family and needed support during that time provided.</p>	<p><u>Action(s):</u> Staff: This includes ancillary staff as well as full time staff. If staff member has self identified as vulnerable or living in a vulnerable household consider reallocation of staff to online instructional support for appropriate age group (CH, LE, UE, MS), work tasks that do not require in person contact or allow them to take leave options. Staff that are 70 years of age and older are considered high risk. Please consider allowing them to teach online or via video distance learning.</p> <p>Students:</p> <ul style="list-style-type: none"> • All students considered to be or who have been identified as vulnerable (medically complex, medically fragile or nursing dependent through a physician or parent/guardian notification) or are living in a vulnerable household, will utilize the online schooling option. They will have a daily check-in with their classroom teacher/assistant and a minimum of 3 lessons a week. • Must consider that equity and various household needs will play a large role in this. Definition of vulnerable household (what is the line for the school) • Determine how many children would need an accommodation • Determine the schools criteria for vulnerable household • Determine if designated staff is needed for this group of students/vulnerable families • Any items needed for projects/expanded learning that are able to be provided by the school will be available for pick up by parent/caregiver • Staff to implement with intention plan developed by family and community engagement task force to keep child connected and involved in classroom • Students who experience disability or language services will continue to receive specially designed instruction via online platform • Behavioral health/mental health support will be offered online at set weekly office hours • School Nurse/school health personnel will be kept up to date on the status of vulnerable child and household via a weekly check in with child/parent via email or phone.

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>Visitors/Volunteers Visitors/Volunteers will be unable to visit or work in the school, classrooms or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>If parent volunteers are utilized consider quarterly volunteers as well as Cohort specific.</p> <p>See section1b regarding individual student needs.</p>	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. 	<p><u>Goal(s):</u> Adequate space allotted for each student’s safety.</p> <p>Implement a workable and feasible plan to allow for 6 feet between students with ease.</p> <p>Maintain highly visible markings and spacing for children/staff to be able to maintain physical distancing with ease.</p> <p>Maximum amount of students on campus to eliminate the need for hybrid program while at the same time, maintain the physical distancing requirements for safety and hygiene.</p>	<p><u>Action(s):</u></p> <ol style="list-style-type: none"> 1. Utilize extra rooms that are available secondary to decreased enrollment and decreased services (approximately 11 extra rooms). 2. Remove extra furniture to make more room. 3. Rearrange rooms (seating and lesson stations). 4. Assign seating to maximize physical distancing and minimize physical interaction. 5. Remove fabric covered furniture. 6. Increase number of exits and entrances for pick up and drop off. These will be stationed and monitored by staff. These will be locked during the school day. 7. Clearly mark recommended directions of movement per class level (UE, LE, CH) for drop off/pick up, movement to other areas of the school including gym, restroom, library, Atrium, other

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Each student and family feels like a valuable member of the FMES community.</p> <p><u>Outcome(s):</u> Utilize extra rooms as well as outdoor space to allow for 35 square feet per student.</p> <p>Utilize extra rooms as well as outdoor space to allow for 35 square feet per student. Explore availability and cost of outdoor tents and heaters to maximize campus space.</p> <p>See section 1f.</p> <p>Use/maximize outside space to fullest capacity within the tenants of the FMES foundation.</p> <p>Staff will understand that students will need reminders and education repeatedly. Support staff in this process.</p>	<p>special areas. Dots of specific colors for each level or each classroom.</p> <ol style="list-style-type: none"> 8. Utilize outdoor spaces for work completion, weather permitting (8-10 picnic tables are available to be split between UE and LE). Tents: 10x10: \$150, 10x20 or 20x40: \$300. (4 tables of 4 children each) 9. Stagger classes for drop off and pick up, as well as on-site vs. virtual instruction. Potentially begin drop off earlier. Beginning at 0800. CH and LE: 0800-0815. UE and MS: 0815-0830 10. Cancel all extracurricular activities such as chess club, choir, sports, etc. 11. Cancel all before school and after school care. 12. Atrium: Staff to rotate into Cohort classrooms or students in each Cohort go to Atrium room or evaluate conducting lesson online only, whichever is preferred. <p>Sample Rotation Schedule: Rotate 2 weeks on campus, 1 week online or outdoor school. See below sample rotation schedule. Click on levels to see floor plans.</p> <p><u>CH (ages 3-6):</u> There are three classes with 20 children per class. Each class will be split in half to support physical distancing, and each half will represent one Cohort. There will be a guide and a guide or assistant per class (for a total of two per class). One guide or assistant will be assigned to each Cohort. The classes may be staggered for instruction. Week 1 will be two classes (Redwood and Juniper) on site and one class virtual (Larch) to maximize the distance between on site classes. Week 2 will be one class on site (Larch) and two classes virtual (Redwood and Juniper). This may alternate throughout the year.</p> <p><u>LE (grades 1-3):</u> There are three classes with 25 children per class. Each class will be split in half to support physical distancing and each half will represent one Cohort. There will be a guide and an assistant for each class (for a total of two per class). One guide or assistant will be assigned to each Cohort. The classes may be staggered for instruction. Week one will be one class on site (Spruce) and two classes virtual (Pine and Alder). Week 2 will be two classes on site (Pine and Alder) and one class virtual (Spruce). This may alternate throughout the year.</p> <p><u>UE (grades 4-6):</u> There are three classes with 28 children per class. Each class will be split in half to support physical distancing and each half will represent one Cohort. There will be a guide and assistant for each class (for a total of two per class). One guide or assistant will be assigned to each Cohort. The classes may be staggered for instruction. Week 1 will be one class on site (Maple) and two classes virtual (Oak and Willow). Week 2 will be two classes on site (Oak and Willow) and one class virtual (Maple). This may alternate throughout the year.</p> <p><u>MS (grades 7 and 8):</u></p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
		<p>There are a total of 57-58 students and five available rooms. There are 5 Guides for the MS. Each guide will have one Cohort of approximately 12 students. The students will be staggered for instruction. Week 1 will be half the students on site and half the students with virtual instruction. Movement between rooms will be decreased with an emphasis on movement of Guides instead of movement of students.</p> <p>Additional considerations: Foreign language (Spanish or German) and atrium will be taught within each classroom (to include extra classroom or space being utilized by each class/Cohort). The instruction will be staggered per Cohort per class per level throughout the week. Staff may also consider remote learning to minimize management of movement.</p> <p>PE instruction: schedule PE classes in the gymnasium, outside, or in classrooms with Cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces or equipment.</p> <p>Music lessons: schedule music lessons in an extra room (Gathering Room) and allow enough time between students to thoroughly sanitize piano (or other shared instruments). Maximize distance between student and music teacher.</p> <p>Counseling services: stagger appointments to allow for extra sanitization between students in a designated office. Maintain at least 6 feet distance between students. Also, provide an option for virtual appointments.</p> <p>Special education services will be planned and provided by the special education instructor in a designated area. Maintain at least 6 feet distance during instruction.</p> <p>Available extra rooms: UE: Walnut room, potentially staff room, prayer room and atrium. LE: Hawthorne room, MA2, Science and Art. CH: MA1, Fir Room, Gathering Room.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <p><input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple</p>	<p><u>Goal(s):</u> The maximum number of students and staff will be on campus while maintaining appropriate physical distancing.</p> <p>Clear system of documentation of attendance, arrival/departure will be established.</p> <p>Cohorting will be rotated in such a way to maximize time and space to allow for appropriate disinfection processes. All Gender/Gender-neutral restrooms will be identified.</p>	<p><u>Action(s):</u> Children’s House Cohort: Grade level Cohort maintained throughout the year with 10 children per Cohort, 2 Cohorts per classroom, 3 classrooms total.</p> <p>LE Cohort: Grade level Cohort maintained throughout the year with 12-13 kids per Cohort, 2 Cohorts per classroom, 3 classrooms total.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Clearly defined cleaning disinfection system and schedule will be established. Adequate cleaning supplies will be provided to each learning area. Clear documentation system will be developed to ensure appropriate disinfection is taking place.</p> <p>Cohorts will be designed to maximize access to general education, grade level learning standards and access to peer groups.</p> <p>Appropriate hand hygiene (as defined by CDC) will be maintained by staff throughout the day and interacting with multiple stable Cohorts.</p> <p><u>Outcome(s):</u> Use of alternate learning areas will be utilized to support Cohort rotation decreasing the spread of disease.</p> <p>When contact tracing is needed, all information for affected students and staff will be readily available.</p> <p>Students will rotate effectively/ safely within Cohort rotation.</p> <p>All areas students/ staff occupy will be cleaned/disinfected to reduce transmission of COVID-19.</p> <p>Students' access to instruction appropriate to academic level and peer groups will be minimally impacted. Students will not be placed into Cohort groups based on any demographic or disability criteria (e.g. students with complex medical needs, students with IEPs, students receiving language services, etc.).</p> <p>Risk for disease transmission is reduced through proper hand hygiene.</p>	<p>UE Cohort: Grade level Cohort maintained throughout the year with 14 kids per Cohort, 2 Cohorts per classroom, 3 classrooms total MS Cohort: MS Cohort maintained throughout the year with approximately 12 kids per Cohort, 5 Cohorts total.</p> <p>Cohorts will be used to separate children for PE, Foreign Language, Art and Atrium. Strongly consider friend groups to build Cohorts. Build Cohorts based on this. Discuss with parents and Guides. Potentially switch Cohorts after Winter break and Spring break.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <p><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p><u>Goal(s):</u> Staff informed of plan prior to start of school year to allow time for adjusting to multiple changes.</p> <p>Families and staff receive clear and timely communication regarding potential outbreaks and school management protocols.</p> <p>Maintain open communication as well as protecting staff/student/family confidentiality.</p> <p>All written documentation available in language necessary for family needs.</p> <p><u>Outcome(s):</u> See sections: 1a, 1f, and 1i.</p>	<p><u>Action(s):</u> Health screening protocol at beginning of day, contact tracing plan, how classrooms/building is being cleaned, and what to do when a child complains of illness during the day.</p> <p>If child complains of illness during school hours, child is to go to School Nurse/school health personnel. Assessment performed and documented in correct log. Student stays in isolated area with School Nurse/staff until school day is completed or parent comes to pick child up. Continued updates to staff and parents regarding workflow and changes provided via email or other preferred communication methods.</p> <p>Communication/letter to be drafted after all the protocols are in place. Staff and families should be able to access this information at any time. Paper copy within School Policy book, pdf link on RenWeb as well as simple one-page sheets highlighting the COVID-19 policies for the community to have.</p> <p>Reach out to family to see how we can support them with a positive test result.</p> <p>Communication with families/staff when we have a confirmed case or possible exposure at the school: Student/family privacy is an important consideration. Cohort to be alerted and quarantined at home for 14-day incubation period to follow CDC quarantine guidelines, if necessary. Online platform to be used during this time for this Cohort. Follow CDC guidelines for returning to school.</p> <p>Identify alternate language requirements (e.g., Spanish).</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new 	<p><u>Goal(s):</u> Parents and staff understand when to stay at home and self-isolate.</p> <p>Streamlined screening process allows for pertinent information gathering prior to student or staff entering building.</p> <p>Educate staff and families in clear guidelines to Stay home/Report/Test.</p> <p><u>Outcome(s):</u> Resources, information and education will be provided to parents and staff so there is an understanding of when</p>	<p><u>Action(s):</u> Provide Ready Schools, Safe Learners guidance, section 1f, to all families and staff.</p> <p>Purchase temporal thermometers for all entry points. In car temporal temperature checks prior to drop off, by trained staff members. No one allowed in the school if temperature is greater than 100.4 degrees. Staff member will maintain a log of anyone who shows symptoms and advise anyone with a temperature to be sent home and follow CDC guidelines.</p> <p>Drop off schedule:</p> <p>Children's House: Entering via back gate, through courtyard and directly into rooms via each room door. Screened in</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.</p> <ul style="list-style-type: none"> In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or</p>	<p>to stay at home and self-isolate, seek medical care and/or quarantine in place.</p> <p>Use of logs or Chromebook program to gather information. Have trained staff gathering information and results. Ensure that trained staff understands how to interpret the data and how to act on that information.</p> <p>Provide clear guidelines in multiple formats to families regarding suggested guidelines.</p>	<p>car. One parent may walk in with their child. Greeted by guide or assistant.</p> <p>Lower Elementary: Entering from the field (new drive developed for this). Dropped at either a central door or whichever door is closest to their room. Screened in car. Greeted by guide or assistant.</p> <p>Upper Elementary: Enter via front door. Screened in car. Greeted by guide or assistant MS: Enter through back gate. Screened in car. Walk to Clare Hall. Greeted by Guides.</p> <p>Daily/weekly health assessment questions to be asked at drop off:</p> <ol style="list-style-type: none"> 1. Do you have a cough? 2. Do you have muscle pain? 3. Do you have a fever? 4. Do you have shortness of breath or difficulty breathing? 5. Do you have a sore throat? 6. Do you have a new loss of taste or smell? 7. Do you have any symptoms of digestive upset, diarrhea or nausea or vomiting? 8. Do you live with someone in your household who has any of the above symptoms? 9. Are you or anyone in your household pending test results for the COVID-19 virus? <p>Hand sanitizer to be used upon entry into school. All who enter the building will wear masks. Purchase / place hand sanitizer stations at all entries and exits. Purchase face masks and shields for all students and staff.</p> <ul style="list-style-type: none"> CH - enter through the back gate and enter rooms directly from courtyard. Consider markings 6 feet apart. Stand on a dot and only move forward when the dot in front of you is vacant. LE - No parents enter with children. Enter through doors off the field; consider markings 6 feet apart to guide children. Stand on a dot and only move forward when the dot in front of you is vacant. UE - no parents entering the building; enter through the front door and go into Upper L hallway; consider markings on the sidewalk and hall 6 feet apart. Stand on dot and only move forward when the dot in front of you is vacant. MS - no parents entering the building; enter through back gate; consider markings on the sidewalk 6 feet apart. Stand on dot and only move forward when the dot in front of you is vacant. All Staff to enter through doors by the main office and have their temperature checked. Students with medical reasons to enter through doors by the main office will have their temperature checked and will be escorted to their classroom by a staff member (ex: child that must have an epi pen or glucagon with them at all times).

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>		<ul style="list-style-type: none"> Students that are having a difficult morning with drop off or entering the school may also enter through the main door. Parent may escort them to the door and support them in that way. Staff member will greet them and take them to their classroom. <p><i>Upon Entering Classrooms:</i></p> <ul style="list-style-type: none"> Wash hands with soap and water upon entry. Ensure adequate cleaning supplies for this amount of handwashing/sanitizer in the classroom. Masks and face shield or masks and glasses/goggles for Guides/assistants- cleaned at end of each day; new mask daily. School provides face shields and masks for staff. Wash hands after each shared item is touched. Each classroom to establish flow for cleaning classroom supplies and materials. <p>Per state guidelines: If the student or any member of their family they live with has the following symptoms in the last 14 days, the child is to stay home.</p> <ul style="list-style-type: none"> Fever above 100.4 and/or chills New cough Shortness of breath Fatigue Muscle or body aches New loss of taste or smell Sore throat Diarrhea Has tested positive or is pending test results for COVID-19 virus. <p>Self-Reporting:</p> <ul style="list-style-type: none"> Families strongly encouraged to self-report to FMES Administration immediately and within 24 hours of a positive result. Cohort notified if necessary. Planned steps taken (dictated by Health Authority and results of contract tracing) <p>If positive: actions to be determined by contact tracing performed by the LPHA.</p> <p>If negative: remain home until 72 hours after fever is gone (without use of fever-reducing medication), and other symptoms are improving.</p> <p>Others reasons to stay home: New cough or nasal discharge that has worsened or is not well controlled.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p>	<p><u>Goal(s):</u> Essential visitors will be defined/assigned to Cohorts in order to maintain adequate adult/child ratios.</p> <p>Visitors will follow hand hygiene protocols.</p>	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> Only one Parent/Guardian of Children's House allowed in building for drop off and pick up. Must follow dots on floor for 6 ft. of physical distance

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines. <input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<p>All visitors will have adequate access to face coverings and will adhere to CDC/ OHA guidelines for donning and doffing.</p> <p>All essential visitors will be subject to screening process upon entry. Visitors who have symptoms or known contact with a COVID-19 case in last 14 days will be denied access to school campus and will follow CDC “return to work” guidelines.</p> <p><u>Outcome(s):</u> Visitors will follow all health and safety guidelines in order to reduce transmission of disease. Visitors will be provided training/education on hygiene practices, face mask/shield/goggles, physical distancing and environmental disinfecting.</p> <p>Hand hygiene protocols/ supplies will be readily available to reduce transmission of disease.</p> <p>Clear instruction will be provided to all visitors and proper use of face coverings will be utilized to reduce transmission of disease.</p> <p>Clear screening process will be implemented. Clear communication with visitors will be available around visitor policy. Visitor logs will be maintained with health screening information (temperature, health screening questions) and available for contact tracing use as needed.</p>	<ul style="list-style-type: none"> • All visitors must use hand sanitizer station located inside the front door upon entry and exit. • All visitors must wear masks while in the building. • Take forehead temperature of all who enter building. No one admitted if temperature is greater than 100.4 degrees. • No visitors allowed at this time (adding Cohorted parent volunteers discussed in section 1b). • Purchase and place hand sanitizing stations at entry and exit points. • Purchase face coverings to be provided to visitors as needed. • Purchase temporal thermometers for use on visitors at entry door.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.</p> <p><input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:</p> <p><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p>Protections under the ADA or IDEA</p> <p><input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; <p><input type="checkbox"/> For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction.</p> <p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what 	<p>Goal(s): See OHA/ODE Requirements.</p> <p>Outcome(s): See OHA/ODE Requirements.</p>	<p>Action(s):</p> <ul style="list-style-type: none"> • Purchase and provide all Guides and Assistants with face covering, face shield and glasses. Guides and Assistants to wear these items at all times in the classroom. • Purchase and provide all staff face covering. All staff to wear a face covering when within 6 feet of other people. They may also wear a face shield if they choose to. • Purchase and install a plastic barrier at the front desk. All items (tuition payments, notes, etc.) that need to be distributed to staff are to be placed in the locked box by the individual bringing it in. This box will be checked throughout the day by the Head of School. • Sick Room Staff to wear all necessary PPE when necessary. Purchase necessary items. • Address if all children will need to wear face masks and if that is a school requirement what the next step will be. Current mandate in Portland states that children between the ages of 2- 12 years of age are strongly encouraged to wear a mask in public spaces, however, it is not mandated as for adults. • ADA accommodations: Head of School will work directly with any staff members who require special accommodations to meet their particular needs.

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>was originally established in the student's plan.</p> <p>2. The team must determine that the disability is not prohibiting the student from meeting the requirement.</p> <ul style="list-style-type: none"> If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. <p>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p><input type="checkbox"/> Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>		

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. Consider required physical arrangements to reduce risk of disease transmission. Plan for the needs of generally well students who need 	<p><u>Goal(s):</u> Surveillance protocols are well established. Minimal disruption in flow of school day in drop off screening, illness that presents during the day or pick up.</p> <p>Workable protocol in place to manage sick children/staff at school</p> <p>Communicate clearly with parents school process for pick up in the case of illness at school</p> <p>Maintain focus group/task force for changing landscape of infectious disease</p> <p>Understand school's COVID-19 cases</p> <p><u>Outcome(s):</u> See section 1i as guidance for Actions.</p>	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> Students' temperatures will be taken when arriving at school by trained personnel in the car. If temperature is above 100.4 F during the school day, the student will be sent home as soon as parent/caregiver can arrive to pick them up (see next section for assessment and isolation plan) Students will be sent home if coughing or nasal drainage is persistent or worsening throughout the day. Students are to stay at home if coughing or digestive upset (diarrhea, vomiting, and nausea) are present and return only when symptoms are improved for a consistent 24 hours, if not related to COVID-19 symptoms. Students are to stay at home for 72 hours after fever (and remain fever free for that time without the use of fever-reducing

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>medication or routine treatment, as well as students who may show signs of illness.</p> <p><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. 	<p>Due to existing measures in place, illnesses at school are minimal and handled with little disruption.</p> <p>Plan and execute with staff and facilities proper PPE, designated space and plan for illness at school, containment, and transportation home.</p> <p>Hire School Nurse. Ensure task force/focus group has broad medical base to inform and respond to changing landscape.</p> <p>Develop thorough logs to gather data</p>	<p>medication). They may return after that time.</p> <ul style="list-style-type: none"> • Students are to stay home if a household family member has COVID-19 or is pending test results (excluding anti-body test). Student will attend class via online platform with their Cohort. The student will stay with their original Cohort and join them when they switch to online platform. • Daily temperature assessment • Focused health history to document symptoms if child comes to sick room. • Basic questionnaire to assess exposure and risk to be added if found necessary for catching any possible COVID-19 exposure. • Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school health personnel or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear N95 and face shield. • A designated primary isolation area will be used for students and staff who are symptomatic. Secondary isolation areas may be identified if/as needed. • Head of School will connect weekly with school nurse/school health personnel on updates with plan execution and isolation measures taken to that point. • Symptomatic students will remain at school until a designated adult can pick them up. Staff may leave as soon as possible or may stay in isolation area until picked up. • School nurse/school health provider will supervise students who are symptomatic, and will wear PPE (N95 mask, face shield or glasses/goggles, gown) • Student or staff with symptoms will wear a face mask • While exercising caution to maintain and ensure safety as appropriate when working with children exhibiting symptoms, it is also critical that any staff involved maintain sufficient composure and disposition so as not to unduly worry a student or family. Clear guidelines and next step measures are necessary to ensure proper follow up by family. • Staff will maintain student confidentiality as appropriate.

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>		<ul style="list-style-type: none"> • School nurse and ongoing task force will stay informed of changes and will be instrumental in keeping school up to date with the latest recommendations. <p>Logs/Monitoring Risk</p> <ul style="list-style-type: none"> • Logs must be maintained for every student who enters the health room, regardless of whether they are treated or sent home. • Logs will include: date, time, name and date of birth of student, reported symptoms/reason for health room visit and action taken. • School nurse/school health personnel will maintain two logs. One log for designated communicable disease surveillance and one log for routine health documentation • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. • Under no circumstances can staff or students return before: 14-calendar days after date of initial exposure. If symptomatic, staff or students may not return before 10-calendar days and until fever has resolved for 72 hours without the use of fever-reducing medication, whichever is greater.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Not Applicable. FMES is a private school.

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Not Applicable. FMES is a private school.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p><u>Goal(s):</u> Develop Cleaning procedures and schedule for the following items: Montessori Materials and student computers (Chromebooks). Cleaning procedures should include process for cleaning regularly for Chromebooks that go home every day.</p> <p>Develop safe distribution process (physical distancing) for Chromebooks to students (similar to process MS used). Develop schedule and location for distribution. The guidelines must also include computer accessories, replacement process if broken etc.</p> <p><u>Outcome(s):</u> Provide cleaning materials (wipes/sprays) for use by staff. Provide staff and student training. Distribute schedule and procedures for cleaning to all Cohort groups.</p> <p>Distribution completed safely. Designated storage areas created for surplus Chromebook storage/space for ongoing maintenance of Chromebooks etc. Process communicated for what to do if Chromebook needs technical updates.</p>	<p><u>Action(s):</u> Determine materials present in the classroom at the beginning of the school year.</p> <p>Distribute cleaning directions that stress uniformity to all Cohorts.</p> <p>Create a method to document cleaning activities, emphasizing clean/dirty status.</p> <p>Create checklist keyed to Cohort and classroom inventory.</p> <p>Create checklist keyed to students within the Cohort.</p> <p>Create means to track Clean/Dirty –In/Out – Working/Needs Attention status of all distributed items.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school 	<p><u>Goal(s):</u> Handwashing: Communicate the importance and proper procedure for handwashing for students and staff. Install equipment and supplies for handwashing/sanitizing.</p> <p>Equipment: Create and communicate protocol for sanitizing shared equipment.</p> <p>Events: Eliminate most events. Only allow for small group events that are outdoors and less than 25 participants.</p> <p>Transitions: Hallways and Transition spaces only to be used for entry/exit of building upon arrival and dismissal, essential travel to/from restrooms or essential areas. Limit # of persons in hallways/transition spaces to maintain physical distancing requirements. No large groups in hallways.</p> <p>Personal Property: Establish protocol for all personal materials, property that enters the school. Eliminate shared use of materials and any unnecessary materials/personal items.</p> <p><u>Outcome(s):</u> Handwashing: Signage - signs posted in restrooms, kitchen and classrooms that encourage handwashing and show proper process for</p>	<p><u>Action(s):</u> Handwashing Create plan that indicates location of handwashing signage - Cohorts, restrooms, hand sanitizer locations.</p> <p>Create and install signage</p> <p>Order and maintain adequate soap, hand sanitizer and paper towel supplies. Create schedule for replacement.</p> <p>Equipment Purchase and designate recess equipment for each Cohort.</p> <p>Provide cleaning supplies to each Cohort.</p> <p>Each Cohort to remove shared materials/equipment in each Cohort area/classroom. Any equipment/materials necessary for sharing will be cleaned after each use - Guides to create schedule.</p> <p>Guides create schedule for cleaning of tables and chairs and surfaces in each Cohort.</p> <p>Admin staff create schedule or regular / daily cleaning of all shared equipment (phones, copiers, printers etc.) in school admin offices etc.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>and use should be limited to the item owner.</p>	<p>handwashing. Encourage students to design their own signs. All reusable hand towels eliminated. Use disposable paper towels only. Hand Sanitizing Dispensers: Install touchless hand sanitizer stations (refillable) at the reception, classrooms, gym, admin offices, nurse's office, and other areas where appropriate.</p> <p>Equipment: Staff has created schedule for cleaning shared equipment including PE Equipment, Janitorial Equipment, and Gardening Equipment. No check out of PE equipment for recess. Each Cohorts has their own recess equipment. Staff has categorizes equipment by frequency of use - eliminate equipment not required. Staff has evaluated cleaning materials/solutions used are recommended by CDC. Each Cohort given cleaning supplies. Schedule and process developed for the frequent cleaning of tables and chairs - clean parts touched. Time given to staff to develop schedule and protocol in each Cohort.</p> <p>Events: FMES has cancelled all events, assemblies, field trips, parent and teacher gatherings greater than 25. Protocol communicated to all student, staff and parent groups.</p> <p>Transitions: Install directional signage to encourage occupants to maintain physical distancing - especially at restrooms and hallway intersections. Laminate arrow signs for walls and floors. Restrooms: Stalls are designated by classroom. Blocked off (with caution tape) some stalls/urinals to ensure physical distance. Signs outside the restroom to monitor # of students in the classroom. Marks on ground for line to restrooms. Restroom attendants to monitor # of students - (can this be done with parents fair share hours? Install touchless soap and towel dispensers so less students touch surfaces. Consider pros and cons of doors remaining in open position. Eliminated use of all drinking fountains - rope off with tape and signage "do not use"</p> <p>Personal Property: Personal cubbies created and maintained in classrooms where personal items are stored. Consider spreading these around the room to maintain physical distancing. Store personal materials in cubbies (pen/pencils), no shared materials. Water bottles, lunch boxes stored in classroom and go home every day for washing at home. No personal items left in classroom overnight. Only rain boots stored at school. Idea: Students make their own "overnight box"- make it fun! The assigned box (determine small size) will be located at their assigned "desk" area. This eliminates the need for communal supply area. Keep a change of clothes in their cubbies in classroom for younger kids.</p>	<p>Events Communicate to families, staff and students that all events are cancelled.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance).</p> <p><input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.</p> <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <p><input type="checkbox"/> Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<p><u>Goal(s):</u> Create a protocol for arrival and dismissal that allows the Cohorts to enter/exit while maintaining physical</p> <p>Create staggered arrival/dismissal process. Communicate the process to all families and staff.</p> <p>Establish and communicate entry/exit points for all Cohorts.</p> <p>Create sign-in/sign-out protocol for each Cohort. Create sign-in/out protocol at reception/main entry.</p> <p>Install hand sanitizer dispensers near all entry doors.</p> <p>Establish and communicate drop-off/pick-up process to caregivers that is as brief as possible</p> <p><u>Outcome(s):</u> Assigned separate entry/exit points per Cohort - see diagrams. Each FMES Classroom community is a separate "Cohort". Arrival/Dismissal doors to remain in open position (less touching of doors).</p> <p>Communicated and established staggered start and dismissal times to prevent large groups. Considered drive up drop off at lower elementary (back of building). This may require changes to the ground in this area, to establish direction of flow. Determined how separate exit/entry will affect safety - establish gate monitors. Developed and schedule staff/parents training and availability to do "gate duty".</p> <p>Assigned separate entry/exit points per Cohort - see diagrams. Communicated arrival/dismissal protocol to families. Protocol for Temperature/Visual Checks at entry - each Cohort has equipment for temperature checks, staff trained. Protocol for what to do with students with temperature established.</p> <p>Guides/Assistance have been trained on sign-in/out protocols. Protocols have been communicated to families and students.</p> <p>Install hand sanitizers at entry doors and at gym and kitchen areas.</p> <p>Communicated protocol for drop-off/pick up to caregivers. Created staggered pick up times and separate entrance so the drop-off/pick up is brief. Do not allow caregivers to enter the building to the greatest extent possible. This may not be possible for Children's House students.</p>	<p><u>Action(s):</u> Create Arrival/Dismissal schedule and protocol that separates each Cohort.</p> <p>Create & document a staggered (timed) schedule for arrival and dismissal separated by Cohort.</p> <p>Create arrival/dismissal map so that the school community knows which entry doors/gates are used for arrival/dismissal for each Cohort.</p> <p>Review Schedule with Staff/admin.</p> <p>Communicate Arrival/Dismissal Plan with families and students.</p> <p>Create and post signage for wayfinding (e.g., directional) at exit doors and along drop off path outside the building.</p> <p>Create and document sign-in/sign-out process (digital or paper) that includes no sharing of pens etc.</p> <p>Train the screeners and all staff with sign-in / sign-out protocol.</p> <p>Communicate sign-in/sign-out process with school families.</p> <p>Create a plan that indicates all locations of hand sanitizers.</p> <p>Order the hand sanitizers.</p> <p>Install hand sanitizers.</p> <p>Create schedule for maintenance/refilling.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p><input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p><u>Goal(s):</u> Re-arrange classroom seating so that physical distancing can be maintained. Consider creating outdoor learning areas.</p> <p>Eliminate shared materials in the classroom as much as possible. Create cleaning protocol for all materials/equipment.</p> <p>Communicate the importance and proper procedure for handwashing in the classroom for students Install equipment and supplies for handwashing/sanitizing</p> <p><u>Outcome(s):</u> Create areas in the classroom for individual workstations as well as areas with plexi dividers or without dividers and require masks in those group areas. Research other physical examples of teaching areas. Modeled daycare examples. Eliminated as much furniture/equipment so that open floor space is created (35 SF per student) - see diagrams. Create outdoor learning areas for each Cohort - under covered play, in outside areas directly outside their classrooms.</p> <p>Hand sanitizers in classrooms. Personal supplies in box. Establish robust cleaning criteria for any materials used by students in the classroom. Discuss kids cleaning duties - after each use student cleans their own area/materials.</p> <p>Signage - install signage in classrooms that encourage handwashing and show proper process for handwashing. Encourage students to design their own signs to supplement existing signage. All reusable hand towels eliminated from classrooms. Use disposable paper towels only.</p> <p>Hand Sanitizing Dispensers: Install touch-less hand sanitizer stations in the classroom. Verified that the sink and soap and towel dispenser is functioning properly in the classroom. Require that all students and staff wash hands upon entering the classroom (even after recess). Establish ways of making hand washing fun... stamp their hands and have them work at scrubbing stamp off to establish good hand washing... "not just rinse hands, but scrub them."</p>	<p><u>Action(s):</u> Inventory the desks in each classroom: individual, two seater, and four seater desks. Also, see what we have in storage for the time being. (We can use desks from unused classes this year too).</p> <p>Remove furniture, items to make room in each classroom for physical distancing. This may require finding secondary storage space somewhere else in the school</p> <p>Create protocol for student and teach seating so that expectations are understood and physical distancing is maintained throughout the school day.</p> <p>Consider the addition of plexi-glass barriers where 6' distancing cannot be maintained.</p> <p>Eliminate and remove shared materials or equipment in the classroom. Items that must be shared between students need to be cleaned before each use.</p> <p>Create and distribute Cleaning Routine (different instructions specific to different grade level) instruction placards as well as inventory and buy, as necessary, required cleaning materials for the first two weeks of school.</p> <p>Write and distribute handwashing and mask wearing protocols and develop some posters by children encouraging the practice (make it fun and uniform for all).</p> <p>Install handwashing signage in Cohort.</p> <p>Install Hand sanitizer dispensers - see section 2e.</p>

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p><u>Goal(s):</u> Close all playground areas. No use during or after school hours.</p> <p>Close all playground equipment.</p> <p>Establish play zones by Cohort. Do not allow mixing of Cohorts.</p> <p>Establish cleaning protocols for small play equipment.</p> <p>Establish play zones by Cohort. Do not allow mixing of Cohorts. Stagger outside play times by Cohort to prevent mixing.</p> <p>Each Cohort to have their own small play equipment.</p> <p><u>Goal(s):</u> Establish list of activities that allow for physical distancing.</p> <p>Establish cleaning protocols for small play equipment.</p> <p>Likely, no meal services to be provided. If meal service is provided, then provide individual lunches - no shared meals.</p> <p><u>Outcome(s):</u> Post signage and caution tape/barriers around all playground equipment. Communicate the staff and student that playground areas are off-limits.</p> <p>Communicate to students that all playground equipment is closed. For small play equipment (balls/ropes) - each Cohort has their own. Students wash hands after use on playground upon returning to the classroom.</p> <p>Communicate play zones by each Cohort. Provide signage or cones to designate specific areas for each Cohort.</p> <p>Cleaning protocols and schedule of small play equipment is established for each Cohort.</p> <p>Communicate play zones by each Cohort. Provide signage or cones to designate specific areas for each Cohort.</p> <p>Provide each Cohort with their own small play equipment (balls/ropes). Do not allow mixing.</p> <p>Each Cohort develop and communicate their own list of activities for recess that include physical distancing requirements. Integrated activities into gardening and PE curriculum.</p> <p>Cleaning protocols and schedule of small play equipment is established for each Cohort.</p>	<p><u>Action(s):</u> Communicate to neighborhood community that FMES playgrounds are closed to the public (email or mail).</p> <p>Post signage and caution tape/barriers around all playground equipment.</p> <p>Communicate to staff and students that playground areas are off-limits.</p> <p>Communicate to students that all playground equipment is closed.</p> <p>Lead Guides to create protocol for all students to wash hand upon entering the classroom (including after recess).</p> <p>For small play equipment (balls/ropes) - purchase enough for each Cohort to have their own.</p> <p>Label all equipment by Cohort.</p> <p>Staff/Leads to communicate to students that all equipment must stay with each Cohort, not shared.</p> <p>Guides to create schedule and process for cleaning of all small equipment.</p> <p>Designate storage area for all small equipment within each Cohort space.</p> <p>Create and communicate designated play areas for each Cohort. This may require a schedule.</p> <p>Create and install signage at each play area.</p> <p>Train staff recess monitors on protocol for keeping each Cohort separated.</p> <p>Post signage and caution tape/barriers around all playground equipment.</p> <p>Communicate the staff and student that playground areas are off-limits.</p> <p>As Lead Guides and PE Teacher (Scott) to develop a list of safe/fun activities for each Cohort. Share these activity lists of Guides and Students. Create signs in the play area encouraging these safe activities. All outdoor equipment (permanent structures) are off limits.</p> <p>No Hot Meal Service. Coordinate/Investigate possibility for boxed lunches. Consider compostable dishware. Develop process for</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
	Meal Service - provide cold boxed lunch with disposable (compostable) containers. Individual lunches. Other Option - student bring own lunch.	disposal of boxed lunches at end of lunch period.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan	
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	<p><u>Goal(s):</u> All kitchen staff to wear face shields when delivering to Cohorts.</p> <p>Establish protocol/procedure for students to wash hands before and after lunch.</p> <p>Likely no meal items. Individual lunches will have non-reusable utensils etc. Boxed lunches coming from home will not be cleaned at school</p> <p>Likely, no meals will be served family style. Lunch will occur in the classroom. Create protocols for individual lunch spaces to be cleaned before and after use.</p> <p>Lunch will occur in the classroom. Create protocols for individual lunch spaces to be cleaned before and after use.</p> <p><u>Outcome(s):</u> Provide face shields to kitchen staff. Developed schedule and process for delivery of individual meals to Cohort classrooms.</p> <p>Guides determine schedule and protocol for handwashing at meal times.</p> <p>Create process for disposal of non-reusable plates/utensils. Lunch boxes from home go home for cleaning each day.</p> <p>Guides to determine schedule and process for cleaning of individual lunch eating spaces in the classroom using appropriate cleaning supplies and disinfecting protocol. Consider having students participate in this process.</p> <p>Guides to determine schedule and process for cleaning of individual lunch eating spaces in the classroom using appropriate cleaning supplies and disinfecting protocol. Consider having students participate in this process.</p>	<p><u>Action(s):</u> No meals will be served by staff. All food in separate containers.</p> <p>Establish food safety handling and policy for proper set up of a Montessori lunch time.</p> <p>Guides to create schedule and process for each Cohort to wash hands in the classroom before and after each meal.</p> <p>Establish communication for families to know what and how to pack for their child (e.g.,: lunch ideas, snack ideas, providing utensils etc. all items taken home for proper cleaning)</p> <p>Try to incorporate as many “earth friendly” products for “box lunches” as possible, e.g., compostable products, etc.</p> <p>Guides to develop process within each Cohort to disinfect tables, chairs or other surfaces before and after eating.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p><u>Goal(s):</u> FMES does not provide transportation.</p> <p><u>Outcome(s):</u></p>	<p><u>Action(s):</u> Develop guidelines for carpooling and sharing of vehicles, eliminating all carpooling except between Cohorts.</p> <p>Establish policy for student exhibiting symptoms after drop off and policy for isolating and contacting family member for pick up.</p> <p>Establish policy for students who must use public transportation.</p> <p>Establish policy for cleaning all door handles after drop off and prop doors open for hands-free entry.</p> <p>Establish added security for all entry and exits points as doors will be propped open.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) 	<p><u>Goal(s):</u> Create cleaning schedule and protocol adhering to all CDC guidelines/recommendations.</p> <p>Ensure protocol for cleaning/disinfecting is done safely and correctly.</p>	<p><u>Action(s):</u> Perform daily, morning, cleaning and disinfecting of all common areas. This to include disinfecting all door handles, light switches and frequently touched surfaces.</p> <p>Review with all staff members how the specific disinfectants we are using should be</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p>environments, including classrooms, cafeteria settings and restrooms.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>Increase outside air ventilation in buildings especially at occupied areas.</p> <p>Evaluate and address any areas for students with health challenges/needs.</p> <p>Create cleaning schedule and protocol adhering to all CDC guidelines/recommendations. Evaluate and adjust air circulation/intake and filtration systems for Heating, Ventilation and Air Conditioning Equipment - increase ventilation and filtration.</p> <p><u>Outcome(s):</u> Establish a solid maintenance cleaning schedule that is strictly adhered to for communal areas (disinfect all door handles, light switches, entrance and exit points, restroom sinks, stalls, stall doors and handles, toilet/urinal handles at least ___ per day), if playground is being used - clean in between classrooms, classroom maintain cleanliness of classroom, materials, surfaces, floors on a daily basis establishing Student Jobs</p> <p>Create storage area (not accessible by students) for disinfecting supplies. Provide training for staff on proper use of cleaning materials. Guides teach students proper cleaning techniques. No re-use of towels for cleaning.</p> <p>Evaluate HVAC systems to determine if settings can be adjusted to increase outside air ventilation. Change settings to equipment accordingly. Identify any areas of the school that have little to no outside air. Consider adding filters. Consider opening exterior windows during the school day.</p> <p>Create Nurse's Station at former "sick room". Add partitions in this room to create an isolation area. Add ventilation, if possible. A secondary isolation area may be in the Gathering Room (overflow area).</p> <p>Establish a solid maintenance cleaning schedule that is strictly adhered to for communal areas (disinfect all door handles, light switches, entrance and exit points, restroom sinks, stalls, stall doors and handles, toilet/urinal handles at least ___ per day), if playground is being used - clean in between classrooms, classroom maintain cleanliness of classroom, materials, surfaces, floors on a daily basis establishing Student Jobs</p> <p>Read CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance. Contact HVAC professional to evaluate the current system and integrate necessary adjustments.</p>	<p>utilized, as well as how to refill and where said disinfectants are located to refill.</p> <p>Open hallway and classroom windows as weather allows.</p> <p>Identify room designated for health care needs and treatments. Clear of non-essential items and add essential medical supplies. Open exterior window. Look into adding exterior ventilation for this room.</p> <p>Create schedule and staffing for cleaning and disinfecting high contact surfaces three or more times daily. Guides to create schedule for inside Cohort spaces. Admin to create schedule for common / hallway spaces.</p> <p>Consult with HVAC experts how to improve air filtration and how we can bring in more outside air. Install new equipment or modify existing as required.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p><u>Goal(s):</u> Create space to isolate sick students and/or staff.</p> <p>Include license/experience health staff to evaluate health priorities.</p> <p><u>Outcome(s):</u> Create Nurse's Station at former "sick room". Add partitions in this room to create an isolation area. Add ventilation, if possible. Existing Glass window and door can be closed while sick individual is in the Nurse's Station but adults can still monitor them. Explore Gathering Room as a secondary area for isolation.</p> <p>Designate staff who will oversee health related items. Ask for health expert from parent community to volunteer. Hire part time staff to work on this.</p>	<p><u>Action(s):</u> Establish where “Nurses Station” will be and layout plan for isolating sick staff and students.</p> <p>Hire licensed, experienced nurse for students and staff as they become sick for any reason.</p> <p>Establish policy for screening and allowing professionals to enter the building such as mental/behavioral/occupational/speech etc. therapists as well as establishing a proper meeting area that provides physical distancing and safety for professionals and students.</p> <p>Establish proper guidelines for students to meet with school counselor as well as proper physical distancing and safety for counselor and student. Establish immunization policy where appropriate.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan	
<p><input type="checkbox"/> Not applicable.</p>		



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan	Action(s):
<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p><u>Goal(s):</u> Communication channels to be established with Multnomah County Department of Health as designated LPHA for:</p> <ul style="list-style-type: none"> • Communication of current transmission level. • Communication of diagnosed cases from LPHA to FMES staff. • Imposition of restriction on contacts by the LPHA. <p>FMES will establish a specific emergency response team composed of FMES administration alongside with a dedicated COVID-19 staff member.</p> <p>FMES will designate a COVID-19 dedicated staff member who is a licensed medical professional such as a licensed registered nurse. This may be a paid or volunteer position.</p> <p><u>Outcome(s):</u> Communication channels identified with defined contacts from the LPHA to a defined staff member at FMES.</p> <p>Defined emergency response team composed of administration and medical health professional.</p> <p>FMES adds to staff either a paid or a volunteer licensed registered nurse to handle COVID-19 response.</p>	<p><u>Action(s):</u> FMES to hire a School Nurse to oversee the COVID-19 Outbreak Response Plan, including communication with the designated Local Public Health Authority, Multnomah County Health Department (MCHD).</p> <p>FMES has established an Outbreak Response Team consisting of the Head of School, School Nurse, Administrative Assistant and Receptionist to implement the Outbreak Response Plan.</p> <p>MCHD to conduct Contact Tracing and impose restrictions to identified contacts with Close-Contact exposure to a COVID-19 case. FMES will provide directory information as requested by MCHD to assist in Contact Tracing.</p> <p>The MCHD may not necessarily notify FMES of known COVID-19 cases or the results of Contact Tracing. Parents, students and staff with known positive COVID-19 cases or Close Contact within their immediate household are strongly encouraged to voluntarily report to FMES. The information collected will be used as part of the school's Outbreak Response Plan and tracking of COVID-19 cases.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan	Action(s):
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure 	<p><u>Goal(s):</u> FMES will create an outbreak response protocol. This protocol shall align with the communicable disease management plan as established in section 1a.</p> <p>FMES dedicated COVID-19 staff member will keep a log of any known diagnosed COVID-19 cases and report to the LPHA. FMES will follow proper cleaning protocols as established in section 2j following any diagnosed case.</p>	<p><u>Action(s):</u> FMES has created an Outbreak Response Plan (ORP).</p> <p>The School Nurse will report any known diagnosed cases of COVID-19 to the MCHD. FMES will follow its cleaning protocols as established in Section 2j of its Operational Blueprint. Consultation with the MCHD for possible Cohort exclusion or school closure. FMES may make the decision to close the school or exclude Cohorts without the</p>

OHA/ODE Requirements	Hybrid/Onsite Plan	
<ul style="list-style-type: none"> <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>FMES will establish a log of symptoms for any absences from FMES by staff and students related to illness. The COVID-19 staff member will report any cluster of illnesses to the LPHA.</p> <p>FMES will coordinate with the district response team as cases are identified in the local region.</p> <p>FMES will follow guidelines as issued by the LPHA for modification or postponement of school's events.</p> <p>FMES will create short-term or comprehensive distance learning models for all staff/students in the event of school closure.</p> <p>FMES will not provide meals for the 2020-2021 school year.</p> <p>FMES will communicate criteria required to resume on-site instruction in coordination with the LPHA.</p> <p><u>Outcome(s):</u> FMES outbreak response protocol followed for outbreak of any infection disease.</p> <p>Dedicated staff member to report any confirmed positive COVID-19 cases at FMES to LPHA.</p> <p>Dedicated staff member to keep an epidemiological log of all absences at FMES. Any cluster of related illness will be communicated to the LPHA.</p> <p>Dedicated staff to coordinate with district team.</p> <p>Postpone or modify school events as directed.</p> <p>Implement short-term or comprehensive distance learning as needed.</p> <p>FMES will not provide meals for the 2020-2021 school year.</p> <p>Emergency response team to work with LPHA to establish criteria for return to school.</p>	<p>recommendation of the MCHD or local health authority.</p> <p>FMES will maintain an absence log including the medical reason(s) associated with the absence to assist in the identification of any illness Clusters among staff or students. The MCHD will provide contact details including a phone number and MCHD contact to report illness Clusters or an Outbreak.</p> <p>No large school events will occur until an assessment has been made to safely resume activities.</p> <p>FMES' hybrid instruction plan will allow for flexibility of online only instruction for any voluntary exclusion from on-site learning, special needs or accommodations, students or Cohorts excluded due to an Outbreak, or school closure.</p> <p>FMES will not be providing hot meal service to students. All students will bring meals from home. Parents, students and staff will have an awareness of any food allergies within a Cohort or classroom, if applicable.</p> <p>If school is closed, reopening of school will not occur until the Outbreak has been declared over. As defined in the ORP, the Outbreak will be declared over when the last case is symptom free (without the use of fever-reducing medication) for two (2) Incubation Periods or 28 days for the COVID-19 virus.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan	Action(s):
<ul style="list-style-type: none"> <input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • Consider smaller groups, Cohorts, and rotating schedules to allow for a safe return to schools. 	<p><u>Goal(s):</u> Instructional models to be followed as established in Section 5b.</p> <p>Prior to reopening of school, FMES will follow CDC guidance for cleaning of classrooms, cafeteria settings, restrooms and playgrounds. This protocol should be part of the cleaning, disinfection, and ventilation protocol as established in section 2j.</p> <p>FMES will communicate with families about options and efforts to resume on-site instruction.</p> <p>FMES will bring students back to on-site instruction with LPHA guidance.</p> <p><u>Outcome(s):</u> All learners supported in distance learning.</p> <p>Cleaned, sanitized and disinfected as in section 2.</p> <p>Families will be notified.</p> <p>Students resume on-site instruction.</p>	<p><u>Action(s):</u> FMES will implement its Comprehensive Distance Learning Plan in the event of a school closure.</p> <p>FMES will follow cleaning and ventilation protocols as established in Section 2j of its Operational Blueprint prior to re-opening school.</p> <p>In the case of an Outbreak involving the closure of FMES, on-site instruction will resume at the guidance of MCHD or local state agency. FMES will communicate clearly the status of reopening plans via its Parent Alert system or other designated communication method.</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.

This section does not apply to private schools.

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.