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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/29/2021

Under ODE's ***Ready Schools, Safe Learners*** guidance, each school[1] has been directed to submit a plan to the district[2] 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. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	**French American International School**
Key Contact Person for this Plan	**Scott Hardister**
Phone Number of this Person	**503-292-7776 x 1308**
Email Address of this Person	shardister@faispdx.org
Sectors and position titles of those who informed the plan	Head of School Director of Facilities School Nurse Director of All-School Programs Executive Assistant Lower School Division Head Middle School Division Head School Counselor Educational Technology Director of Extra Curricular Director of Marketing and Communication Lower and Middle School teachers Volunteer health professionals

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[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.

Local public health office(s) or officers(s)	**Washington County Dept of Health & Human Services** Sam Schafer, *she/her/hers* Public Health School Liaison Sam_Schafer@co.washington.or.us 503-846-4955 **Multnomah County Health Department** Greg Belisle, he/him/his Private School Contact, School Liaison Multnomah County Emergency Operations eoc.liaisonschools@multco.us 503-988-0061
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Head of School, Scott Hardister Lower School Division Head, Catherine Cohen Middle School Division Head, Emmanuelle Burk Additional staff members will be assigned on a rotating basis to ensure distance is maintained in each satellite in the Lower School and in each wing of the Middle School.
Intended Effective Dates for this Plan	February 8, 2021 – June 23, 2021
ESD Region	Northwest Regional ESD Multnomah Education Service District

2. 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.

FAIS Staff members have worked consistently with community experts from the onset of the pandemic.
The FAIS COVID-19 Planning Task Force was developed and started meeting in late April with a focus on:

- Developing protocols to ensure the health and safety of our community as we return to campus
- Supporting students, families, and teachers with the technology tools and training needed for a successful program on or off campus
- Prioritizing consistent attendance on campus of our youngest students to reinforce the benefits of language immersion

The community was also engaged through multiple lines of communication including conferences with parents, Parent Liaison Committee (PLC) meetings, a staff survey, regular emails, and updates on the website.

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Planning for the 2020-2021 School Year is guided by these goals:

Program

- Goal 1: Continue to prioritize and adapt our immersion and multilingual programs to provide an unparalleled experience for all students
- Goal 2: Ensure that our academic program, whether delivered on-campus or remotely, supports our Mission, Guiding Principles, and Core Values
- Goal 3: Use this experience as a way to adapt and strengthen our programs; learn the important lessons

the pandemic can teach us about resilience, global connections, diversity, equity, and inclusion, and how children learn best.

Community
- Goal 1: Prioritize the physical and mental health and safety of our community -- teachers, students, staff, and families -- throughout the pandemic
- Goal 2: Keep the community whole and support our most vulnerable members
- Goal 3: Provide more opportunities for connection and a greater sense of belonging by intentionally bringing the community together in new and adaptive ways

Finance
- Maintain and strengthen the financial health of FAIS to promote short-term stability while ensuring long-term sustainability

Key data sources to inform our decisions include:
- Ready Schools, Safe Learners, Oregon Department of Education
- Oregon Early Learning Division
- Oregon Health Authority
- Multnomah County Emergency Operations
- Centers for Disease Control and Prevention
- World Health Organization
- The Agency for French Education Abroad
- The French Ministry of Education

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Task force members get input and updates from these organizations regularly. These include weekly/biweekly meetings with Multnomah County Emergency Operations, Oregon Early Learning Division, and the Oregon Department of Education. In addition, the Head of School takes part in meetings with local private schools, as well as planning and information sessions with the National Association of Independent Schools (NAIS).

In the spring, FAIS opened a COVID-19 Family Survey. This tool is being used to help us better understand the impact of COVID-19 on our community and determine how FAIS can provide the support families need.

Key principles for reducing potential exposures
The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:
- Physical distancing — minimizing close contact (<six feet) with other people
- Hand hygiene — frequent washing with soap and water or using hand sanitizer
- Cohorts — conducting all activities in small groups that remain together over time with minimal mixing of groups
- Protective equipment — use of face coverings, face shield and barriers
- Environmental cleaning and disinfection — especially of high-touch surfaces
- Isolation of sick people and quarantine of exposed people

With the above considerations foremost, outdoor activities are safer than indoor activities.

3. Select which instructional model will be used:

        ✓ **On-Site Learning**   ✓ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. 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).

5. 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 3-22 in the initial template) and submit online, including updating when you are changing Instructional Model (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a).

* **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. For Private Schools, completing this section is optional (not required). 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.
On July 28, 2020, Oregon Department of Education released updated guidance in coordination with the Oregon Health Authority and the Oregon Governor's office. This guidance provides specific state and county-wide metric requirements for in-person and/or hybrid instruction to occur. Until those metrics are met on a regional and state level, by necessity, we will provide instruction using Comprehensive Distance Learning. This means that we will begin the school year on September 8th in a distance learning model.   When OHA and ODE requirements are met in Multnomah and Washington Counties and the state of Oregon, we will move into an in-person model for our youngest students and hybrid model for all others.. Our schedules and cohorts have been created so that the transition is seamless for families: same students interacting with same teachers whatever the model of education.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.
Our goal is to transition to a hybrid/in-person instructional model as soon as it is safe to do so. When distance learning is required, the FAIS Framework for Distance Learning will be in place.

FAIS Framework for Distance Learning

GOALS
- Support the FAIS Mission of cultivating intellect and character through rigorous multilingual academic programs in an environment that promotes appreciation of diverse cultures and experiences.
- Foster a learning experience of connection and interpersonal relationships where people feel safe, seen, and valued.
- Enhance predictability for students, families, and teachers by using consistent timeframes, platforms, and tools.
- Optimize teacher instruction and interaction time with students while respecting the developmental needs and sustainable patterns for teachers and families.
- Design schedules and instruction times around the well-being of our students -- including: length of the day, activities provided, and student support.

COMMON ELEMENTS

Teacher-student interactions
Teachers are present virtually for their students to guide meaningful learning with a balance of live instruction (synchronous), recorded instruction, group work, and office hours. In addition, asynchronous individual work allows students to focus on the curriculum and advance their learning based on guidance from teachers.

Attendance
Regular attendance is vital for student success both on and off campus. Attendance includes: participation in class activities, interaction with a teacher during a school day or interaction with assistants or aides through teacher designed instruction. Interaction can be evidenced by any of the following or reasonable equivalents:

- Participating in synchronous or asynchronous lessons
- Communicating from the student to the teacher
- Posting completed coursework to Seesaw or Google Classroom
- Submitting completed coursework through the appropriate platform

When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.

Attendance during distance learning will be taken daily in the Lower School, and during each scheduled class in the Middle School. FAIS fully understands the demands on individual families. Please reach out to your division head, homeroom teacher, specific teacher, or advisor if you have any questions or specific attendance concerns.

TECHNOLOGY

Devices
Teacher Chromebooks have been upgraded. Student Chromebooks will be available to check out for distance learning. We will also strive to have iPads available for our K-1st grade students. Specific, on-demand training for teachers will take place before the start of the school year.

Digital platforms
A variety of digital platforms and tools will be used to support distance learning, including the key platforms below.

- Zoom: a video communications platform that is used schoolwide to provide a LIVE (synchronous) learning environment, and increase student participation and learning retention in virtual and hybrid classroom scenarios
- Google Classroom: commonly used by students in middle schools, and leveraged by teachers to create classes, distribute assignments, assess, and provide feedback on student work
- Seesaw: our Lower School platform for parent engagement, as well as student growth and progress, communication, and uploading documentation of their work (pictures and videos)

Students, families, and teachers will be provided virtual orientation to gain knowledge and understanding of all platforms, tools, and procedures.

Professional development
Comprehensive distance learning requires additional planning time for teachers to support the shift in practices, creation of detailed instructions for students/families, demand for advanced preparation, and development of new modes for providing feedback to students.

FAMILY SUPPORT

When we are ready to safely return to campus, we will need our entire community to be in the required habits of physical distancing, hygiene, and wearing face coverings. Regularly practicing this now will make the transition back to campus more comfortable for all.

In the meantime, what can families do to help their student(s) during distance learning?

- Model patient and respectful communication with all members of the FAIS community
- Work with students to check tools, devices, and internet connections (devices will be provided or loaned to students and families based on grade level and need)
- Establish routines and expectations
- Define the physical space for their child's study
- Take an active role in helping their child process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your child social, but set rules around their social media interactions

DIVISION SPECIFIC INFORMATION

Maternelle

Teaching and learning
Distance learning is especially challenging for our youngest students (TPS, PS, PK). To better serve their needs, we will instead offer consistent, daily, synchronous immersion experiences. The Maternelle team is creating these opportunities for our young students to spend online time with each other and their teachers through virtual hangouts and digestible age-appropriate experiences. This schedule is more fluid by nature since independent use of technology for these learners has obvious limitations, but consistency in attendance will be required.

Assessing and reporting
As in past years, our Maternelle students' growth and skills will be documented with our tool "Je Valide."

Community building and communication
The first month of school will have a strong focus on attending to the social-emotional needs of our students, reassuring them, developing relationships, and increasing French immersion. Language development and connections will be supported with small cohorts and French as a Second Language (FSL) support in kindergarten for our new students. Clear communication guidelines will be established at this time with our families.

Digital competency
Technology training will be available to our families during the first week of school to build a common understanding and promote familiarity with our platform and tools.

Lower School

Teaching and learning
Lower school schedules will run every day, five days a week, from 8/8:30am to 2pm. After school activities will be offered by the Extracurricular Department after 2:30pm. The EC activities will focus on arts and physical education activities.

In K-5th grade, teachers will be present virtually for their students to guide meaningful learning with a balance of live instruction (synchronous), recorded instruction, group work, and office hours. In addition, asynchronous individual work will allow students to focus on the curriculum and advance their learning based on guidance from teachers.

Small cohorts in kindergarten and 1st grade will help support language development and connections. Our support team will work with small groups according to needs (FSL, student support).

Assessing and reporting
Teachers will use formative and summative assessments. Parent teacher conferences and report cards will be maintained.

Community building and communication
The first month of school will have a strong focus on attending to the social-emotional needs of our students, reassuring them, developing relationships, and increasing French immersion. Clear communication guidelines will be established at this time with our families.

Digital competency
Technology training will be available to our families during the first week of school to build a common understanding and promote familiarity with our platform and tools.

Middle School

Academic conditions
Each day is structured around four classes, with a schedule that repeats itself Monday/Wednesday and Tuesday/Thursday. Each core academic class meets twice a week for 90 minutes, with opportunities for synchronous times with the students. The day mirrors a school day on site: 8:30am to 3:15pm. Synchronous times can depend on grade level, moment in the unit, as well as type of work required. Visual arts, music, design, and physical education occur regularly during the week. Regular breaks are planned throughout the school day for a total of 90 minutes.

On Fridays, students meet with their advisory groups, student council, or other clubs in which they want to participate. This will be another time for student support (office hours, academic support, emotional support). For students who are interested, an enrichment program is also available.

The content objectives of the online classroom will be the same as the content of the onsite classroom.

Assessment, grading and reporting
Teachers will maintain regular formative and summative assessment of their students using the system that they know and currently use (criterion based). Progress reports and report cards will be maintained and communicated as usual at mid-semester and end-of-semester.

Student and family support
Academic, emotional, and tech support will be available and announced to families, students, and teachers both on-demand and through office hours. Time will be made during the first two weeks of school to meet online with families.

Digital competency
During the first weeks of school, all students will receive extensive training on how to use all digital learning tools and platforms. Students, teachers, and families -- with ample practice time -- will understand and practice the Good Habits of an Online Citizen and Learner: safe, present, and resilient.

> **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.**

When OHA and ODE requirements are met in Multnomah and Washington Counties we will develop a timeline for shifting to a hybrid/in-person instructional model as quickly as possible. Teachers, staff, and students should always have a minimum of three weeks to transition based on the county metrics.

FAIS will implement additional Limited In-Person Instruction based on the October 30 Guidelines from ODE. Sections 1-3 of the Operational Blueprint are in compliance.

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 <u>unless</u> the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). • OSHA has developed a risk assessment template. ✓ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. ✓ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. ✓ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ✓ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ✓ 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	**Implement measures to limit the spread/Update written Communicable Disease Management Plan** Communicable Diseases and Stay at Home policies in the FAIS All-School Handbook have been designed based on recommendations from the Multnomah County Health Department and have been updated to specifically address the prevention of the spread of COVID-19. **Designated persons to establish, implement, and enforce physical distancing requirements** • Head of School (Designated point-person) • Lower School Division Head • Middle School Division Head • Additional staff members will be assigned on a rotating basis **Support and resources to inform FAIS reentry policies and plans** • Greg Belisle, School Liaison at Multnomah County Emergency Operations • Sam Schafer, Public Health School Liaison at Washington Co. Dept. of Health & Human Services • Amanda Cook, FAIS Nurse nurse@faispdx.org • Relevant local, state, national, and international evidence **Sharing concerns** Families and Staff can ask questions info@faispdx.org or write anonymous questions and place them in the school mail slot located at the front door of the Administration Building. **Process and procedures established to train all staff** All faculty and staff will review the OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21 with specific training on: • identification of concerning or excludable symptoms to determine when a student should be referred to the office for further symptom screening and isolation.

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, common areas, offices, table surfaces, bathrooms 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.

✓ Provide all logs and information to the LPHA 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* guidance), the daily log may be maintained for the cohort.
  ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.

✓ Required components of individual daily student/cohort logs include:
  ● Child's name
  ● Drop off/pick up time
  ● Parent/guardian name and emergency contact information
  ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

✓ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
  ● See supplemental guidance on LPHA/school partnering on contact tracing.
  ● Refer to OHA Policy on Sharing COVID-19 Information

✓ 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.

✓ 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.

✓ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.

✓ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

● the logistical, operational, and physical changes in the building to maintain infection control and appropriate cohorting and physical distancing.

Designated staff will be trained on appropriate procedures for complete symptom screening, isolation, and enforcement of physical distancing.

Custodial staff will be trained, under the direction of the Facilities Director, to increase sanitation measures as appropriate in shared spaces and isolation spaces.

All training will be conducted virtually or with physical distancing maintained.

Protocol for communicating potential COVID-19 cases
FAIS is working closely with the Multnomah and Washington County Health Departments and will immediately communicate confirmed COVID-19 cases among students or staff to the LPHA.

Protocol for screening students and staff
Along with daily visual screening, FAIS will require families and staff to self-screen using standard Covid-19 guidance issued from the Early Learning Division of the Oregon Department of education.

FAIS will use reports generated in Veracross (student information system) to maintain daily logs for each cohort in the Lower School and for each student in the Middle School.

System for maintaining daily logs for each student/cohort for the purposes of contact tracing
Individual daily student/cohort logs will include: Child's name, drop-off/pick-up time, Parent/guardian name and emergency contact information, names of all staff who interact with a stable cohort or individual student.

Process to ensure that the school reports to and consults with the LPHA
FAIS will continue to take part in weekly meetings designed for private schools with Multnomah County Emergency Operations.

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
✓ 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:
  1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
  2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
  3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
✓ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.
✓ 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:
  ● 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.
  ● Service provision should consider health and safety as well as legal standards.
  ● Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
  ● 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:
    ○ 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
	Medically Fragile, Complex and Nursing-Dependent Student Requirements
	Families are encouraged to self-identify as vulnerable or living with a vulnerable family member when they complete the Health Information Form through Magnus Health. Magnus Health is an online software solution for collecting, managing, and securely storing student and staff health information. Ongoing communication between parents and the school nurse will be maintained through the Magnus system to ensure that current needs of the students are being met.
	
	High-risk staff members may be redeployed, or assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.
	
	Students who are restricted from leaving their homes by the health authorities or who may have to remain at home due to a documented health risk will have access to lessons and activities. We will work with families to develop plans that support students' social, emotional, and academic needs.
	
	Students who have documented disabilities will continue to receive assistance from the student support specialists.

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 align="center">1c. PHYSICAL DISTANCING</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. ● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ✓ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ✓ 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. ✓ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ✓ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ✓ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Capacity for each classroom and common space on campus was determined based on 35 square feet of usable space for each student. **Support physical distancing in all daily activities and instruction** Throughout the campus, we have removed/moved furniture to open usable space. We have opened Satellite Three (not used during the 19-20 School Year) and are repurposing common spaces (Hub, Commons, MS Workroom) to provide additional space for students and staff. Physical barriers (plexiglass partitions) have been installed in the Main and Middle School Offices. Portable plexiglass partitions will be available for desktop use in some areas throughout the school, such as by Student Support Specialists, Counselors, Administrators' Offices, and in many classrooms. These are available and used in addition to a mask for limited face-to-face meetings. When OHA/ODE metrics are met, our youngest students will return to campus full days, five days a week. Priority will be given to this age group to support the need for childcare at this age as well as provide the immersion experience unique to our program. Older grades will attend half days, five days a week. We are committed to consistent and effective time in the classroom five days a week. This model allows for the most efficient teacher-facilitated time at school with a focus on core instruction and building relationships. Time at home each day will be required for applied learning allowing students to apply knowledge and skills that extend from the teacher-facilitated learning. Morning and afternoon cohorts will be set alphabetically with some variances to accommodate language tracks in the middle school. Morning and afternoon study hall and after school care will be available on a limited basis with a priority given to essential workers. This model greatly enhances social distancing while on campus and ensures ample access to bathrooms, handwashing and hallways. Contact and potential spread is limited by not having lunch at school for older grade levels and reducing the number of students at drop-off and pick-up times. This model reduces the number of people on campus at any given time from over 600 to about 400. **Steps to support physical distancing** To support physical distancing in Maternelle, small stable cohorts will be maintained, time spent in whole group activities will be limited, and learning environments will be designed for individual children. All Health and Safety Guidelines for Child Care and Early Education Operating During COVID-19 will be followed. In grades 1-8 desks will face the same direction and are organized to maximize physical distance. Physical guides and visuals have been placed throughout campus as reminders to remain at least six feet apart.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ✓ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[4], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ✓ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ✓ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ✓ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ✓ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[5], and peers. ✓ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ✓ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	**Cohorts -- Lower School** The number of students in each class is limited to occupancy based on 35 square feet per student. Students will stay in the same classroom in small, stable cohorts throughout the day. Teachers will rotate only as needed, limiting the number of cohorts each staff member works with. Students will remain in the classroom with adult transitioning when possible. **Cohorts -- Middle School** The schedule has been modified to minimize transitions and support stable cohorts. Class rosters have been modified to minimize the number of cohorts each student belongs to while supporting optimal learning experiences. **Contact tracing/sanitizing** Daily logs will be maintained as described in section 1a. Cleaning and sanitizing protocols will be followed as noted in section 2j

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ✓ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the ***Ready Schools, Safe Learners*** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.	**Staff training for in-person instruction** School nurse is leading staff training that combines RSSL, OSHA, and ELD guidelines. Multiple opportunities will be provided, with at least one session required of all staff members. **Sharing school protocols** All staff members will have access to the FAIS OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21 (ODE), and will have specific information pertaining to their division, schedule, and duties. Updates and procedures will be shared and reviewed as needed. **Communicating with students, families, and staff** Prior to the beginning of school, FAIS will share information with parents describing community expectations and responsibilities for a safe and

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[4] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

[5] Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

✓ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).
✓ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  ● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  ● OSHA has developed a model notification policy.
✓ Develop protocols for communicating immediately with staff, families, and the school 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.
✓ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
✓ Provide all information in languages and formats accessible to the school community.

healthy return to campus. Families and staff will receive communication on logistical changes for arrival and departure, physical distancing, and any possible schedule changes. All COVID-19 information will be readily available to parents on the Parent Portal of the FAIS website.

Communication protocols for new case(s) of COVID-19 have been developed to follow ODE's Planning for COVID-19 Scenarios in Schools for when, how, and who is notified in each situation. FAIS maintains close communication with local public health authorities to properly and appropriately address scenarios.

Language accessibility
Great care is taken to share information clearly to the entire school community. Signs and safety information on campus is provided in multiple languages. Further assistance is available to ensure accessibility for the languages spoken in our community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
● Emergency signs that require immediate medical attention:
  o Trouble breathing
  o Persistent pain or pressure in the chest
  o New confusion or inability to awaken
  o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  o Other severe symptoms
✓ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
● Additional guidance for nurses and health staff.
✓ 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. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.
✓ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms
	All Lower and Middle School students enter using assigned entries. All staff and students should wash hands or use hand sanitizer upon arrival.
	
	Hand sanitizer will be available (and out of reach of younger children) at campus entry points in the main building and the middle school building.
	
	All FAIS staff and families will be required to review and acknowledge a Return to School Agreement. This document outlines the shared responsibility of keeping our community safe, including:
	● Abiding by all government orders
	● Following the latest guidance from local health authorities
	● Self-screening at home prior to coming to campus
	● Staying home if any symptoms of/exposure to COVID-19 (and immediately notifying FAIS)
	
	Upon arrival, students will be visually screened to determine if symptoms are present. Staff must ensure that children are not ashamed or subjected to bias based on pre-existing conditions (allergies), race, ethnicity, or clothing. Marking students present in Veracross indicates that the screening has been completed.
	
	Any student signs or symptoms of illness should be referred to Nurse or Nurse Back-up for screening and isolation. All isolation visits will be documented in the Student or Staff Visit Log in Magnus Health.

that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.
✓ 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.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ Restrict non-essential visitors/volunteers.
   ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
   ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
✓ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.
✓ Visitors/volunteers must wash or sanitize their hands upon entry and exit.
✓ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.
	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. Adults in schools are limited to essential personnel only.
	
	Essential visitors (substitute teachers, vital maintenance) must wash or sanitize their hands upon entry and exit. Physical distancing and face coverings are required.
	
	Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.
	
	Parent-teacher conferences and all other regular parent meetings will take place via Zoom or Google Meet.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
✓ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
✓ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
✓ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
✓ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
   ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
       ○ Students must not be left alone or unsupervised;
       ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
   ● Provide additional instructional supports to effectively wear a face covering;
	FAIS provides masks to all staff, as well as to visitors and volunteers if needed. Physical barriers (plexiglass partitions) have been installed in the Main and Middle School offices at the entrance of the buildings. Barriers will also be available where physical distancing will be compromised. Face coverings will still be required, even in spaces with barriers.
	
	Face coverings are required for all staff and students in grades kindergarten and up. *Face coverings are required indoors and outdoors, including recess.* Clear plastic face shields will be used on a limited basis to provide language instruction and reinforce social emotional cues. FAIS will promote and follow the CDC guidelines for face coverings.
	
	Children between two years of age and Kindergarten may wear a face covering or face shield, if:
	   ○ requested by the parent/guardian,
	   ○ the face covering or face shield fits the child's face measurements, and
	   ○ the child is able to remove the face covering or face shield themselves without assistance.
	
	Children K and up are allowed to **NOT** wear a mask if they:
	   ○ have a medical condition that makes it difficult for them to breathe with a face covering, as documented by their doctor's order,
	   ○ experience a disability that prevents them from wearing a face covering, as documented by their doctor's order, or
	   ○ are unable to remove the face shield or face covering independently, or
	   ○ are sleeping.
	
	Staff and children are required to wash hands before putting on a face shield or face covering, after taking face shields and face coverings off, and anytime the face shield or face covering is touched.
	
	Face coverings are to be washed daily or a new face covering to be worn

- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

✓ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
- [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

✓ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
- 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 must 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.

✓ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

✓ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
- 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:
    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. Not make placement determinations solely on the inability to wear a face covering.
    3. Include updates to accommodations and modifications to support students in plans.
- For 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:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
        - 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

daily. A face shield must be wiped down with disinfectant at the end of the day after use.

Disposable face coverings to be worn only once.

Face coverings must be changed if the adult interacted with a sick child.

Nurse and back-up nurses will be required to use medical grade masks when providing direct contact care.

FAIS will provide face coverings and barriers as needed.

providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

✓ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. 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.

✓ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Protocols for exclusion and isolation 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. ✓ 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. See the COVID-19 Exclusion Summary Guide. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff for providing care to students with complex needs. ✓ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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. ● School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands shall 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.	**Protocols for surveillance, isolation, and assessment** Administrative spaces at FAIS have been repurposed to allow for ample isolation space for students or staff who exhibit symptoms at any time during the school day. Two former offices in the main administration building have been converted to isolation rooms. This space is directly to the right when you enter the building allowing for minimal exposure to staff and parents/guardians who may have to enter to assist. Reception has been moved into the foyer, allowing for a full visual of the front door and isolation room. All administrative staff who work in the main office area will be required to use the back entry to the offices. ● Students or staff who are determined to have symptoms meeting exclusion criteria are immediately moved to the isolation area. ● Students awaiting pick up are supervised by staff in the designated isolation area. Students will be provided a face covering if not already wearing one (if they can safely wear one). ● Staff should wear facial covering and maintain physical distancing to the greatest extent possible. ● Students will not be left unattended. ● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● If more than one student is in an isolation space, appropriate distance must be maintained, and appropriate barriers and privacy must be in place. ● Staff will maintain student confidentiality as appropriate. ● Documentation of students exhibiting primary symptoms of COVID-19 will be maintained. **Procedures for safely transporting anyone who is sick** FAIS students and staff will be transported as needed by parents/guardians or emergency contacts. In an emergency situation, transportation will follow procedures outlined on individual student Authorization to Consent to Treatment of a Minor. **Symptom screening criteria for isolation**

- If able to do so safely, a symptomatic individual shall 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.

✓ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

✓ 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. Refer to table in "Planning for COVID-19 Scenarios in Schools."

✓ 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).

✓ Record and monitor the students and staff being isolated or sent home for the LPHA review.

✓ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

- Check temperature to assess for fever. Contactless thermometers are available in the following locations: Front Office, Infirmary, 1H, 1T, 2B, 3B, 4E, Front Office, MS Office, MS 214, MS 102.
- Identify if the following symptoms are present: Chills, new onset of cough, shortness of breath (not explained by an underlying condition such as asthma), new onset of loss of smell or taste.
- Isolation room log will be used to record any use of the isolation room and shared with Multnomah or Washington County as needed.

Remote learning options for off-site/isolation/quarantine
As referenced in section 1b, students who are restricted from leaving their homes by the health authorities or who may have to remain at home due to a documented health risk will have access to lessons and activities. We will work with families to develop plans that support students' social, emotional, and academic needs.

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 instructional and extra-curricular activities requiring additional considerations (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
✓ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	N/A
✓ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	
✓ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	

✓ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ✓ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ✓ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ✓ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Grades K-5 (self-contained): 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, online schools). ✓ Grades 6-12 (individual subject): 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, online schools). ✓ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ✓ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ✓ 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.	N/A

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ✓ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ✓ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	**Middle School** A Chromebook was offered to each middle school student. **Lower School** Individual devices have been offered to each student.

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
✓ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
✓ **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.
✓ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
✓ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).
	Throughout campus, signs will be placed in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures.
	
	Handwashing
	All students will have access to handwashing supplies and given ample time to wash hands multiple times each day.
	
	Hand sanitizer will be supervised by staff.
	
	Staff and children are required to wash hands for at least 20 seconds, including the following key scenarios (hand sanitizer with alcohol content between 60-95% is allowed when an asterisk* appears):
	
	  ● Before and after eating
	  ● Before and after administering medication
	  ● After toileting, or assisting with toileting
	  ● After wiping a nose, coughing, or sneezing*
	  ● After coming in from outside*
	  ● Upon entering and leaving a building*
	  ● If staff are moving between stable groups*
	  ● After sharing toys or learning materials*
	
	Equipment
	To the greatest extent possible, all classroom supplies and equipment will be individualized for each student. Materials that need to be used by multiple students will be cleaned and sanitized before use by another student or cohort group. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.
	
	Events
	Field trips will be designed virtually for the school year. All assemblies, special performances, schoolwide parent meetings, will be held in a virtual format, or designed in a way that allows appropriate physical distancing to be maintained throughout. **All athletic teams and events are on hold until further notice.**
	
	Transitions/Hallways
	
	  ● Restrooms: Lower School students will use the individual bathrooms nearest their designated classroom. Middle School cohorts will have designated restroom schedules alleviating waiting and large groups. Restrooms will be cleaned multiple times throughout the day.
	  ● Recess: Eleven recess locations have been identified around the campus taking full advantage of courtyards and Discovery Park. Games and activities that allow for free play with limited material contact will be encouraged. Handwashing before and after recess will be required.
	  ● Early arrival and FASCA: Before and after school care will be provided on a limited basis by reservation only with essential workers given priority.
	
	Personal Property
	All personal items must be labeled prior to entering school and use is limited to the item owner. All members of the community should limit the number of personal items that move between the school and home.
	
	Athletics
	All athletics programs are suspended until further notice.

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ✓ Create schedule(s) and communicate staggered arrival and/or dismissal times. ✓ 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). ✓ 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. 　● 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. ✓ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) 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.	Drop-off and pick-up times and locations at FAIS are staggered by age/grade, allowing for physical distancing to be maintained. Staff members will be stationed at drop-off locations to eliminate the need for parents to park and enter buildings. *Guardians dropping off & picking up will be required to wear face shield or face covering, and will be required to maintain physical distancing when not engaged in hand-off of children to staff.* Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. High-traffic areas will have visuals and signage to promote adherence to safe practices.

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ **Seating:** Rearrange student desks and other seat spaces *s*o 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. ✓ **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. ✓ **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 shall be disposed of in a garbage can, then hands washed or sanitized immediately. 　● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating** Seating has been rearranged in each classroom to ensure the mandated social distancing. **Materials** Materials will not be shared. Middle School lockers will not be accessible. Each Middle School student will be assigned a Chromebook to be charged at home nightly and brought on site daily. **Handwashing** Ample time will be built into schedules for students to wash their hands regularly. Additional hand washing and sanitizing stations are being explored. **Ventilation/outdoor spaces** When possible, windows and doors will be open in the classroom before students arrive. Each classroom will hold classes outside when possible and encourage students to spread out.

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ 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](#)). ✓ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ✓ 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.	All students and staff will be asked to wash hands or use hand sanitizer before and after recess. **Playgrounds/Fields/Recess** Activities will be planned to support physical distancing and maintain stable cohorts. Stable cohorts will be assigned one area outside to play while remaining with their group. Assigned areas will be rotated to give all students the opportunity to use a variety of spaces. Though not required, FAIS disinfects playground structures. There will be no sharing of equipment -- each cohort member will have their own ball, jump rope, etc.

	Restrooms
✓ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.	Lower School students will use the individual bathrooms nearest their designated classroom. Middle School cohorts will have designated restroom schedules alleviating waiting and large groups. Restrooms will be cleaned multiple times throughout the day.
✓ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	**Restricting staff use of shared spaces**
✓ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	FAIS limits the number of staff members in all shared spaces. Staff must sign in and out of shared spaces, and limit which shared spaces they visit. When taking breaks and eating lunch, staff are asked to remain consistent with the spaces they use to help mitigate the largest areas of risk in school spread of COVID-19: adults eating together without face coverings.
✓ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	
✓ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
✓ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	
✓ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Include meal services/nutrition staff in planning for school reentry.	All students and staff will be asked to wash hands or use hand sanitizer before and after lunch. Students attending half-day hybrid learning will not eat lunch on campus.
✓ Prohibit self-service buffet-style meals.	
✓ Prohibit sharing of food and drinks among students and/or staff.	There will be no meal service available throughout the school year. All food should be brought from home. "No sharing" rules and distancing during mealtimes will be strictly enforced. FAIS will also use outdoor spaces for mealtimes as much as possible. Full-day students will eat lunch in their cohorts and designated locations. Microwave ovens will not be available to students.
✓ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	
✓ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	*Breastfeeding parents or those whose children have special feeding needs will be allowed to enter the program for the purposes of feeding.*
✓ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.	
✓ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	
✓ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
✓ Adequate cleaning and disinfection of tables between meal periods.	
✓ Since staff must remove their face coverings during eating and drinking**,** limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	All FAIS students use private transportation.
✓ 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).	
✓ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	

✓ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
   o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
   o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
● If arriving at school, notify staff to begin isolation measures.
   o If transporting for dismissal and the student displays an onset of symptoms, notify the school.	

✓ 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.	
✓ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.	
✓ 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).	
✓ Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.	
✓ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Clean, sanitize, and disinfect frequently touched surfaces (e.g. 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) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.	**Cleaning/Disinfection** Scheduling and documenting of routine sanitation measures will be in full effect throughout the campus. ● All frequently touched surfaces will be cleaned and disinfected at least daily and between use as much as possible. ● Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.

✓ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.	● A schedule has been implemented by the Facilities Director for increased routine cleaning and disinfection during the pandemic, including the use of an electrostatic disinfectant sprayer when a space is shared by more than one cohort during the day.
✓ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance.	● All outdoor spaces used for learning are completely open, without enclosures, for maximum airflow.
✓ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	● Reference section 2g for cleaning of outdoor playground structures and shared equipment.
✓ 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.	● Additional custodial staff will be brought in as necessary. ● FAIS Facilities staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and only using products that meet EPA disinfection criteria as well as ELD requirements.

The below content spans both columns after the bulleted lists above:

✓ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)

✓ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.

✓ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

✓ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.

✓ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.

✓ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).

✓ 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).

Additional cleaning is required of all members of the community and is supported by increased access to sanitizing wipes and hand sanitizer.

All plush furniture and carpets have been removed to streamline disinfection.

Drinking fountains have been replaced with water-filling stations, but staff and students are encouraged to bring their own water to minimize contact with the stations and maintain distancing.

Ventilation
Windows and doors will be open as much as possible -- without posing risk to students or staff -- to ensure that there is adequate ventilation throughout the day and when using cleaning products.

All maintenance systems are in an enhanced COVID schedule. Ventilation systems are routinely cleaned, inspected, and maintained, and repaired as needed to ensure optimal operation. All filtration systems are being monitored and filters changed regularly. Additional air exchanges in HVAC systems have been adjusted across campus.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ 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. ✓ 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; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	**Prevention-oriented health services program** FAIS will maintain and enhance Health Services including additional curriculum components for students with a focus on age-appropriate hand hygiene and respiratory etiquette. Community prevention strategies will include prevention and safety reminders on the website, in the newsletter and signage throughout the campus. Space designed to isolate sick students is detailed in 1i. Continuity of existing health management protocols will be maintained alongside COVID-19 specific planning to provide services for students with special health care needs.

	Licensed, experienced health staff Along with an on-staff registered nurse, FAIS collaborates with multiple public health organizations.

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
    ● Contact tracing
    ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
    ● Quarantine of exposed staff or students
    ● Isolation of infected staff or students
    ● Communication and designation of where the "household" or "family unit" applies to your residents and staff
✓ Review and take into consideration CDC guidance for shared or congregate housing:
    ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
    ● Ensure at least 64 square feet of room space per resident
    ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
    ● Configure common spaces to maximize physical distancing;
    ● Provide enhanced cleaning;
    ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.
Exception
K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that:
✓ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance.
✓ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
✓ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
✓ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
    ● Limit travel to essential functions.
    ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
✓ Any boarding students newly arriving to campus will either:
    ● Complete a quarantine at home for 14 days* prior to traveling to the school, OR
    ● Quarantine on campus for 14 days.*
 	
* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within
	N/A

48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).	
✓ Student transportation off-campus is limited to medical care.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

✓ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
   ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
   ● Fire drills must be conducted monthly.
   ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
   ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
✓ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
✓ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
✓ Drills shall not be practiced unless they can be practiced correctly.
✓ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
✓ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
✓ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.
	During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Drills will be scheduled well in advance and may be completed in smaller groups allowing for greater social distancing.
	
	FAIS will continue to implement school emergency procedures and drills in accordance with ORS 336.071 and OAR581-022-2225.
	
	Drills will be carried out as close as possible to the procedures used in an actual emergency. Exit routes have been adjusted to ensure that cohorts maintain the mandated social distancing and will be communicated to all staff before returning on site. In case of a hybrid program, drills will be practiced with all cohorts. Evacuation routes are clearly posted in each room. Drills may be carried out by building or division to allow for additional space.
	
	Staff are required to regularly review safety procedures contained in the FAIS Emergency Flip Book. For the 2020-21 school year this will be done remotely prior to returning to campus.
	
	Plans are being developed to design physical, social, and emotional learning modules that can be shared on site or via distance learning. These modules will be made by the EOP (Emergency Operations Team) facilities, nursing, and counseling teams to focus on health and safety practices.

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ✓ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ✓ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ✓ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the	All student support and teaching staff who will be on campus will be available to students who need emotional support. Communication and response protocols in place during our regular school year will be maintained. School counselors in both divisions as well as student support specialists will train staff on possible added stressors and responses to these stressors given the new environment. To support teaching and learning, trauma informed teaching practices will be introduced to staff with a focus on recognizing how trauma responses manifest behaviorally, socially and emotionally. FAIS will strive to integrate wellness and wellbeing strategies, to focus on positives, enhance counselor contact with individual and small-group support and consultation and collaboration with families and providers.

student is regulated and/or is not demonstrating challenging behaviors.

✓ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.

✓ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

✓ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
- Student elopes from area
  - If staff need to intervene for student safety, staff should:
    - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.
  - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in behavior that requires them to be isolated from peers and results in a room clear.
  - If students leave the classroom:
    - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
    - Ensure physical distancing and separation occur, to the maximum extent possible.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.
  - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  - If staff need to intervene for student safety, staff should:
    - Maintain student dignity throughout and following the incident.
    - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.

*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

✓ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

In the event that a student engages in physically aggressive behaviors division heads, counselors, and head of school will assist with de-escalation or intervention techniques.

Under development are: virtual and physical calm rooms for students and staff members to access when they need a break as well as sensory walks that are indoor or outdoor self-directed brain-break activities for reducing tension, calming tempers, refocusing and expending energy.

Resources for staff members including direct consult and support from our Employee Assistance program will be made available.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.	FAIS does not use reusable Personal Protective Equipment (PPE). All single-use PPE is disposed of after use.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ✓ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	FAIS has established ongoing communication with the Multnomah and Washington County Health Departments and will continue to attend weekly update meetings offered by our school liaison to review and update procedures based on the most current information. Communication with the community and decision making tools are based on ODE/OHA/OSHA Planning for COVID-19 Scenarios in Schools.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ✓ Ensure continuous services and implement Comprehensive Distance Learning. ✓ Continue to provide meals for students.	**Response Protocol Regarding Confirmed Cases** Staff, student, or parent reports diagnosis of, symptoms of, or health department notification of close contact with a positive COVID-19 case ↓ Report is provided to school administration (Head of School and Division Heads), and School Nurse. Nurse advises on next steps ↓ Nurse collaborates with local public health authorities (LPHA). ↓ Communication needs, process, and language are defined in collaboration between the Nurse, the LPHA, and the school administrator as warranted. ↓ School Nurse will work with the LPHA to provide needed information to share with appropriate student families and staff, to inform those who have had close contact with a person diagnosed with COVID-19, to stay home and self-monitor for symptoms. Staff should not advise other staff or families of potential exposures; confidentiality should be strictly observed. **Facilities Response Plan to Confirmed Cases** 1. CLOSE OFF AREAS used by ill person(s). Allow up to 24 hours before starting the disinfection process to minimize potential for exposure to respiratory droplets. 2. OPEN UP WINDOWS AND DOORS of area needing treatment to increase air circulation during the disinfection process.

3. CLEANERS/DISINFECTANT MATERIALS will be prepared by custodial staff prior to PPE (personal protective equipment) dressing:
   - 243- neutral cleaner (detergent)
   - 730- disinfectant
   - Electrostatic Sprayer with prepped hospital grade saline product

4. PPE will be worn by custodial staff prior to entering space(s) needing to be disinfected:

   - Nitrile disposable gloves
   - Disposable gowns (clothing covering)
   - N95 facemask
   - Goggles/Safety Glasses

5. DISINFECTING PROCESS will be executed by custodial staff as follows:
   - Begin with either disposable wipes (prepared with the 243 product) or spray bottles and disposable rags/towels. Wipe clean all areas such as offices, bathrooms, and common areas used by the ill person(s) focusing on frequently touched surfaces.
   - Repeat the same process using the 730 disinfectant product and or electrostatic sprayer (moving side to side, up and down, making sure not to hold the sprayer in one area too long.
   - Touchpoints will include but not limited to: phones, lightswitches, door/cabinet handles, keyboards/mouse, all soft and hard furniture, counter/desktops, all sink/plumbing fixtures, toys, urinals/toilet, dispensers, etc
   - Trash cans will be emptied, relined, wiped clean, and disinfected
   - Floors will be swept, cleaned with detergent, and mopped disinfected
   - Porous areas or carpets will be cleaned and disinfected using appropriate equipment

6. LAUNDRY/CLOTHING in contact with the ill person will be carefull bagged by NOT SHAKING to minimize the possibility of dispersing virus through the air. Using all safety protocols, bags will be: treated as hazardous, remain sealed, and staged in a secure location marked as such until laundering (at warmest temperature setting) can be determined.

7. END, PROPER PPE DISPOSAL will be managed by custodial staff once disinfection has been completed, including: nitrile gloves, gowns, facemasks. Safety glasses (if any splashing occurred) can simply be placed in a clean bucket of disinfectant. Hands will be washed immediately after change out.

8. PPE BREACH/TEARS will be reported by custodians immediately upon discovery.

OHA/ODE Requirements	Hybrid/Onsite Plan
✓ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ✓ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ✓ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model. In the event of school closure, all students and staff will participate in distance learning temporarily. If determined safe, FAIS also offers Emergency Childcare for Essential Workers in accordance with all ELD regulations. FAIS Facilities staff monitor all campus activity, adjusting cleaning and disinfecting as needed. The campus is routinely cleaned, sanitized and disinfected during distance learning and is enhanced based on the number of students and staff on campus.

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 unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

✓ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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.

4. Equity

	5. Instruction

	6. Family, Community, Engagement

	7. Mental, Social, and Emotional Health

	8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*