



**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 3/22/2021 ((CES updated: 5.10.21))

Under ODE’s *Ready Schools, Safe Learners* guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	<b>Chenoweth Elementary School</b>
Key Contact Person for this Plan	<b>Phil Williams, Interim Principal</b>
Phone Number of this Person	<b>541-506-3350</b>
Email Address of this person	<a href="mailto:williamsp@nwasco.k12.or.us">williamsp@nwasco.k12.or.us</a>
Sectors and Position Titles of Those Who Informed the Plan	Theresa Peters Superintendent, Phil Williams Interim Principal, Janohn Clower Counselor, Sandra Anderson Title 1, Emily Mounsey K Teacher, Kirky Stutzman 5 Teacher, Corin Parker Music Teacher
Local Public Health Office(s) or Officer(s)	<b>Dr. Miriam McDonnell</b>

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

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

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

Information Needed	Your Response
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	<a href="#">Phil Williams, Interim Principal</a>
Intended Effective Date for This Plan	<a href="#">August 2020 – June 2021</a>
Educational Service District Region	<a href="#">Columbia Gorge Educational Service District</a>

- 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.

Type your response here (take as much space as you need):

[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.](#)

[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 trimester three grading and engagement data to see which of our populations were disproportionately impacted due to the spring closure.](#)

- Place an X next to the Instructional Model to be used
  - On-Site Learning
  - Hybrid Learning - XX**
  - Comprehensive Distance Learning
- If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
- If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

\* 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.

1. Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.  
Type your response here (take as much space as you need):
2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.  
Type your response here (take as much space as you need):
3. 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.  
Type your response here (take as much space as you need):

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

### **ESSENTIAL REQUIREMENTS FOR HYBRID OR 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.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

### **Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)**

#### **Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION**

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
  - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown’s [Executive Order 21-06](#).
- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
  - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
  - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or

- before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
- A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
  - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown’s [Executive Order 21-06](#).
- The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.
  - Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.
  - Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.
  - If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority](#).
    - Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
    - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
    - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.
    - The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
    - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
  - If your school is operating an On-Site or Hybrid Instructional Model, the school also must provide a distance learning option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
  - All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE’s website](#) and to submit weekly “[Status Reports](#)” that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

## Plan Details for 0a.

Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement:

Chenoweth Elementary school has been operating in the Hybrid Model described above for students in Kindergarten through Second grade since the 15<sup>th</sup> of March. Students in grades three, four and five have been operating in this hybrid model since March 29<sup>th</sup>. For all students North Wasco County School District began the 2020-21 school year in Comprehensive Distance Learning which lasted until March 15<sup>th</sup> 2021. Comprehensive Distance Learning include ed instruction five days per week with interaction between teacher and students daily, and allowed for student to student interaction, as well. State and county COVID metrics will be monitored to determine if we are on track to remain in Hybrid Learning move to on-site in-person or transition back to CDL. Hybrid learning involves 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 Mondays, Tuesdays, Thursdays and Fridays from 8:00 AM to 10:30 AM and Groups B would be in-school on Mondays, Tuesdays, Thursdays and Fridays from 12:30 PM to 3:00 PM. On the one day each week when students are not in-school, their learning will be in a distance format. 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 and the requirement to provide a fully online program, we will streamline and standardize our instruction in the Comprehensive Distance Learning format. A fully online option is now offered K-12th through the District's Virtual Academy. We are also providing ongoing opportunities for parents to provide feedback about their comfort level to returning to onsite instruction. Students participating in the North Wasco Virtual Academy have the option to participate in learning and social activities that take place at their resident school.

## Public Health Protocols (Section 1 of the RSSL Guidance)

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
  - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.

- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
  - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

### Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

[NWCS D 21 - Communicable Disease Management Plan – CLICK HERE](#)

*Entry & Screening Staff, Itinerant Staff, Students and Essential Visitors Protocols, p. 33-37 – [CLICK HERE](#);  
Isolating Ill or Exposed Persons Protocols, p. 42 – [CLICK HERE](#)*

Phil Williams, will be the designated the single point person to establish, implement, and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.

Employees can report concerns on the anonymous document: <https://forms.gle/YDoHZewSyCm2HFq67>

Phil Williams will review on a regular basis.

### **Support and Resources:**

Dr. Miriam McDonnell, Wasco Health Officer and Staff & Shawna Taylor, School Nurse

**Training:** All staff will be trained on sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Including the screening process, symptom checks, protocols for cleaning, various scenarios related to illness, use of PPE, notification to LPHA of confirmed COVID cases among students or staff. Trainings regarding the care of young students with hygiene issues such as spitting, encopresis, and aggressive movement towards students and teachers.

**Reporting Protocol:** The school Principal will communicate any illness among staff or students to Human Resources and/or the Superintendent and LPHA. Should there be any confirmed cases among students or staff, the principal, or the school nurse will call the local public health authority. The district office will also be informed. A confirmed case form indicating contact and the known case will be kept at the school office.

**Cleaning and Disinfection:** Before and after each cohort and frequently during the day, systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas will occur following the Communicable Disease Management Annex for NWCSO 21.

**Cooperation with LPHA:** The school and district will maintain contact with the LPHA. Should there be an outbreak, the school will return to the Comprehensive Distance Learning model, affected classrooms and teachers will teach from outside the school virtually. The building will be disinfected and sanitized according to CDC guidance and district protocols. School will resume when the LHA deems it safe. Meals will continue to be served through curbside delivery. When bringing students back into On-site or hybrid instruction, smaller groups or cohorts may be established.

**Contact Logs:** Daily contact tracing logs will be kept for each student/cohort and all staff members entering cohorts. These will be turned into the office weekly. Daily logs for contact tracing will also be at each entrance and signed by all who enter the building, regardless of the amount of time spent in the building.

If a student is not part of a stable cohort (perhaps comes to school for interventions only), an individual log will be maintained.

Each teacher has the components of this daily cohort log created with the information for each student located on the log. Teachers will check off symptoms/no symptoms and drop off /pick up time (daily schedule)



All itinerant staff will 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. They will need to sign into the form located in the main entry of the school.

All logs will be maintained for a minimum of four weeks to assist the LPHA. If requested by the LHA, logs will be made available as rapidly as possible by the school.

### **Screening/Isolation:**

Staff will self-screen at entrance to the building and indicate having done so on log daily. Symptomatic staff members are asked to stay at home until they are symptom free for at least 48 hours.

Potentially symptomatic students arriving at school will be isolated in the isolation room. If needed a second isolation room off of the nurse's office is also available for isolation. Symptomatic students will remain at school until a designated adult can pick them up.

Students will be provided facial covering (if they can safely wear one).

While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.

Secondary isolation areas may be identified if/as needed.

Logs will be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home.

## **Requirements for 1b. HIGH-RISK POPULATIONS**

- Serve students in high-risk population(s) whether learning is happening through On-Site (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

### Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
  - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
  - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
  - 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.

### **Plan Details for 1b.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

**High-Risk Populations:** 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.

Each student with a medical condition or disability needing specially designed services, modifications, and accommodations, has a plan. These are addressed in protocols attached to 504/IEP plans and in individual protocols given to all teachers and office staff. These are modified to address current health care or specialized needs of the student. Parents, staff, and nurse (if medical) are involved in designing these plans.

A virtual school K-8 is also available for students through the district. Support staff will continue to implement specially designed instruction or any other supports.

Students with language services will continue to receive English Language Development.

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.

We will modify 504, IEP or an individualize health plan accommodations, as necessary, to address the current health care considerations.

Our school nurse has been a part of our COVID Leadership team to help us develop our operational blueprint and trainings for staff.

Appropriate medical-grade personal protective equipment (PPE) will be made available to the school nurse and other staff.

Additional trainings on FAPE and HIPAA confidentiality will be required of all staff.

## Requirements for 1c. PHYSICAL DISTANCING

- Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of  $\geq 200$  (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.
- All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.
- Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

## Plan Details for 1c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*NWCSD 21 - Communicable Disease Management Plan – Physical Distancing, p. 28-29 – [Click here](#)*

Each classroom has been measured for capacity using only usable classroom space. Room capacity is indicated on signage on each room or workspace. Students will be placed in very small cohorts of 10-15 students on a rotating schedule. Hallway doors are open for ventilation. The schedule will be an A cohort in the morning and B cohort in the afternoon to avoid complications at lunch/recess/restrooms, etc.

Stickers, tape, or other tools will be used to indicate spacing in classrooms and painted on the asphalt where students stand in line. Signage will remind students to distance. This will be a constant reminder. Assigned desks will be six feet apart. Students will go immediately from screening into the building.

We will provide a minimum of 35 square feet per person and maintain 6-foot distancing in classrooms and outside learning spaces at all times possible.

Kindergarten: Total of 6 classes 3A/3B will be supported by Classroom Teacher and Instructional Assistants (IAs). Both will be crucial to provide instructional support and support/ encourage physical distancing.

1st, 2nd, 3rd, 4th, and 5th (Classrooms) – Total of 6 - class cohorts will have no more than 15 students in A/B. Student support from Special Education and ESL will be limited to cohorts' size not to exceed 100 students per teacher.

### **Requirements for 1d. COHORTING**

- Establish stable cohorts:
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

### **Plan Details for 1d.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*NWCSD 21 - Communicable Disease Management Plan – Cohorting, p. 29-30 – [Click here](#)*

### **Additional Considerations:**

Special Education and English Language Development services will be planned and provided by Case Manager in collaboration with the Classroom Teacher.

Any intervention that will pull students from more than one classroom will remain via CDL. The goal is to keep cohorts to classes not grade levels.

Itinerant staff services will meet via Zoom when possible. If small group instruction or testing occurs, face covering and social distancing will be maintained to the best ability possible. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.

**Speech/Language Pathologist:** Speech will first conduct small group lessons via electronic device with Zoom. Small groups may be in modular room 27 and is designated for speech and language cohort groups only. In person instruction will be delivered with a face shield and 6ft. distancing.

**Music Teacher:**

Music will be CDL at this time.

**PE Instruction:**

PE will be CDL at this time.

If teachers are allowed more than 100 students in their cohort, we will schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

- Divide gym in two sections with cones
- One half of the gym will be used while the other half is disinfected

**Classroom Preparation:**

- Remove extra furniture to make more room
- Upholstered furniture
  - If the staff member is the only person using the upholstered chair the staff member can keep it in their room and use it
  - remove remaining “soft surfaces” - sofa in music room moved or covered
- Rugs
  - If the rug is easy to roll up, it will be rolled and put it away
  - If there is a large rug it can stay if it is not being used
- Seating will be assigned to maximize physical distancing and minimize physical interaction.

Staff will meet virtually or maintain 6ft distancing during training.

### Transportation Cohort

- This is a stable group of students each day
- Stable groups can be varied by AM/PM routes
- Updated contract tracing logs are required for each run of a route.

### **Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

### **Plan Details for 1e.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

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.

Training will be provided by principals in collaboration with school nurses on safety protocols before in-person learning begins, with periodic refresher trainings.

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.

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 we do not have an email address on file.

All communication will be provided in both English and Spanish.

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.

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.

## Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
  - Emergency signs that require immediate medical attention:
    - 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
- Screen all *elementary grade* students for symptoms on-site 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. *Secondary students must also be screened every day. This can be done off-site, prior to coming to school.*
- 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.<sup>4</sup>
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
  - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).

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<sup>4</sup> Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

- 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](#).
- 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.

### **Plan Details for 1f.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*NWCSD 21 - Communicable Disease Management Plan – Screening Students, Staff and Essential Visitors, p. 33-37 – [CLICK HERE](#)*

### **Screening Students:**

Upon arrival students will be visually screened and asked a set of questions (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 is directed to the office.  
*\*Follow established protocol from CD Plan (see section 1a).*

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

### **Screening Staff**

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.

Essential Visitors will follow the same screening protocol as staff when entering a district building.



## Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
  - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
  - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

### Plan Details for 1g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Visitors/Volunteers will be limited to essential services for students in schools only. Other volunteer activities that require in-person interaction will not occur at this time. Adults in schools are limited to essential personnel only.

All visitors will report to the office and be screened for symptoms by office staff and asked questions about symptoms and close contact with someone diagnosed with COVID-19.

To the greatest extent possible all meetings with visitors will take place via video/phone.

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.

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.

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.

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- “Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space well 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 or less “sensory break;”
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - 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.
- Face masks<sup>5</sup> 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.

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<sup>5</sup> Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

- 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.

**Plan Details for 1h.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

The District will follow the current OHA guidelines around face coverings.

Face coverings or face shields

Face coverings, face shields or protective eyewear are required and will be available for anyone that enters the building.

- 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.

Protective barriers or face shields:

- Front office staff
- 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 will have access to appropriate medical-grade personal protective equipment (PPE when administering medication or providing direct services to students.

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

- PE teacher
- Music teacher
- Counselors
- Title I, ELD, and 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](#)

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
- Students that abstain from wearing a face covering due to value-based decision will be provided on line learning or CDL

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

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

If a student cannot wear a face covering due to the nature of the disability, the school or district will:

1. Review the 504/IEP to ensure access to instruction that is comparable to on-site instruction with accommodations and modifications. Note that this student will not be unmasked in a classroom with grade level peers and teacher.
2. Placement determinations will be made without using the lack of face covering as a factor.
3. Accommodations and modifications needed to support the student's plan will be made.

\*If a student is protected under ADA/IDEA, who abstains from wearing a face mask or covering, the school/district will

1. Review the IEP/504 to ensure access to instruction comparable to what was originally established in the student's plan.
2. If the disability is truly prohibiting the student from wearing the mask or face covering, create supports/goals/instruction and see if these can be met through Comprehensive Distance Learning
3. Meetings 504/IEP will be held to determine equitable access to education opportunities. These may include limited in person instruction (LIPI), on-site instruction with accommodations, or Comprehensive Distance Learning.

If a student is not served under an IEP or 504, the school/district, must consider whether the inability to wear a face mask, covering, or shield is related to a disability.

Note that the time in school is limited so that students only have to wear a mask for the time in school (2.5 hours) and if a bus rider, on the bus.

### **Requirements for 1i. ISOLATION AND QUARANTINE**

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
- After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual shall wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

### Plan Details for 1i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*NWCSD 21 - Communicable Disease Management Plan – Isolating Ill or Exposed Persons Protocols, p. 42 – [CLICK HERE](#)*

*Preventive Disinfection SOP, page 61-65 – [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: **School Isolation area #2: Off of the Nurses’ Office.**

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.

Daily logs must be maintained containing the following:

- Name of students sent home for illness, symptoms presented, 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

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. 14 calendar days after exposure; **and** symptoms have improved, and fever-resolved for 24 hours without the use of fever reducing medications.

*NWCSD 21 - Communicable Disease Management Plan – “Please Keep Ill Students out of School” flyer & letter, p. 56-57 – [CLICK HERE](#)*

Potentially symptomatic students will be isolated in an isolation room. The area is designed with transparent dividers for supervision at a distance. PPE will be provided and office staff will have training on use/disposal of PPE.

The SLC will have an isolation area for one person. It is a bathroom, separate from the classrooms.

The second isolation room is the room off of the nurse’s office. This area provides enough space for up to 4 individuals. This room will be used for isolation after the other room is filled.

Symptomatic students will remain at school until a designated adult can pick them up. We will not transport students home.

Students will be provided facial covering (if they can safely wear one).

Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.

Students will be provided remote learning lessons while out of school for illness or quarantine.

- Phone or Zoom check-ins from staff
- Packets, learning links, videos from YouTube.
- Zoom sessions

## **Facilities and School Operations (Section 2 of the RSSL Guidance)**

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).

## **Requirements for 2a. ENROLLMENT**

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.



- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
  - The ADM enrollment date for a student is the first day of the student’s actual attendance.
  - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
  - If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

### **Plan Details for 2a.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All students will continue to be enrolled following the Oregon Department of Education guidelines (including foreign exchange students):

No student will be dropped for non-attendance if they meet the following conditions:

- 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.

If a student has stopped attending for 10 or more days, school staff including the building Principal will continue try and engage the student and the family.

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.

### **Requirements for 2b. ATTENDANCE**

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

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

### **Plan Details for 2b.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Attendance policies and plans will encourage staff and students to stay home if they are sick or exhibiting symptoms of COVID-19.

Students should be engaged in the scheduled distance learning each school day while not on-site.

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.

Interaction can be evidenced by any of the following or reasonable equivalents:

- 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.

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.

The District will follow the ODE attendance guidelines for Alternative programs.

The school secretary will notify the school nurse and principal when the absence rate has increased by 20% or more.

## Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

### Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

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.

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.

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.

Procedures for distribution equipment and devices to families will include adhering to social distancing and sanitization methods.

Charging stations will be provided if outside learning experiences or classes occur.

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

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

### Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

**Handwashing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.

**Equipment:** All classroom cohorts will have supplies and PE equipment in a designated bag. If equipment is used in PE, it will be cleaned and sanitized before use by another student or cohort group.

**Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.

**Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school wide parent meetings and other large gatherings will be cancelled or held in a virtual format.

**Transitions/Hallways:** Hallway traffic direction marked to show travel flow and 6ft. distancing.

**Classroom line up:** students line up in cohort classes outside and in the gym in designated areas, keeping 6 feet distancing. Line up areas are to be marked with visual cues to indicate adequate physical distance.

**Personal Property:** Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

**Restrooms:** Each cohort will have a designated restroom to minimize multiple cohort use. Sanitizing materials will be provided to support frequent cleaning and disinfecting.

## **Requirements for 2e. ARRIVAL AND DISMISSAL**

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
  - Eliminate shared pen and paper sign-in/sign-out sheets.
  - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

### **Plan Details for 2e.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

#### **Arrival**

Students arrive at during designated scheduled time, and immediately will be screened by trained staff.

Students will be standing at the correct physical distance from each other, waiting to be screened by trained employee. Once in the building, each grade will form a social distancing line that will be guided by staff to enter the halls.

- Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.
  - Staff will fill in the information and not allow a shared pen and paper.
  - Hand sanitizer with 60-95% alcohol will be available to use in conjunction with arrival/dismissal and sign-in/sign/out.
- Handwashing stations or hand sanitizer will be available near all entry doors and high traffic areas.
- Share with families the specific time that students need to be dropped off and picked up from school. Keep interactions as brief as possible. Parents may not accompany students into the school area.

## **Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

- **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.
- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
  - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### **Plan Details for 2f.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

**Seating:** Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.

**Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently.

Hand sanitizer and tissues will be available for use by students and staff.

**Hand Washing:** Post age appropriate signage and provide regular reminders for hand washing.

**Furniture:**

- Upholstered furniture
  - If the staff member is the only person using the upholstered chair the staff member can keep it in their room and use it
  - remove remaining “soft surfaces” - sofa in music room moved or covered
- Rugs
  - If the rug is easy to roll up, it will be rolled and put it away
  - If there is a large rug it can stay if it is not being used

**Classroom Procedures:** All classes will use an assigned cubby or backpack for individual student belongings.

**Seating:** Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.

**Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

## **Requirements for 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS**

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- 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](#).
- Cleaning requirements must be maintained (see section 2j).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining 6 feet of distance between adults.  
Note: The largest area of risk is adults eating together in break rooms without face coverings.

## **Plan Details for 2g.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

If outside classes, students will use assigned bathrooms with sink for hand washing.

Students and staff will maintain 6-foot distancing when outside for recess, classes, and any gathering.

Staff Room, work room and other shared spaces are restricted to limited occupancy and 6-foot distancing must be maintained.

Staff will be asked to eat in their classroom, outside socially distanced or in their vehicle. 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.

### **Requirements for 2h. MEAL SERVICE/NUTRITION**

- Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain 6 feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). 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.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least 6 feet of physical distancing. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

### **Plan Details for 2h.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*District Communicable Diseases Management Plan - Routine Disinfection for Frequently Touched Surfaces Standard Operating Procedure – [CLICK HERE](#)*

To ensure the safety of students, staff and the food they handle, the following staff trainings will be implemented:

- ✓ Personal Hygiene
- ✓ Personal Protective Equipment (PPE)
- ✓ Cleaning of Contact Surfaces
- ✓ Accepting Deliveries



- ✓ Food Storage
- ✓ Food Production

Self-service buffet style meals, sharing of food and drinks among students and/or staff will be prohibited.

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.

**Communication will be posted on the District's website and via Remind in both English and Spanish.**

#### **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.**

## Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
    - 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.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the [CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

### Plan Details for 2i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Work with the transportation department to develop district modified routes to accommodate recommended protocols for safely transporting students.

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.

Bus routes will be adjusted to support cohorting students and physical distancing.

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.

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.

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.

- Each bus driver will be required to:
  - visually screen students for illness
  - Maintain contact tracing logs for contact tracing procedures from 1a above.
- Each bus will have:
  - 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.

Students will wear face coverings at all times unless medical accommodations are required. Eating is not allowed.

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.

- 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 which is clearly marked and six (6) feet from other students.
  - 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 student 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.

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.

## Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- 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.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- 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](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- 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.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

### Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*[Routine Disinfection for Frequently Touched Surfaces Protocol – CLICK HERE](#)*

All classrooms have been supplied with appropriate CDC approved disinfectant and the appropriate PPE to complete this task. Cleaning and disinfection products will be restricted to products from the EPA list N with asthma-safer ingredients.

Time has been built into the daily schedule in between cohorts to allow classroom spaces to be disinfected.

Outdoor playground equipment will be disinfected on a daily basis.

Classrooms and assigned staff offices will be equipped with a HEPA and UVC air purifying unit.

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.

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.

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.

Outside learning will have over 75% of the sides open to airflow.

Ventilation will be increased with open windows, fans to move the air out, and airing out between classes with doors and windows open to fresh airflow.

## **Requirements for 2k. HEALTH SERVICES**

- OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

## **Plan Details for 2k.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

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* - [CLICK HERE](#)

Staff will participate in required health services related training to maintain health service practices in the school setting.

COVID-19 specific infection control practices for staff and students will be communicated and taught.

A review of IEP and 504 accommodations as well as individual health plans will be advised to address vulnerable populations.

Immunization processes will be addressed per routine timeline, which prioritizes the beginning of the year and new students.

Plans will be made for sustaining existing health management operations alongside Covid-19 specific planning (i.e. medication administration, diabetic care, seizure training, etc.).

## **Requirements for 2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
  - Contact tracing
  - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings.
  - Operat of exposed staff or students
  - Isolation of infected staff or students
  - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
  - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
  - Ensure at least 64 square feet of room space per resident
  - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
  - Configure common spaces to maximize physical distancing;
  - Provide enhanced cleaning;
  - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

### **Exception**

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*

- A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 14 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.

### Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*Not applicable to NWCS D.*

### Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
  - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
  - Fire drills must be conducted monthly.
  - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
  - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

### Plan Details for 2m.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*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.*

All students will receive instruction on safety drills. The safety drills will be conducted monthly in either CDL or Hybrid model.

#### Drills:

- Fire drills will be conducted monthly
- Earthquake drills will be conducted two times a year
- Safety threat lockout/lockdown will be conducted two times a year
- Students will practice using physical distancing during drills
- To limit contact, drills will be under 15 minutes

#### After the drills:

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.

School Drills will be conducted with 6 feet distancing for all students and staff.

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

- Utilize the components of Collaborative Problem Solving<sup>6</sup> or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills<sup>7</sup>.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- 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.

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<sup>6</sup> See [this site](#) for an overview of Collaborative Problem Solving.

<sup>7</sup> In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems](#) (ALSUP).



## Plan Details for 2n.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

The School Counselor will utilize the components of [Collaborative Problem Solving \(CPS\)](#) provide instruction and skill-building/training related to the student's demonstrated lagging skills. [A CPS Thinking Skills Inventory](#) and [CPS Reference Sheet](#) will assess students lagging skills.

Teacher and School Counselor will complete [Functional Behavioral Assessment \(FBA\)](#) to create a Behavior Intervention Plan (BIP) that will provide proactive/preventative steps to reduce antecedent events and triggers within the school environment.

BIP will be proactive in planning for known behavioral escalations. Adjust antecedents where possible to minimize student and staff dysregulation. [Zones of Regulation Chart](#) with tools to regulate behavior.

School Counselor and Social Emotional Learning Assistants (SELAs) will set goals using [Check-in Check-Out \(CICO\)](#) system, provide "brain breaks" and classroom support for Tier 2 and 3 students throughout the day. The Teacher and School Counselor will establish "Brain Breaks" from the FBA and BIP. It will be 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. Classroom calming corners will be available and a school-wide room to decompress.

All staff will be trained in Crisis Prevention Institute (CPI) a nonviolent Crisis Intervention from the District Behavior Specialist. CPI will support de-escalation, and implement alternatives to restraint and seclusion.

[Second Step- Adult-SEL Resilience Training](#) to 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. Optional Adult-SEL meetings will be held for staff to participate once a week to discuss training.

Counselor will teach Second Step Curriculum Units in Social Emotional Learning, Bully Prevention, and Child Protection once a week for 30-minutes in every grade class. [Comprehensive School Counseling Program](#). The teacher will follow-up the lesson every day in class during morning circles, and Home links will be sent home to parents to reinforce the skills at home.

## Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:
  - Only participants and trainers are allowed to be present for these sessions.

- Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
- All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
- All people in close contact for this purpose must wear appropriate Personal Protective Equipment (PPE), including but not limited to, medical grade N95 face masks, face shield, gloves, and gown.
- 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). Single-use disposable PPE must not be re-used.

**Plan Details for 2o.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Disposable masks are available for students and staff. Disposable gloves are available for staff.

Staff and students will dispose of PPE after each use appropriately based on OHA guidance.

**Response to Outbreak (Section 3 of the RSSL Guidance)**

Requirements for 3a. PREVENTION AND PLANNING

- Review the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

**Plan Details for 3a.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

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.

If cases are identified within the school setting, a District response team will be activated and responsibilities assigned.

Parents will be notified via email, the Remind App and by telephone if parents do not have access to electronic communication.

Absentee rates will be monitored to determine if rates have increased by 20% or more.

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.

The District will work with the LPHA to establish timely communication with staff, families and the community.

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).

The District will work directly and assist the LPHA with imposing restrictions on contacts and submitting appropriate sign in contact tracing logs.

### **Requirements for 3b. RESPONSE**

- Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

### **Plan Details for 3b.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*[NWCS D Communicable Diseases Management Plan – CLICK HERE](#)*

In the event of a school closure, the District will initiate the Comprehensive Distance Learning model and schedule.

*[Comprehensive Distance Learning Model \(Overview\) – CLICK HERE](#)*

### **Requirements for 3c. RECOVERY AND REENTRY**

- Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

### **Plan Details for 3c.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

*[NWCS D Communicable Disease Management Plan – CLICK HERE](#)*

### **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.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. 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](#)

Does statement 1 apply to your school? NO

2. 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.

**Does statement 2 apply to your school? YES**

## Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School’s response:

*[Equity](#): Plans have been developed for students with medical conditions, students on individualized education plans, students needing Title 1 Reading helps, and students learning English as a second language. Interventions have occurred in all of these areas during Comprehensive Distance Learning and will continue into Hybrid School Days. A survey sent to parents has been carefully reviewed and needed adaptations to plans have been put into*

place to help those parents. A survey has also been sent to staff so that their needs can be met. All students will be provided with tools to learn if needed, and with personal protection equipment. Should the students bring their own, at grades K-2 it would be suggested to bring some to “change out”. At recess time, handled by grades, students will be divided into sections of the playground by cohort.

**Instruction:**

Cohorts for A and B groups will not exceed 15 and most will be less than 12. This allows for required space in each classroom. It also allows for appropriate physical distancing. Sanitation occurs throughout the day. On site instruction will take place on Monday, Tuesday, Thursday, and Friday. Wednesday will bring all AB grade level cohorts together with their teacher in comprehensive distance learning. This will give time for Response to Intervention meetings, Special Education IEP meetings, and training/PLC work.

**Schedule:**

7:30 Staff arrive

A cohort: 8:00-10:30

Staff lunches, cleaning, preparatory time 10:30-12:30

B cohort: 12:30-3:00

3:30 Staff depart

A cohort: 12:30-3:00 Music, Intervention Groups, ELL/Title/Sped

B cohort: 8:00-10:30 Music, Intervention Groups, ELL/Title/Sped

Wednesday: Music and Comprehensive Distance Learning.

Nutrition programs will provide breakfast for students on site, and breakfast and lunches on a schedule that allows for them to eat prior to coming to school. This will keep the students masked throughout the day and not spread unnecessary germs.

**Family, Community, Engagement:**

Family engagement is vital to our plan. We will provide communication and support to our families with frequent updates in English and Spanish as well as other forms of communication to reach all families. We know that it has been difficult with work schedules and competing attention when there are multiple children in the household, but we will keep sibling groups in the same cohort group to alleviate stress and transportation issues for parents.

*Students will need help accessing and focusing on the classes taught when the teacher meets with them for interventions for reading, ELL, speech, and specially designed instruction*

**Mental, Social and Emotional Health:**

*Our counselor continues to make house calls, communicate with groups via Zoom, and helps provide the social and emotional learning students need in classes. Teachers are also using the “mood meter” to help students identify their mood and steps to move from a low energy low feeling level to a more positive place. Teachers share readings that help students identify emotions and choices. We have two SELA staff to support students as well. This will be an additional help to our counselor.*

**Staffing and Personnel:**

*Currently, the school during Comprehensive Distance Learning has been able to operate most classes with an assistant assigned to each teacher to help with the break out rooms and any problems that occur using technology or with emotions of students during a class period. That the same commitment will be in force for teachers in grades K-5. Because the program will be a partial day program in the morning and afternoon. It is hoped that creative working with ESP workers throughout the district will fill in the gaps. Initially the plan is for only kindergarten to begin for two days followed by 1<sup>st</sup> and 2<sup>nd</sup> grade a few days later. Grades 3-5 will begin after spring break. Comprehensive Distance Learning will continue for classes not in school and for those students/teachers in quarantine. On Wednesdays A and B cohorts will be able to combine groups in Comprehensive Distance Learning.*