



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Forest Hills Lutheran Christian School
Key Contact Person for this Plan	Mike Schiemann, Principal
Phone Number of this Person	503-359-4853
Email Address of this Person	<a href="mailto:principal@fhlds.org">principal@fhlds.org</a>
Sectors and position titles of those who informed the plan	Principal Mike Schiemann, teachers Anne Shearier, Kim Brennan, Bonnie Moeller, Cassie Plucknett, Director of Advancement Sheila Hill, Parent and Nurse Amanda Hanley
Local public health office(s) or officers(s)	Washington County Health Authority
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Mike Schiemann, Principal
Intended Effective Dates for this Plan	September 2020 – June, 2021
ESD Region	Hillsboro ESD

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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

In discussion with members of our community, it is clear that the majority desire to have their children back at school for the 2020-2021 academic year. They desire precautions to be in place, yet feel that the social-emotional benefits of schooling are vital for child growth and development.

Forest Hills serves families from a variety of demographics. Those involved in the discussions that have taken place include families from various communities and backgrounds. We have had those in our midst who have been impacted by the loss of jobs and financial hardships due to COVID-19. These families have also expressed a desire to return to face to face instruction, and as such, this is the goal and plan for our school.

3. Indicate which instructional model will be used.

Select One:

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 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. 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.

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.

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.

*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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

#### EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures will be implemented in accordance with the plan developed in this document. Training for these measures will be provided to all staff, and will be communicated with students, parents, and all others in the Forest Hills community.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li>☒ Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li>☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations.</li> <li>☒ Provide all logs and information to the LPHA in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child's name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<ul style="list-style-type: none"> <li>• This plan is updated in accordance with the Oregon Department of Education Standards for face-to-face instruction for the 2020-2021 School Year.</li> <li>• The designee for establishing, implementing, and overseeing physical distance requirements is the School Administrator. All staff assume a role in monitoring and enforcing the guidelines within this document.</li> <li>• Our LPHA representative is Sam Schafer. Additionally, Amanda Hanley was on a committee to develop this plan, adding input from a medical perspective.</li> <li>• The staff will be trained in this plan during our staff professional development days from August 17-19. Training will include a step by step read-through of the plan, detailed instruction on implementation, providing staff with resources necessary to carry out the plan, and training in the use of those resources. This training will be conducted in a physically distanced, face-to-face scenario.</li> <li>• A Protocol Document has been established for COVID-19 procedures, and in this document it outlines procedures for notifying the LPHA of any confirmed COVID-19 cases among students or staff at Forest Hills.</li> <li>• Plans for systematic disinfection are in place through the use of our cleaning company, staff, and trained volunteers. Cleaning will take place on a daily basis and will include all areas that are used by individuals on campus throughout the day.</li> <li>• Should there be any cluster or any illness among the Forest Hills community, the administrator will contact the LPHA. A cluster is defined as more than 15% of the population contracting an illness.</li> <li>• The LPHA will be provided with any requested information, and their recommendations will be provided to the board for analysis of next steps.</li> <li>• All students entering the school will be screened by staff or trained volunteers. This screening includes a visual check for symptoms, as well as a temperature check.</li> <li>• Any ill or exposed person will be isolated until such time as they are able to leave campus. Multiple isolation rooms on campus have been identified. These rooms are not in the classroom buildings in order to remove the ill person from the greatest density of population.</li> <li>• Should someone at FHLCS contract COVID-19, the school community will be notified through regular communication channels within a 24 hour period.</li> <li>• Students will be placed in stable cohorts for the duration of the school day. Through the use of the student/staff/visitor check in system, a log is generated that includes time, date, and location of all individuals. This log is maintained in the office and has been created with the input of a nurse.</li> <li>• The daily logs include all of the required information.</li> <li>• The daily logs will be kept digitally for a minimum of four weeks. They can be printed or shared if required.</li> <li>• Should anyone who has entered the school be diagnosed with COVID-19, the school will immediately consult the LPHA and follow their recommendations.</li> <li>• If there is an outbreak, Forest Hills will coordinate with the LPHA and follow their recommendations.</li> </ul>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Forest Hills will serve our students in accordance with this plan and make any necessary modifications for those in high-risk populations that facilitate face to face learning.</li> <li>• Forest Hills does not have any students enrolled who fall into these categories. Should a question come up within these categories, we will consult with our LPHA.</li> <li>• Forest Hills does not have a school registered nurse, yet we have multiple parents who are health care professionals who are willing to assist us in school reopening. One such parent serves on this committee and passes along pertinent information regarding health updates and communication from the medical field.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>assist a child with a disability to benefit from special education.’</p> <ul style="list-style-type: none"> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul>	

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li>☒ 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.</li> <li>☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li>☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li>☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● A calculation has been completed, examining classroom square footage and enrollment. The classrooms are set up so that students are physically distanced in accordance with this guideline.</li> <li>● The school will provide a structure that will allow physical distancing in all school activities.</li> <li>● The school will use lines only as necessary, and take measures to ensure 6-foot separation while in line. Constrained places will be appropriately designed and monitored.</li> <li>● Schedules will be created in a way that promote physical distancing in all locations including hallways, playgrounds, and other common areas.</li> <li>● All students will be trained in the contents of this blueprint that directly apply to them.</li> <li>● Any on-site meetings will maintain physical distancing guidelines.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li>☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li>☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li>☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li>☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li>☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● Stable cohorts have been established. These cohorts allow 35 square feet per person, including staff.</li> <li>● Cohort sizes will be limited to ensure health and safety of all those on campus.</li> <li>● A system for tracing within each cohort has been established. All those in the school community who enter campus are required to use the system each time they enter and exit campus.</li> <li>● The buildings have been designed for minimal interaction between cohorts. Students will be trained regarding space that is available for their use, and places they are not to go.</li> <li>● All staff in each learning space will be provided with cleaning materials and will clean any shared materials between each use.</li> <li>● Cohorts have been designed so that all students have the same access to learning and resources as during regular learning times.</li> <li>● Staff are trained to wash and sanitize between each cohort with whom they interact.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will receive a copy of the school protocols for cleaning. They will be trained during our in-person staff development days in August.</li> <li>• Protocols have been developed for communicating with the school community in case someone within the community comes into close contact with someone with a confirmed case. These protocols are included in our handbooks.</li> <li>• Protocols for communication with families, staff, and the community are included in our handbook documents.</li> <li>• Our plan is available in languages that our families speak and comprehend.</li> </ul>

#### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ 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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li>☒ 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.</li> </ul>	<ul style="list-style-type: none"> <li>• People will be instructed that, if they exhibit any symptoms of COVID-19 to stay home. They will be instructed on what primary symptoms are through the handbook.</li> <li>• Staff and trained volunteers will engage in monitoring on a daily basis. Monitoring includes visual checks for symptoms, as well as temperature checks each day. Should anyone exhibit primary symptoms of COVID-19, they will not be permitted onto campus. For other communicable or infectious diseases, our regular policies will still apply.</li> <li>• Forest Hills will follow LPHA recommendations on restricting people from campus who have known to have been exposed to someone infected with COVID-19.</li> <li>• Where it is confirmed that symptoms such as coughing are not linked to another baseline symptom, individuals exhibiting those symptoms will be excluded from school.</li> <li>• All those who come onto campus will be required to use hand sanitizer or wash their hands upon entry to the building. Throughout the day, each time someone enters a new classroom or building, they will be required to use hand sanitizer or wash their hands.</li> </ul>

#### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors to Forest Hills will only be permitted if their function is considered essential. All visitors will have to follow guidelines established by the school that include physical distancing.</li> <li>• Hand sanitizing or washing is part of our mandatory visitor protocol.</li> <li>• Visitors are required to wear face coverings.</li> <li>• All visitors will be screened before entrance is permitted. Anyone who is known to have been in contact with someone exposed to COVID-19 within the preceding 14 calendar days will not be permitted on site.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li>☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:               <ul style="list-style-type: none"> <li>• 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;"                   <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li>☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.               <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li>☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:               <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• 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;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li>☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related</li> </ul>	<ul style="list-style-type: none"> <li>• Staff who are within six feet of students are required to wear masks or face coverings while they are within six feet of students.</li> <li>• Face coverings will be required for all students in all grades following the CDC guidelines.</li> <li>• Students will be provided with a physically distanced, safe, designated space for a break from a face covering if the need is present.</li> <li>• Other adults providing instruction, or other staff members who are within six feet of any individual are required to have face shields, coverings, or plastic barriers.</li> <li>• Anyone providing direct contact care for staff or students is required to wear a face covering.</li> <li>• Students will also be required to wear face masks. We will ensure that these masks will not provide a barrier to instruction for anyone.</li> <li>• Forest Hills does not currently serve any students who have an IEP.</li> <li>• Should any staff member need accommodations for face coverings, duties will be appropriately re-defined and their proximity to students will be limited.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>concerns, schools/districts <b>must not</b> deny any in-person instruction.</p> <ul style="list-style-type: none"> <li>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>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.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.</li> </ul> </li> <li>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.</li> </ol> </li> </ul> </li> <li>☒ 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.</li> <li>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	

**1i. ISOLATION AND QUARANTINE**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ 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. <ul style="list-style-type: none"> <li>• 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Protocols for surveilling students and staff, as well as what to do if they begin exhibiting symptoms during the school day are outlined in our handbook.</li> <li>• Protocols are outlined in our handbook document for exclusion and isolation. Physical spaces have been designated as sick rooms at school, and anyone exhibiting symptoms will be required to wait in a sick room until they are able to leave campus.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> <li>Consider required physical arrangements to reduce risk of disease transmission.</li> <li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li><a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> <li>School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<ul style="list-style-type: none"> <li>Sick rooms will be used to isolate anyone exhibiting symptoms. They will be monitored by school staff until they are able to leave campus. All those who monitor will ensure their own safety through the use of PPE. Symptomatic individuals will be required to wear PPE until they are able to go home.</li> <li>Throughout the process of sending someone home, discussion will be held regarding why such measures are required. Discussion will take place in a calm and loving manner, ensuring the emotional well being of the person exhibiting symptoms.</li> <li>Parents will be contacted regarding anyone who needs transport home or to a healthcare facility. It is the responsibility of the parent or guardian to provide this transport.</li> <li>Protocols are in place for individuals to remain home in accordance with the standards outlined in this document.</li> <li>Protocols have been established with the advice and input of a local health nurse.</li> <li>If someone is sent home, this will be recorded in a log in the main office. This log will be available for review by a LPHA upon request.</li> </ul>



## 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).

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:               <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li><input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</li> <li><input type="checkbox"/> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Forest Hills will enroll students based on current policies.</li> <li>• The school will not disenroll students in a high risk population, nor those who have had COVID symptoms.</li> <li>• Attendance policy will be amended to account for “excused absences” that accommodate students that do not attend in person due to student or family health and safety concerns.</li> <li>• Forest Hills will attempt to engage students who have stopped attending for 10 or more days. This engagement will include communication with the family and an attempt to create an educational plan to support student learning.</li> <li>• Forest Hills will continue to follow outlined procedures for accepting new students, including record requests and communication between schools.</li> <li>• Attendance will be taken daily and monitored by the administration.</li> <li>• Educational supports will be provided to students who miss school as per our homework and sick policies.</li> <li>• Forest Hills will continue to follow the attendance policies in accordance with state standards.</li> </ul>

**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>Private school, 2b does not apply.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.	

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>• School Owned devices will be quarantined for 72 hours, when possible, after being returned to the school. School owned devices will be cleaned using a disinfectant wipe containing 70% alcohol, on the hard, nonporous surface of the item. This includes the display, touchscreen keyboard, mouse and the exterior surface of the item.</li> <li>• Return, inventory, updating, and redistributing school-owned devices will be done at a minimum distance of six feet with no physical contact between people.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> All people on campus will be encouraged to wash their hands after any occasion where they touch any community surface.</li> <li>• <b>Equipment:</b> Student supplies will be kept in the individual student space and only used by them. All community devices and supplies will be disinfected by an adult between users.</li> <li>• <b>Events:</b> There will be no field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings where physical distancing requirements cannot be met.</li> <li>• <b>Transitions/Hallways:</b> We will limit transitions to the extent possible. Each cohort will only have access to their hallway in the interior of each building to promote physical distancing. No student gatherings will be allowed where physical distancing requirements cannot be met.</li> <li>• <b>Personal Property:</b> All personal items will be labeled with the name of the student using them and limited to their use only.</li> </ul>

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival and dismissal procedures.</li> <li>• Students will wait in vehicles in the drop-off line to be screened for school entry. Relevant student groups will be assigned to one of three school entrances to be screened. Pick-up procedures will be done in a physically distanced manner, outlined in our COVID-19 handbook.</li> <li>• A sign-in/sign-out system for anyone on campus other than students arriving/leaving at the traditional drop-off/pick-up times has been developed using personal mobile devices or prearranged times. There will be no contact, or shared resources.</li> <li>• Hand sanitizer dispensers will be located near all entry doors and high traffic areas.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <li>Parents will be required to stay in vehicles during drop-off/pick-up.</li> <li>Anyone entering a room is required to hand sanitize upon entry. Hand sanitizer will be provided.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input checked="" type="checkbox"/> <b>Materials:</b> 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. <input checked="" type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li><b>Seating:</b> Desks/seats will be at least six feet apart and each student will occupy the same seat at all times.</li> <li><b>Materials:</b> Community supplies will be avoided and each student will have their own. Any community items will be cleaned frequently. Each room will have tissues and sanitizer.</li> <li><b>Handwashing:</b> Students will be reminded of the utmost importance of hand hygiene and respiratory etiquette. They will be reminded to cover coughs and sneezes with an elbow or a tissue. Tissues will be disposed of and hands washed or sanitized immediately.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a> ). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> . <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> . <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	<ul style="list-style-type: none"> <li>Playgrounds will be closed for public use.</li> <li>Students will access outside areas during planned break times by cohorts. Playground equipment will be disinfected daily and in between cohort groups. Each cohort will use their own playground supplies (balls, jump ropes, etc.)</li> <li>Recess activities will be designed to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> </ul> <p><a href="https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing">https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing</a></p> <ul style="list-style-type: none"> <li>Students will wash their hands or use hand sanitizer before and after the designated recess time.</li> <li>Staff workspaces will be limited in accordance with ODE and OHA guidelines.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.	<ul style="list-style-type: none"> <li>Hot Lunch will be delivered to each classroom and students will eat with their cohort group.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li><input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> <li><input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-service buffet style meals and food or drink sharing are prohibited.</li> <li>• Physical distancing will be maintained during all meal times.</li> <li>• All staff who prepare meals and interact with students will follow all safety measures outlined for staff at Forest Hills in accordance with ODE and OHA guidelines.</li> <li>• All students must wash hands prior to meals and again after the meal.</li> <li>• The food prep and serve stations will be sanitized between each use.</li> <li>• Students will not share utensils or other items during meals.</li> <li>• Each table/desk will be cleaned prior to and after the meal is consumed.</li> <li>• Staff will be provided space in which to eat their meals and snacks.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>• If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>Not applicable as we do not have daily buses.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input checked="" type="checkbox"/> Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li><input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• We will clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. We will maintain clean and disinfected environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li>• We will apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. All products will be kept away from students.</li>   <li>• During the school day cleaning will be done using Clorox Hydrogen Peroxide Disinfecting Cleaners. After hours the cleaning crew will use SC Johnson TruShot Disinfectant Cleaner Hospital Grade 3M Disinfectant Cleaner 40A.</li> <li>• Doors and windows will be opened as available and all ventilations systems will be kept in working condition.</li> <li>• The school will ventilate the rooms as much as possible on a daily basis.</li> <li>• Daily disinfection of community surfaces will be done by a janitor. Daily disinfection of classroom surfaces will be done by school staff.</li> <li>• The school will use the filtration systems that are installed in the current HVAC equipment.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</li> <li><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> </ul>	<ul style="list-style-type: none"> <li>• The school will provide age appropriate hand hygiene and respiratory etiquette education to support prevention. This includes website, newsletter, and signage in the school setting for health promotion.</li> <li>• The School will practice appropriate communicable disease isolation and exclusion measures.</li> <li>• Staff will participate in health services related training to maintain healthy practices in the school setting.</li> <li>• Specific plans regarding contact tracing, cohort intersection, quarantine, isolation, and communication are included in the Forest Hills COVID-19 Procedural Manual which is available to all on our website at <a href="http://www.fhcs.org">www.fhcs.org</a>.</li> </ul>

## 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:                             <ul style="list-style-type: none"> <li>• Contact tracing</li> <li>• 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.</li> <li>• Quarantine of exposed staff or students</li> <li>• Isolation of infected staff or students</li> <li>• Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input checked="" type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:                             <ul style="list-style-type: none"> <li>• Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>• Ensure at least 64 square feet of room space per resident</li> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul>	

## 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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.                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> </li> <li><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should 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.</li> <li><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</li> <li><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• School protocols regarding drills are already in place and Forest Hills will continue to follow those protocols. Drills are conducted on a monthly basis. Drills conducted at school include fire, earthquake, and safety threat drills.</li> <li>• Our shelter locations are already spaced out and will maintain the physical distancing needed for COVID-19 protocols.</li> <li>• No drill will exceed 15 minutes as possible.</li> <li>• All drills will be conducted in a safe manner for both the purpose of the drill as well as COVID-19 protocols.</li> <li>• All staff will be trained on drills in the teacher workdays preceding the start of school.</li> <li>• Even for drills, when students re-enter the classroom, they will be required to wash their hands for 20 seconds or use hand sanitizer.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> 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.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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 student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Forest Hills has a discipline plan that specifically outlines how to handle student behaviors that deviate from the state expectations and outcomes. This plan includes students who have additional behavioral struggles. Staff are trained on how to use this plan and when to get additional support in dealing with student behaviors that are uncommon.</li> <li>• Staff always work to retain the dignity of students in the midst of difficult behavioral situations.</li> <li>• Should student behavior extend beyond established cohorts, this will be included in the contact tracing log.</li> <li>• Appropriate spaces will be provided to de-escalate any behaviors that need intervention.</li> <li>• Any reusable PPE will be sanitized as needed.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• 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).               <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should:                   <ul style="list-style-type: none"> <li>• Maintain student dignity throughout and following the incident.</li> <li>• 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.</li> <li>• Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>• Wash hands after a close interaction.</li> <li>• Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>☒ 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.</li> </ul> <p><b>Protective Physical Intervention</b></p> <ul style="list-style-type: none"> <li>☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).</li> </ul>	



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li>• The communication plan will include the LPHA and will be shared with them at the time they receive this plan.</li> <li>• When cases are identified in the local region a response team will be assembled.</li> <li>• When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direction.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li>☒ Ensure continuous services and implement Comprehensive Distance Learning.</li> <li>☒ Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline absentee rates will be identified to determine if the rates has increased with metrics that demonstrate concern as outlined by the CDC and ODE.</li> <li>• Students demonstrating primary symptoms will be sent home in accordance with ODE guidelines.</li> <li>• Forest Hills will work with LPHA to establish timely communication with staff and families</li> <li>• Large school events will be postponed or canceled.</li> <li>• When novel viruses are identified in the school setting, and the incidence is low, the local health department will</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>provide a direct report to the school on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.</p> <ul style="list-style-type: none"> <li>• If the school is unable to offer face to face instruction, a comprehensive distance learning model will be implemented in accordance with the standards published by the school for this mode of learning.</li> <li>• Forest Hills does not provide meals for students outside of a purchased hot lunch program.</li> <li>• Criteria for return to on-site instruction will be in line with state provided metrics.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• In the event of school closure, all students and staff will participate in distance learning temporarily.</li> <li>• All surfaces will be cleaned after use, or will not be used for a 72 hour window.</li> <li>• Families will receive regular communication regarding the metrics that will allow the school to return to on-site instruction.</li> <li>• Forest Hills is able to provide small groups and cohorts to allow for a safe return to school.</li> </ul>



## 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 <i>Include how/why the school is currently unable to meet them</i>