



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021 ((TDHS updated 3.3.21))

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *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	The Dalles High School
Key Contact Person for this Plan	Kurt Evans, Principal
Phone Number of this Person	541-506-3400
Email Address of this Person	evansk@nwasco.k12.or.us
Sectors and position titles of those who informed the plan	Theresa Peters, Interim Superintendent Kurt Evans, Principal Phil Brady, Teacher Meranda Toole, Teacher Deb Newkirk, Educational Support Professional Krystal Klebes, Teacher Sharlene Bonham, Educational Support Professional Kellie Meeuwsen, Teacher
Local public health office(s) or officers(s)	Dr. Miriam McDonell

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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kurt Evans, Principal
Intended Effective Dates for this Plan	August 2020 – June 2021
ESD Region	Columbia Gorge Educational 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.

Considering the diverse needs and perspectives of our students and families North Wasco County School District gathered parent input through school surveys. Information was sent to parents via email, U.S. Mail, and also handed out at our meals-to-go distribution sites. Input was gathered regarding the successes and challenges with the distance learning from the last trimester of the 2019-20 school year, as well as feedback on preferences and comfort level for both in-person and distance learning for the 2020-21 school year. The survey data was utilized to inform planning at the building and district level for the upcoming school year.

Additional input was gathered through parent surveys in November 2020 and in January 2021. A Separate survey was sent to all parents/guardians surveying which option they want their students to take part in; Hybrid or The Dalles High School Virtual Academy.

Throughout the planning process we utilized an equity lens, keeping in mind the needs and challenges faced by our underserved populations who are disproportionately impacted by COVID-19. We also looked at our 2019-2020 trimester three grading and engagement data to see which of our populations were disproportionately impacted due to the spring closure.

Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year.

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](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>).

* **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.

North Wasco County School District will begin the 2020-21 school year in Comprehensive Distance Learning until at least January 4th. Comprehensive Distance Learning will include instruction five days per week with interaction between teacher and students daily, and allowing for student to student interaction, as well. State and county COVID metrics will be monitored to determine if we are on track to transition to Hybrid Learning. Hybrid learning would involve a combination of in-school learning and distance learning in a safe environment. Classes would be divided into two groups, Group A and Group B. Group A would be in-school on Monday, Tuesday, Thursday & Friday in the morning and Group B would be in-school on Monday, Tuesday, Thursday & Friday in the afternoon. When students are not in-school, their learning will be in a distance format.

We continue to monitor the county COVID metrics to determine when we are able to allow some in-school instruction for targeted populations prioritized by the allowable exceptions in the metrics guidance from ODE. For example, if the county metrics threshold is met we may begin serving prioritized populations such as kindergarten through third graders, and limited at-school instruction based on needed educational, relational, curricular, instructional and/or assessment supports. This could include, but is not limited to, students who experience disability as well as students in programs such as career technical education that may require hands-on demonstration of skills, and the provision of secure assessment environments.

To prepare staff for Comprehensive Distance Learning we will provide additional training in Google Classroom, Zoom, student engagement in a distance learning format, Remind, trauma informed practices, and curriculum alignment with prioritization of state standards. We will also train staff in COVID protocols necessary for staff to be on-site, as well as for when we are preparing to bring students on-site. We will utilize our weekly Wednesday PLC (Professional Learning Community) time for on-going training around trauma, standards, differentiation for students needing accommodations (students who experience disability, English language learners, and students identified as Talented and Gifted.)

In response to parent feedback from our survey in June, we will streamline and standardize our instruction in the Comprehensive Distance Learning format. Our digital platform will be Google Classroom for kindergarten through grade twelve. We will use a common format across grade levels to help students and parents orient to the program. Before school begins we will allow time for teachers to connect with students and parents, orienting them to the platform and the expectations in the Comprehensive Distance Learning format.

We gathered data from parents at registration in August to consider offering a fully on-line instructional component. A fully online option is now offered K-12th through the District's Virtual Academy.

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.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g) . <ul style="list-style-type: none"> OSHA has developed a risk assessment template. <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input type="checkbox"/> 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 . <ul style="list-style-type: none"> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	<p>OSHA Risk Assessment & Infection Control Plan: CLICK HERE</p> <p>NWCSD 21 - Communicable Disease Management Plan – CLICK HERE</p> <p>The Dalles High School follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p>The Dalles High School also follows School Board Policies GBEB, JHCC and GBEB/JHCC-AR</p> <p><u>Screening/Isolation</u>: Visual screening of all students and staff is outlined in Entry and Screening Staff, Itinerant Staff, Students & Essential Visitors Protocols, p. 33-37 – CLICK HERE</p> <p>Potentially symptomatic students will be isolated following guidance outlined in the Isolating Ill or Exposed Persons Protocols, p. 42</p> <p>Contact Tracing: Contract tracing logs will be kept for each student/cohort by classroom teachers. Entry and Screening Staff, Itinerant Staff, Students & Essential Visitors Protocols, p. 33-37</p> <p>Isolating Ill or Exposed Persons: Isolating Ill or Exposed Persons Protocols, p. 42 – CLICK HERE</p> <p>Schools will communicate with parents through established methods (Remind, email, website and phone, as appropriate) the following in both English and Spanish:</p> <ul style="list-style-type: none"> What are the signs of Covid-19 When to keep ill students home Procedures for arrival and dismissal, including riding the school bus, in preparation for on-site learning (what to expect, what is expected) Parent notification of student exposure to potential Covid-19 while at school or riding a school bus, will be made as possible. In the event the District will need to move from on-site learning to CDL, parents will be notified as soon as possible, including information on how meals will be distributed. <p>District staff will be provided communication on the following:</p> <ul style="list-style-type: none"> What are the signs of Covid-19 Stay home when ill Procedures for self-screening and completing the sign in /out log for contracting tracing

- 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).

- Staff notification of potential Covid-19 exposure will be made as soon possible.
- In the event the District will need to move from on-site learning to CDL, staff will be notified as soon as possible.

High school principal or designee will enforce all RSSL health and safety protocols.

High school custodial staff will be responsible for disinfecting common areas including bathrooms.

High school instructional staff will be responsible for disinfecting classrooms between cohorts.

Any concerns can be made anonymously. The process will follow the same protocols as a community member filing a grievance. Concerns and grievances will be directed to the High School administration team.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	Students identified as high-risk or vulnerable by a physician may be enrolled in on-line instruction with multiple weekly check-ins by the teacher or designee. Student health plans will be written and implemented on individual student needs.
Medically Fragile, Complex and Nursing-Dependent Student Requirements	Students who experience disability will continue to receive specially designed instruction.
<input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 	Students with language services will continue to receive English Language Development.

- 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 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.

Communication with parents and health care providers will take place to determine return to school status and the current needs of the student. This could be done by the school nurse or IEP case manager.

Modify 504, IEP or an individualized health plan accommodations, as indicated, to address the current health care considerations.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside	NWCSD 21 - Communicable Disease Management Plan – Physical Distancing, p. 28-29 – CLICK HERE <ul style="list-style-type: none"> • Students will be assigned to attend school on either A or B days.

<p>guidance, establish an outside learning space for learning that maintains a minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • 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. <p><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p><input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<ul style="list-style-type: none"> • Students will attend school from 8:00 AM to 12:30 PM on their assigned school days. • Each classroom has an established room capacity based on 35ft² per person. • Hallways will be marked with one-way directions. • Students will not be assigned lockers. • Students will be dismissed prior to lunch and may choose to eat on or off campus. • No water fountains, water bottle stations only. • Limited school supply sharing.
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <p><input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, 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.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.</p> <p><input type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must</p>	<p>NWCSD 21 - Communicable Disease Management Plan – Cohorting, p. 29-30 – CLICK HERE</p> <p>NWCSD 21 - Communicable Disease Management Plan – Transportation Protocols – Appendix L, page 75-76 - CLICK HERE</p> <p>Transportation Cohort</p> <ul style="list-style-type: none"> • This is a stable group of students each day. • Updated contact-tracing logs are required for each run of a route. <p>In-Building Cohorts</p> <ul style="list-style-type: none"> • Students will be assigned to five class periods and not come in contact with more than 100 persons. • Staff will sanitize desks and door handles between each class period. • Staff will wash / sanitize hands between each class period.

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.

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.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • 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. <input type="checkbox"/> 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. <input type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</p> <p>Additional communication regarding protocols will be shared with families and staff prior to the start of on-site instruction. Before we return to onsite instruction families will be provided with information about when students should be kept home.</p> <p>Communication will be shared with families at least monthly or as updated information is available throughout the school year, via Remind, the school website and mail for families who do not have an email address on file.</p> <p>All communication will be provided in both English and Spanish.</p> <p>Training will be provided for staff by; building principals in collaboration with school nurses on safety protocols before in-person learning begins, with periodic refresher training.</p> <p>The District will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease as directed by the district communicable disease plan.</p> <p>The District will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.</p> <p>The school nurse will train staff in screening students upon entry.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • 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. 	<p>NWCSD 21 - Communicable Disease Management Plan – Entry & Screening Staff, Itinerant Staff, Students & Essential Visitors, p. 33-37 – CLICK HERE</p> <p><u>Arrival and Entry</u></p> <ul style="list-style-type: none"> • Each student will be assigned an entrance point (i.e., a specific door) to the school building. • Staff will be present at each entry point to visually screen students for symptoms. • Students must wash hands before breakfast. First period starts at 8:00 AM.

<ul style="list-style-type: none"> ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● 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. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> 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 that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p><u>Screening Students Upon Entry</u></p> <p>Screening Students:</p> <ul style="list-style-type: none"> ● Upon arrival students will be visually screened and asked a set of question (cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.) ● This can be done visually and/or with confirmation from a parent/caregiver/guardian ● If a student is symptomatic and has walked or arrived at the school via the bus the Principal or other designated staff will respond and escort the student to the isolation area. ● If a student is being dropped off by a parent and does not pass visual screening the student will be asked to return home. ● When the screening indicates that a student may be symptomatic, the student will be escorted to the office. <i>*Follow established protocol from CDP ANNEX (see section 1a).</i> ● All staff who are responsible for student screening will receive training related to COVID-19 symptoms. ● Handwashing stations or hand-sanitizer stations will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. ● There are transportation specific screening protocols that must be followed. See section 2i for more information <p>Screening Staff</p> <ul style="list-style-type: none"> ● Staff are required to report when they may have been exposed to COVID-19 in the previous 14 calendar days. ● Staff are required to report when they have symptoms related to COVID-19. ● Staff who become ill at school shall report to the administrator immediately and should be dismissed to home if symptoms are excludable. ● Staff members are not responsible for screening other staff members for symptoms. ● Essential Visitors will follow the same screening protocol as staff when entering a district building.
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OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • 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. <input type="checkbox"/> 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 . <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.	<p>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.</p> <p>To the greatest extent possible all meetings with visitors will take place via video/phone.</p> <p>Essential visitors may include, but is not limited to, parents (for IEP or discipline meetings when phone or video conference is not an option), Department of Human Services, in the event of an investigation or interview with a student, local law enforcement, and medical professionals for essential vision and dental screenings.</p> <p>All essential visitors will be required to wear appropriate face covering, use hand sanitizer and complete contact tracing log upon entry and check-in at the office. They will be screened for symptoms upon entry and will be restricted from entry if they have been exposed to COVID-19 in the last 14 calendar days or if they are symptomatic.</p> <p>This protocol will be adjusted based on the local case count for COVID-19, the transmission within our area, and with guidance from the local health department.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess. <input type="checkbox"/> 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: <ul style="list-style-type: none"> • 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"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material 	<div data-bbox="750 949 1500 1348" data-label="Complex-Block"> <p>KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:</p> <ul style="list-style-type: none"> Physical Distancing — At least 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 shields, face coverings, and barriers. Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Environmental Cleaning & Disinfection — Especially of high-touch surfaces. Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces. </div> <p>The District will follow the current OHA guidelines around face coverings.</p> <p><u>Face coverings or face shields</u> Face coverings, face shields or protective eyewear are required and will be provided for:</p> <ul style="list-style-type: none"> - All staff, contractors, other service providers or visitors/volunteers following CDC guidelines Face Coverings. - Bus drivers- Shield must be in use when stopped but can be lifted while driving. Facial coverings (mask) are required to be used in conjunction with facial shields/protective eyewear while driving the bus. <p><u>Protective barriers or face shields:</u></p> <ul style="list-style-type: none"> - Front office staff

that is easily wiped down for disinfection after each use;

- Provide additional instructional supports to effectively wear a face covering;
- 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.

- Speech Language Pathologists and Speech Pathologist Assistants

Facial Coverings

Facial coverings are not synonymous with facemasks.

Facial Coverings are required and will be provided for:

- All Staff, contractors, other service providers or visitors/volunteers
- Child Nutrition Program staff
- Staff providing 1:1 student support
- OT, PT staff supporting personal care, staff where direction requires direct physical contact
- Nurses or designated health services providers when administering medication or providing direct services

Facial coverings are required for staff moving throughout campus, including:

- PE teacher
- Music teacher
- Counselors
- Title I/Special Education staff
- Administration

Facial Coverings are required for:

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines Face Coverings](#)
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Facial Coverings are not recommended for:

- Students if they have a medical condition that makes it difficult for them to breathe with a face covering;
- If they experience a disability that prevents them from wearing a face covering;
- They are unable to remove the face covering independently; or
- While sleeping

Appropriate accommodations will be made for students and staff based on IEP, 504 or medical eligibility and requirements, such as ADA accommodations.

Face coverings should never prohibit or prevent access to instruction or activities.

- If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
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
<input type="checkbox"/> 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.	NWCSD 21 - Communicable Disease Management Plan – Isolating Ill or Exposed Persons Protocols, p. 42 – CLICK HERE
<input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide . <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. 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. 	Routine Disinfection for Frequently Touched Surfaces – CLICK HERE Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Isolation area #1: (insert room name), Isolation area #2: (insert room name). Students will be provided a facial covering (if they can safely wear one). Staff will be required to wear a facial covering and maintain physical distancing, but never leave a child unattended. While exercising caution to maintain (ensure) safety it 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. Staff will maintain student confidentiality as appropriate.
<input type="checkbox"/> 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.	Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ● Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and ● Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

- 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.
 - If able to do so safely, an asymptomatic 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 healthcare 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.

Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:

- the passage of 14 calendar days after exposure; **and**
- symptoms have been resolved for 24 hours without the use of anti-fever medications.

NWCS D 21 - Communicable Disease Management Plan – Planning for Covid-19 Scenarios in Schools – [CLICK HERE](#)

TDHS will maintain a remote learning option for students who are off-site either short or long term.



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
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input 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"> • 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. 	<p>All students will continue to be enrolled following the Oregon Department of Education guidelines (including foreign exchange students):</p> <p>No student will be dropped for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> • Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with Covid-19 • Have Covid-19 symptoms for the past 14 days • Have been required to quarantine due to contact with a case of Covid-19.

<ul style="list-style-type: none"> • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <p><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.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> 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.</p> <p><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.</p>	<p>If a student has stopped attending for 10 or more days, school staff including the building Principal will continue to try and engage the student and the family.</p> <p>School staff will attempt to contact families of students with unexcused and pre-excused absences weekly at a minimum, to encourage attendance or receive confirmation that the student has transferred or has withdrawn from school.</p>
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2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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).</p> <p><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).</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p>Attendance policies and plans will encourage staff and students to stay home if they are sick or exhibiting symptoms of COVID-19.</p> <p>Students should be in school all day, and engaged in distance learning every day while not on-site.</p> <p>Students should be engaged in the scheduled distance learning each school day while not on-site.</p> <p>Attendance includes participation in in-class activities and interaction with a licensed or registered teacher during a school day and/or interaction with educational assistants and paraprofessionals through teacher-designed and facilitated processes in a distance learning format.</p> <p>Interaction can be evidenced by any of the following or reasonable equivalents:</p> <ul style="list-style-type: none"> • Participation in a video class • Electronic communication from the student to the teacher via chat, text message, or email • Telephone communication with the student, or, for younger students, with the parent • Submission of completed coursework to a learning management system or web-based platform or via email, or • Turning in completed coursework on a given day. <p>Attendance applies to both the hybrid and comprehensive distance learning models and may be updated throughout the school year based on guidance from the Oregon Department of Education.</p>

	<p>The District will follow the ODE attendance guidelines for Alternative programs.</p> <p>The school secretary will notify the school nurse and principal when the absence rate has increased by 20% or more.</p>
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2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>A technology and connectivity survey was made available to families during the registration process in August. Information gathered included if families had internet services and computer equipment available to support online learning.</p> <p>Prior to distributing any District electronic equipment or device, the Technology Department will install/update any software programs used for online learning, confirm the District’s filtering system is installed and working properly and inventory and tag the equipment or device. The Technology Department staff will clean, sanitize and box/bag the electronic equipment to maintain cleanliness. Staff will adhere to social distancing methods when distributing electronic equipment or devices.</p> <p>Each school building is responsible for distributing computer equipment as needed, obtaining the appropriate equipment loan agreements and troubleshooting initial issues. If computer equipment or devices are returned, staff should box/bag the equipment for safety purposes.</p> <p>Procedures for distribution equipment and devices to families will include adhering to social distancing and sanitization methods.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<ul style="list-style-type: none"> ● Handwashing: <p>Staff and students will be encouraged to wash their hands/use hand sanitizer frequently. Students will be instructed on handwashing procedures including before/after meals, after returning in from outside and after bathroom usage.</p> ● Equipment: <p>Staff are encouraged to clean/disinfect equipment frequently and follow the District’s Standard Operating Procedures for frequently touched surfaces. (LINK – SOP for playground equipment and frequently touched surfaces)</p> <p>Fabric covered furniture that cannot be removed will be covered with plastic or vinyl and cleaned frequently.</p> ● Events: <p>When events are allowed by current school health metrics, social distancing and other safety requirements, such as facial coverings, must be in place.</p> ● Transitions/Hallways: <p>Schools will implement procedures to limit students in the hallways and allow for physical distancing.</p> ● Personal Property:

Schools will implement procedures for limiting personal property being brought to school which will include how items will be labeled and tracked. Students will be encouraged to bring a personal water bottle marked with their name, to be used during the day. School water fountains will not be available for use.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <input 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.	<p>Middle / High School Level: Schools will be encouraged to stagger arrival times. Students will be screened by trained staff at designated exterior doors upon arrival. Staff will use the approved student screening template and complete the required screening questions. Once screened, students will go directly to their classroom following physical distancing protocols.</p> <p>Students will hand sanitize when entering the building.</p> <p>All staff will complete the approved sign-in/self-screening log when entering and exiting the building, to help facilitate contact tracing. Logs will be kept for at least 4 weeks and available upon request by the Local Public Health Authority.</p> <p>Hand sanitizer and face coverings will be available for staff when entering / exiting the building. Hand sanitizer will have at least 60-95% alcohol.</p> <p>Parents & Visitors may not accompany students into the school building.</p> <p>Entry & Screening Staff, Itinerant Staff, Students & Essential Visitors, p. 33-37 – CLICK HERE</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>All school rooms, including restrooms and common areas, will be marked with maximum occupancy signs based on 35 square feet per person.</p> <ul style="list-style-type: none"> • Seating: Classrooms will be arranged so that students maintain at least 6 feet of distance with students assigned to the same seat at all times. • Materials: Sharing of supplies will be limited as much as possible, with students having their own supplies. Supplies that must be shared will be cleaned frequently. Hand sanitizer and tissues will be provided for students and staff. • Handwashing: Staff and students will be encouraged to wash their hands/use hand sanitizer frequently. Students will be instructed on handwashing procedures including before/after meals, after returning in from outside and after bathroom usage.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see	

<p>Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).</p> <ul style="list-style-type: none"> <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. 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. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit 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. 	<p>Routine Disinfection for Frequently Touched Surfaces Procedures – CLICK HERE</p> <p>To the greatest extent possible, staff should avoid eating with one another in common areas. This is due to the potential for exposure when people remove their masks to eat or drink, and because this has proven to be a significant source of spread of COVID-19 in workplaces. Given this, the number of staff allowed to gather in shared spaces should be <i>very limited</i>, staggering times for staff breaks and ensuring all social distancing is in place. <i>Staff members will be encouraged to eat their lunches in their own rooms.</i> Face coverings shall be worn except when eating or drinking, and time should be minimized where face coverings are not consistently worn.</p>
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input 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. <input type="checkbox"/> 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. <input type="checkbox"/> Students and staff 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 shall be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> 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 	<p>To ensure the safety of students, staff and the food they handle, the following staff trainings will be implemented:</p> <ul style="list-style-type: none"> ✓ Personal Hygiene ✓ Personal Protective Equipment (PPE) ✓ Cleaning of Contact Surfaces ✓ Accepting Deliveries ✓ Food Storage ✓ Food Production <p>Self-service buffet style meals, sharing of food and drinks among students and/or staff will be prohibited.</p> <p>Students will wash hands with soap and water or use hand sanitizer before and after meals. Staff and students may remove their face coverings to eat or drink, but will maintain the appropriate six feet of physical distance from others.</p> <p>Routine Disinfection for Frequently Touched Surfaces Procedures – CLICK HERE</p> <p>Communication will be posted on the District’s website and via Remind in both English and Spanish.</p>

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.

Meal distribution during Hybrid (on-site) Instruction:

- Breakfast: Breakfast will be delivered by food service staff to the classroom. Meals will be placed on a table or designated space outside the classroom to provide contactless delivery. The teacher will record on a class roster if a meal is taken. Trash in classrooms will be addressed by Custodians.
- Grab & go meals will be offered to students for the next day when they are off site.

Meals picked up in cafeteria (hybrid model only)

Lunch:

- Students will take a grab & go lunch as they leave for the day.
- Students will also be offered a grab & go meals (breakfast and lunch) for the next day when they are off site.

Virtual Learning Students (who do not participate in hybrid learning):

There are two options for virtual learning students:

1. Parents/students will pick up meals daily at the Dalles Middle School or Chenoweth Elementary curbside from 11:00 am to 1:00 pm.
2. Parents can pre-order a 7-day meal delivery pack that can either be picked up curbside on Wednesdays or delivered via bus delivery on Wednesdays. (This will be arranged with nutrition staff.)

Non-Students 18 or Younger – Children who participate in the nutrition program only but are not school aged or attend school should follow the same nutrition guidelines as the virtual learning student group.

Communication will be posted on the District’s website and sent out via Remind in both English and Spanish.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j) of the <i>Ready Schools, Safe Learners</i> guidance).	Work with the transportation department to develop district modified routes to accommodate recommended protocols for safely transporting students.

<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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. ○ 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. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers 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. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). <input type="checkbox"/> Face coverings 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. <input type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>Work with the transportation department to develop district training protocols for drivers regarding visual screenings, ODE transportation requirements and proper cleaning and sanitizing of buses.</p> <p>Bus routes will be adjusted to support cohorting students and physical distancing</p> <p>Bus drivers and aides may wear facial shields/protective eye wear when students are entering or exiting the school bus. Bus drivers and aides must wear facial coverings (mask) at all times while transporting students unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). If a face shield is worn by the bus driver the shield must be raised while driving.</p> <p>Bus drivers and aides must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. If hand sanitizer is not available, disposable gloves will be used and must be changed to a new pair before helping each child.</p> <p>Each bus will be seating students from back to front when loading and unloading from front to back to limit possible exposure within the cohort.</p> <ul style="list-style-type: none"> ● Each bus driver will be required to: <ul style="list-style-type: none"> ○ visually screen students for illness ○ Maintain contact tracing logs for contact tracing procedures from 1a above. ● Each bus will have: <ul style="list-style-type: none"> ○ the recommended three (3) feet of physical distance between passengers. ○ the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. <p>Students will wear face coverings at all times unless medical accommodations are required. Eating is not allowed.</p> <p>Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.</p> <ul style="list-style-type: none"> ● If a student displays symptoms before boarding or after boarding the bus the student will be provided proper PPE (facial mask, face shield) and be placed in an isolation seat in the first row (opposite of the bus driver) which is clearly marked and six (6) feet from other students. <ul style="list-style-type: none"> ○ Open several windows at the front of the bus to allow for fresh air circulation (if feasible) ○ Continue transporting the student ○ Document on daily contact tracing log and notify transportation supervisor. ○ If arriving at school, notify the school of attendance so staff may begin isolation measures. ○ Symptomatic student will exit the school bus first and will be escorted by a staff member to the designated isolation room. After all students exit the bus, the seat and surrounding surfaces will be cleaned and disinfected. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.
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Transportation staff will be sanitizing high touch points (complete driver's compartment, seats and seat backs, handrails & windows) each day following AM routes. Once per day the facilities department will be using an electrostatic disinfection system on each bus.

A team consisting of school staff and transportation staff will consult with families of students who will need additional support on the bus (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. 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. <input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input type="checkbox"/> 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. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> 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.) <input type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>Routine Disinfection for Frequently Touched Surfaces Procedures – CLICK HERE</p> <p>Cleaning supplies will be made available and time allowed for cleaning of high touch surfaces between multiple student uses.</p> <p>A written documentation of cleaning & disinfecting for each room and common space will be posted. Documentation will be kept for 4 weeks for verification purposes.</p> <p>All HVAC systems are maintained through the District's Computerized Maintenance Management System (CMMS) work order system. This system generates a monthly Preventative Maintenance (PM) work order which includes filter and general function checks, a more in depth quarterly PM and a full service annual PM.</p> <p>Intake ports that provide outside air to the HVAC system are cleaned, maintained and cleared of debris are included in the Computerized Maintenance Management System generated Preventive Maintenance work orders. In addition to the Preventative Maintenance tasks, the air intake systems were checked specifically to assure maximum capability in response to the recent COVID-19 pandemic.</p>

- 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](#)).

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Schools will practice appropriate communicable disease isolation and exclusion measures as outlined in the District’s Communicable Disease Management Plan—Isolating Ill or Exposed Persons, p. 42</p> <p>Schools will designate isolation rooms for symptomatic /sick students in collaboration with school nurses. Isolation rooms will have the required PPE as required by OHA/ODE guidance.</p> <p>School Nurses will collaborate and provide staff the required health services related trainings to maintain health and safety practices in the school setting:</p> <ul style="list-style-type: none"> ● Covid 19 specific infection control practices ● Student screening procedures ● Staff self-screening procedures ● Medication training / administration ● Diabetic care ● Seizure training ● Other trainings as approved and appropriate <p>For students with special health care needs, school nurses will collaborate with parents, medical providers and school staff to review and update health care plans for students, including students with IEP’s and 504 plans.</p> <p>Schools will continue to follow the Immunization processes as required, and will be addressed per routine timeline, which prioritizes the beginning of the year and new students.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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"> ● 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 <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> ● 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 	<p><i>Not applicable to NWCS.</i></p>

- 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 contractors (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 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
<input type="checkbox"/> 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. <ul style="list-style-type: none"> ● 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. 	<p>Drills will only be practiced when they can be practiced correctly. All staff will receive training on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. Regardless of the instructional model (CDL, Hybrid, Onsite), students will be instructed in emergency procedures for earthquakes, fire drills and lockdown/lockout drills.</p> <p>Staff should continue to conduct drills as regularly scheduled while working on-site, even if students are in CDL.</p> <p>All drills will be conducted as close to possible as the regular procedures with physical distancing in place.</p>

- 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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input 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. <input 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ If students leave the classroom: 	<p>Students identified as dysregulated, escalated and/or exhibiting self-regulatory challenges by a physician may be enrolled in on-line instruction with multiple weekly check-ins by the teacher or designee.</p> <p>Student health plans will be written and implemented on individual student needs.</p> <p>Students who experience a disability will continue to receive specially designed instruction.</p> <p>Students with language services will continue to receive English Language Development.</p> <p>Communication with parents and health care providers will take place to determine return to school status and the current needs of the student.</p>

<ul style="list-style-type: none"> ● 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). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input type="checkbox"/> 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.</p>	
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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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.</p>	<p>Disposable masks are available for students and staff. Disposable gloves are available for staff.</p> <p>Staff and students will dispose of PPE after each use appropriately based on OHA guidance.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>The District will coordinate communication with the LPHA. Currently North Wasco School District and North Central Public Health Department are meeting weekly to discuss local transmission of Covid-19 in the community</p> <p>If cases are identified within the school setting, a District response team will be activated and responsibilities assigned. (See Emergency Response Framework – CLICK HERE). Additional protocols are outlined in The Dalles High School Hybrid Student/Parent Handbook</p>

	<p>Absentee rates will be monitored to determine if rates have increased by 20% or more.</p> <p>The District will work directly with the LPHA to determine if schools and/or school events/activities will need to be modified, postponed or canceled.</p> <p>The District will work with the LPHA to establish timely communication with staff, families and the community.</p> <p>If there is an identified novel virus in the school setting, the District will work directly with the LPHA to provide direction and assistance. The LPHA will work directly with the school nurse(s) on the diagnosed case(s).</p> <p>The District will work directly and assist the LPHA with imposing restrictions on contacts and submitting appropriate sign in contact tracing logs.</p>
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3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>NWCSD Communicable Diseases Management Plan – CLICK HERE</p> <p>In the event of a school closure, the District will initiate the Comprehensive Distance Learning model and schedule.</p> <p>Comprehensive Distance Learning Model - Overview</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> 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. <input 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.	<p>NWCSD Communicable Disease Management Plan – CLICK HERE</p>



ASSURANCES

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

Review and apply the school’s equity stance, principles, and/or commitment.

Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual

orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.

Students will be transported to school by buses, or parents, or walking. Students will be heterogeneously divided into their 1st period cohort classes. Students needing additional support in ELL and Special Ed. services will be serviced within the regular cohort class, or pulled out for specially designed instruction.

When determining out of school instruction, emphasis will be placed on equitable practice regarding the use of technology. A survey of students and families will provide information as to who can work online and who will need chromebooks or hotspots to work from home. Families who have a student in the high-risk category, or have close contact with somebody in the high-risk category will have the ability to choose The Dalles High School Virtual Academy /Acellus as their 100% online instructional option.

5. Instruction

Starting time for The Dalles High School will be 8:00am and will be dismissed at 12:23pm. Students will be provided a grab and go lunch and encouraged to leave campus immediately. The high school team utilized state health and safety guidelines for schools to be able to create a schedule for students. Our goal is to keep students social distancing in their classes as well as keep them safe in between classes.

Students will be divided into A & B cohorts. Each cohort will meet twice a week with CDL classes on Wednesdays. This will cut down on possible germs being spread by staying within their cohort each week

When Student Group A and B are at home, they will be taught their Elective and one additional core classes via Google Classroom and Comprehensive Distance Learning.

Below is a sample schedule that students will be attending within their Hybrid cohorts.

Tentative Weekly Schedule Hybrid 9-12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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Cohort A (8:00AM -12:23PM) On-site learning 5 period Day Per. 1 8:00-8:47 Per. 2 8:54-9:41 Per. 3 9:48-10:35 Per. 4 10:42-11:29 Per. 5 11:36-12:23	Cohort B (8:00AM -12:23PM) On-site learning 5 period Day Per. 1 8:00-8:47 Per. 2 8:54-9:41 Per. 3 9:48-10:35 Per. 4 10:42-11:29 Per. 5 11:36-12:23	Distance learning (CDL for all students)	Cohort A (8:00AM -12:23PM) On-site learning 5 period Day Per. 1 8:00-8:47 Per. 2 8:54-9:41 Per. 3 9:48-10:35 Per. 4 10:42-11:29 Per. 5 11:36-12:23	Cohort B (8:00AM -12:23PM) On-site learning 5 period Day Per. 1 8:00-8:47 Per. 2 8:54-9:41 Per. 3 9:48-10:35 Per. 4 10:42-11:29 Per. 5 11:36-12:23
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Our Educational Assistants will be supporting classrooms. When it is time for dismissal, classes will be dismissed to the grab and go lunch area for departure from campus. Shortened weeks due to Holidays such as Labor day Weekend will result in the removal of the Comprehensive Distance learning day. Cohorts will still meet in person twice on shortened weeks.

6. Family, Community, Engagement

The Dalles High School will continue to follow guidelines from the state of Oregon around health and safety. The Dalles High School Staff will continue to reach out to families during the school year for feedback around what we can do to improve their child’s experience. Periodic surveys will be given out electronically as well as in paper form to gain additional feedback from parents and students. The Dalles High School staff will be accessible to our families to create effective lines of communication. Working together will benefit our students and help in their academic success.

The Dalles High School will continue communication with Local, state, DHS/OHA, receiving up to the day information related availability of food and financial assistance, public benefits, physical and mental health care resources available to our community. The Dalles High School counselling staff will be increasing their involvement with our community partners to enhance services we can connect our families with. This information will be updated as necessary on the North Wasco County School District website.

The Dalles High School staff will continue to engage parents in Google Classroom by providing parent training around Google Classroom. Training will be held periodically, or when new students arrive, in a virtual format to meet the needs of all families.

All Communication will be provided in English and Spanish.

7. Mental, Social, and Emotional Health

Our educational community has been through a lot in the past few months and we acknowledge that helping students and staff feel safe and secure is the utmost important. Within our schedule, there will be daily time spent on Social & Emotional Health through the Second Steps Program. This will be delivered through Social Studies and Elective classes.

Contact information for school and community mental and emotional health services are posted on the [The Dalles High School website](#). This information will also be available in the school office and through our counseling and teaching staff.

The school schedule will also allow for students and teachers to connect with each other due to smaller class sizes and fewer number of transitions. The smaller class sizes will help The Dalles High School students begin to re acclimate to peer interaction.

Cohort teachers will continually check-in on students, paying extra attention to those previously identified as needing mental and/or emotional support or known to have significant life challenges, during the SEL portion of their day. Any concerns will be brought to the attention of the building administrator and school counselor.

The Dalles High School Teachers will be given professional development through Second Steps and our own Counselling Staff to support students who are in need of mental health services.



8. Staffing and Personnel

The Dalles High School staff will do their best to model appropriate social distancing as well as good techniques around staying safe around people in a public setting. Staff will support the cleaning of classrooms after students leave. Educational Assistants and support staff may supervise cohorts when teachers are transitioning. Transportation staff will also support social distancing and help students stay safe when riding school buses for North Wasco County School District.

The Dalles High School teachers, in collaboration with leaders throughout the district, will continue to provide support and professional development related to Google Classroom, and Distance Learning applications. This will include, but not be limited to supporting educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility; and professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining.

North Wasco County School District will review the Operational Blueprint for Reentry with all TDHS staff, including training all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations, providing ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements, training all staff on how to access ODE/OHA updates and review requirements, educating all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions, and training staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

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>