



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

Updated 3/22/2021 ((DH revised – 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>Dry Hollow Elementary School</b>
Key Contact Person for this Plan	<b>Ajay Rundell, Principal</b>
Phone Number of this Person	<b>541-506-3370</b>
Email Address of this person	<b>rundella@nwasco.k12.or.us</b>
Sectors and Position Titles of Those Who Informed the Plan	Theresa Peters, Interim Superintendent Ajay Rundell, Principal Katie Ortega, Teacher Laurie Stanton, SLP JR Runyon, Teacher Amy Schwartz, Teacher Emily Stewart, Teacher Kimberly Meyers, Title 1 Teacher  Marnette Sprouse, Educational Support Professional
Local Public Health Office(s) or Officer(s)	Dr. Miriam McDonnell
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ajay Rundell, Principal

<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
Intended Effective Date for This Plan	August 2020 – June 2021
Educational Service District Region	Columbia Gorge Educational Service District

- 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 are 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
  - XX 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.

- 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):
- 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:

Dry Hollow 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. These opportunities can be found on each school's website – [LINKED HERE](#)

## 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:

*NWCSD 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](#)*

The School Principal Ajay Rundell is the point person to support and implement the health and safety guideline outlined in RSSL.



PowerSchool will be used for Contact Tracing for students in A/B Classroom Cohorts. Contact tracing daily cohort logs will be turned in at the end of each school day to the main office. The class logs will be stored for 4 weeks for LPHA in case of a positive diagnosis or exposure to a confirmed case of COVID-19 to either a student or staff member at Dry Hollow Elementary

All iterant and push in services will record in and out times on the Contact Tracing Log posted outside of Classroom doors.

An anonymous form has been created for staff who have concerns about the adherence to this guidance. That form is [linked here](#)

**Screening/Isolation:** Students are screened daily. Staff complete a paper screening log daily. Screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.

- Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.

Student/Staff isolation will take place in the conference room off of the copy room in the main office. Students who need to be isolated will be given face covering when appropriate and Communicable Disease Management plan will be followed to determine if a student should be sent home or reported to the LPHA.

In the isolation room there are two areas that can be used for students and the room will be separated by a clear plastic barrier. The room has a window that will be opened and a fan will be used to circulate air out of the room.

If more than two students need to be isolated during the day or the room needs to be decontaminated the office adjacent to this room will be utilized. The secondary location is not located on an outside wall of the building and will be supplied with an appropriate portable air filtration unit to be run when the room is being used to isolate a student with Covid-19 symptoms.

All common areas and classrooms have a cleaning protocol sheet outside of the space that is signed off.

Classrooms and restrooms will be disinfected between A and B cohorts.

High touch areas and common areas will be disinfected throughout the day by custodial staff. The school district superintendent will provide updated information to ODE weekly in regards to what instructional model the school is currently operating in.

### **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:

Students identified as high-risk or vulnerable by a physician may be enrolled in on-line instruction with multiple weekly check-ins by the teacher or designee. Student health plans will be written and implemented on individual student needs.

### **Students**

- All students identified as medically fragile or medically dependent, either by a physician, or parent/guardian notification, will participate in comprehensive distance learning through the North Wasco County Virtual Academy. Students identified by the school or the LPHA as meeting high-risk criteria (but not identified by parent/guardian) may necessitate an individual planning meeting with administration, parent and health providers. Online Distance/Learning plan will be developed individually, as needed.
- Students who experience disability will continue to receive specially designed instruction.
- 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.

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

The school maintains a supply of medical grade PPE in the health room to use for supervision of presumptive Covid cases.

### **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](#)*

The hybrid model will limit the number of students in classrooms and the school building. Hallways will be marked to control foot traffic and to indicate six feet of separation in those spaces where a line may form. Student entrance and exit will be controlled, maximizing the use of all exterior doors to limit the congregation of students. Classrooms will be assigned specific restrooms to limit access.

Consistent Classroom Set Up in all Dry Hollow Instructional Spaces:

- Arrange and assign seating to maximize physical distancing and minimize physical interaction.
- Remove extra furniture to make more room.
- Remove fabric-covered furniture.

All learning spaces have been assigned a maximum capacity which includes at least 35 sq ft of space for the teacher.

Positive Behavior Interventions and Supports (PBIS):

- Developmental and age-appropriate lessons will be taught throughout the year to support students in maintaining physical distancing and health and safety protocols.

Class cohorts of students will have staggered recess with assigned locations per class cohort to reduce cohort mixing and allow for maximum physical distancing.

**Spacing/Seating:** Rearrange student desks and tables to at least six feet apart and allowing for 35 sq. ft per person; assign seating so students are in the same seat at all times. This spacing also includes entry/exit, teacher workspace, and sinks.

**Kindergarten (KG) -2nd Grade (Classrooms)** Develop class rosters to have no more than 15 students per A/B Cohort with one teacher per class while maintaining lower than maximum numbers at all times (including push in services, Admin, SELA, Specials, etc.)

**3rd Grade-5th Grade (Classrooms)** Develop class rosters to have no more than 15 students per A/B Cohort with one teacher per class while maintaining lower than maximum numbers at all times (including push in services, Admin, SELA, Specials, etc.)

### **Targeted Interventions**

**Special education:** services will be planned and provided by Case Manager in collaboration with the classroom teacher. Most SDI will be provided in co-taught lessons with special education and general education staff (push or virtually). Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.

**Itinerant Speech/Language Pathologist:** SLP provided face shield or plexiglass partition. SLP and SLP-A will review each student on caseload to determine if it is feasible to provide services via DL, through consultation with parents or teachers, etc. Due to the large group of 5th grade students receiving services this year this class will receive will extra oversight to review IEP's and look into consultation and DL options to meet student needs. Most students will continue to receive this instruction online, while they are not on site.

**ELL:** schedule rotations into classrooms for push in services (virtual) for ELL students.

**Title I Services** Follow daily building schedule to rotate into classrooms for Push In (virtual) services to the greatest extent possible. These services may remain online for the remainder of the 2021 school year.

**Music teacher:** Most students will continue to receive this instruction online, while they are not on site.

**PE Instruction:** schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups by class cohort; provide enough time for cleaning and sanitization between groups if using common spaces. Most students will continue to receive this instruction online, while they are not on site.

**Staff Meeting-** All staff meetings will be conducted remotely via Zoom

### **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](#)*

**ALL CLASSES WILL BE SPLIT INTO A AND B GROUPS TO REDUCE THE TOTAL NUMBER OF STUDENTS ON CAMPUS AT ANY ONE TIME.**

Cohort sizes are currently 10-14 students in size. These may be smaller depending on parent requests to keep their students at home.

Cohorts are stable. The current plan is an A cohort that meets in the AM (A) or PM (B): Monday, Tuesday, Thursday and Friday. All groups meet together virtually on Wednesday morning.

Class cohorts will be assigned specific entrance and exit points to access the building. To the greatest extent possible students will be encouraged to use outside exits to all classrooms at the beginning and end of the day. Outside access for arrival and dismissal to classrooms will help eliminate the mixing of cohorts in the hallways.

**Special education:** services will be planned and provided by Case Manager in collaboration with the classroom teacher. Most SDI will be provided in co-taught lessons with special education and general education staff (push or virtually). Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.

**Itinerant Speech/Language Pathologist:** SLP provided face shield or plexiglass partition. SLP and SLP-A will review each student on caseload to determine if it is feasible to provide services via DL, through consultation with parents or teachers, etc. Due to the large group of 5th grade students receiving services this year this class will receive will extra oversight to review IEP's

and look into consultation and DL options to meet student needs. Most students will continue to receive this instruction online, while they are not on site

**ELL:** schedule rotations into classrooms for push in services (virtual) for ELL students

**Title I Services** Follow daily building schedule to rotate into classrooms for Push In (virtual) services to the greatest extent possible. These services may remain online for the remainder of the 2021 school year.

**Music teacher:** Most students will continue to receive this instruction online, while they are not on site

**PE Instruction:** schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups by class cohort; provide enough time for cleaning and sanitization between groups if using common spaces. Most students will continue to receive this instruction online, while they are not on site.

**Arrival:**

ESP personnel will be assigned to 3 drop off sites and walk sites to screen students. Screeners will have identifying signage. All students are to arrive at 7:45 to 7:55 AM

**\*Parents are not to walk students on to campus or escort students to class.**

All students stand at a social distanced spacing (marked on ground) at assigned location and class and enter classes at 7:50.

7:50 Students enter assigned location into the building to go to class and report to assigned seat. Students who arrive after 7:55 will go to the office and be screened before being escorted to class.

Classrooms will have activity or breakfast ready upon entrance for students when they arrive.

**1) Transportation Cohort**

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.

This is a stable group of students each day.

Stable groups can be varied by AM/PM routes.

Updated contact-tracing logs are required for each run of a route.

Students who receive a ride to school from a parent/guardian will be assigned a pick-up and drop off location once students arrive they will be escorted to their cohort location.

**2) Kindergarten - 5th Grade Classroom Cohorts** These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE).

All students are to remain at their cohort locations until classroom teacher lets students into class.

\*\*\*Note\*\*\*

Due to the instructional model used, there is not a need for additional cohorts in Music, PE, CDS, or Media as they will be the same as classroom cohorts.

\*\*\*Note\*\*\*

In the event the stable cohort is changed the teacher will need to update the contact-tracing log.

**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.

### **Departure**

- Release from classes will be staggered to the extent feasible
- All students being released to walk home will exit their classroom exterior door with their teacher to meet siblings/walking partners at designated locations. (No exceptions. Students will not be allowed to wait at the office.)
- Students will return to their arrival/drop-off locations to depart the school for the day
- Students will be released via intercom to the dismissal area (supervised by the teacher) or via radio
- Signage on the ground will indicate spots to line up and distance.

### **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.

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.

Covid-19 general information training has been conducted for all staff by the North Wasco County School district nursing team, all staff have been trained via video for door screening. Specific staff have been assigned and trained in monitoring the isolation room, and recording and tracking students who are to be excluded from school.

Covid-19 Hazard Posters have been posted throughout the building.

Training will be revisited monthly in staff meetings during the Covid Safety Min as well as weekly reminders in the staff newsletter about proper masking and common Covid-19 symptoms.

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](#).
- 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](#)*

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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.

### **Screening Students:**

Upon arrival students will be visually screened and asked a set of question (cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.)

This can be done visually and/or with confirmation from a parent/caregiver/guardian.

If a student is symptomatic and has walked or arrived at the school via the bus the Principal or other designated staff will respond and escort the student to the isolation area.

If a student is being dropped off by a parent and does not pass visual screening the student will be asked to return home.

When the screening indicates that a student may be symptomatic, the student is directed to the office. *\*Follow established protocol from CDP 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.

Staff members are not responsible for screening other staff members for symptoms.

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

### **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 unable to work in schools, or complete other volunteer activities that require in-person interaction, at this time. Adults in schools are limited to essential personnel only.

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:

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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.

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
  - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
  - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to 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 provided for:

- 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 when administering medication or providing direct services

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

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

Facial Coverings are required for:

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines Face Coverings](#)

Facial Coverings are not recommended for:

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

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

The office will provide all visitors/staff who do not have a mask with a disposable face mask. **Face coverings should never prohibit or prevent access to instruction or activities.**

### **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](#)*

*Routine Disinfection for Frequently Touched Surfaces, page 58-60 – [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: **(Conference Room off Main office)**, Isolation area #2: **(Repurposed adjacent storage**

**area and office).** Students will be provided a facial covering (if they can safely wear one). Staff will be required to wear a facial covering and maintain physical distancing, but never leave a child unattended.

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

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

District will provide medical grade PPE (e.g. KN95 facial coverings, face shields, gloves, and gowns) for this purpose

Staff will maintain student confidentiality as appropriate.

Daily logs must be maintained containing the following:

- o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

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

- O the passage of 14 calendar days after exposure;
- and**
- o symptoms have been resolved for 48 hours without the use of anti-fever medications.

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

Students who are required to be off-site for any period of isolation related to Covid-19 will be provided a remote learning option, this option may include “zooming” into the classroom, watching prerecorded videos of the day’s lesson or other asynchronous instruction.

## **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.

### **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 including before breakfast is served in the classroom, provide hand sanitizer when hand washing is not available. Visuals and social stories for some students. When hand washing is not available students will be provided with approved hand sanitizer.
- **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. *Routine Disinfection for Frequently Touched Surfaces* – [CLICK HERE](#)
- **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.
- Support staff in the implementation of virtual field trips and use of virtual volunteers
- **Transitions/Hallways:** Hallway traffic direction marked to show travel flow along with placing cones in the middle of hall. Use outside entrances and exits to greatest extent possible
- To the greatest extent possible students will exit from exterior doors at close of school, during safety drills, to recess/PE. Traffic direction will be marked to show travel flow within the halls of the building, Students will maintain proper distance from each other while walking (arm’s length away). (Teachers may design their own “how-to” for cohorts such as noodles; arms out, rope with knots, etc.)

## Classroom line up:

- Students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups.
- Line up areas are to be marked with visual cues to indicate adequate physical distance when students arrive at school.

- Students will be supervised and walked into their cohort classes as well as dismissal
- 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, binder, cell phones-once the building is entered cell phones will be kept in backpacks, books, instruments, etc.). If personal items are brought to school, they must be labeled with student first and last name prior to entering school and not shared with other students.

### 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. Once screened students go to the exterior door of their classroom (3-5 at designated exit/classroom door), standing at the correct physical distance from each other (as noted in signage). Or appropriate cohort waiting area.

- 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 (1d). Keep interactions as brief as possible. Parents may not accompany students into the school area.



For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.

Share with families when dropping-off to keep children in the car until waved to let out of the car.

*Entry and Screening Staff, Itinerant Staff, Students & Essential Visitors, p. 33-37 – [CLICK HERE](#)*

## **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.

\*If available desks for AB students will be assigned

Teachers will maintain a classroom seating chart to share with LPHA in the case of a positive Covid 19 case on site.

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

- Materials: Each classroom will limit sharing of community supplies when possible within the cohort (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently and will be disinfected between cohorts. Hand sanitizer and tissues will be available for use by students and staff.

- [Handwashing](#): Post signs with visuals for proper hand washing. Establish in classroom procedures for handwashing. Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- All classrooms will have a Routine High Contact Disinfectant Checklist to be utilized by teaching and custodial staff.

## 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:

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

All outside portable bathrooms also have a portable handwashing installed.

To the greatest extent possible, staff should avoid eating with one another in common areas. This is due to the potential for exposure when people remove their masks to eat or drink, and because this has proven to be a significant source of spread of COVID-19 in workplaces. Given this, the number of staff allowed to gather in shared spaces should be *very limited*, staggering times for staff breaks and ensuring all social distancing is in place. Face coverings shall be worn

except when eating or drinking, and time should be minimized where face coverings are not consistently worn.

Staff have been instructed not to eat in groups in the staff lounge, extra furniture has been removed from the area to discourage the use of this area. Alternate locations for eating meals to reduce the number of people in a shared indoor space. Alternate locations may include eating in a personal vehicle, in an outdoor space and eating in classrooms.

## 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.

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.

When the weather permits classroom doors and windows will be opened to the outside to allow for fresh air to circulate within the room.

PE will open the door to the exterior of the building and use a fan to move air from the building to the outside. When feasible PE instruction will take place outside to decrease the risk of Covid transmission from heavy breathing in an indoor environment.

### **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:

Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.

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 2l. 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.
  - Quarantine of exposed staff or students
  - Isolation of infected staff or students
  - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:

- Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
- Ensure at least 64 square feet of room space per resident
- Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
- Configure common spaces to maximize physical distancing;
- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

**Exception**

- 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 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- Student transportation off-campus is limited to medical care.

**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 whether on site or participating in Comprehensive Distance Learning will be instructed on emergency procedures.

While students are On-Site they will be instructed and participate in practice drills on emergency procedures

- At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
- Fire drills will be conducted monthly.
- Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) will 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 will be conducted two times a year.

Drills will be carried out as close as possible to the procedures that would be used in an actual emergency

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.

While following a hybrid schedule, multiple drills each month will be conducted to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).

Students will 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.

## **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.

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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).

- 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.

### **Plan Details for 2n.**

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above: Dry Hollow implements PBIS integrated within our school, we train staff on Collaborative Problem Solving (CPS) and in trauma informed practices through our Sanctuary Model of Care. We work and with our Social Emotional Learning Assistance to aid classroom teachers in the support of our PBIS model. We have both school and district Social-Emotional Learning teams and are working to enhance our school wide SEL supports and interventions during the upcoming year.

During CDL Students have the opportunity to work with the CDS to build self-regulation strategies for when we return to in person learning.

SELA's and CDS will adjust student interventions and supports to meet ODE guidelines during a hybrid schedule. Behavioral interventions and supports should not interfere with a student's cohort.

### **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:

Before students return onsite parents will be notified of the procedures to notify them when a student tests positive. Dry Hollow Elementary will utilize the Remind Messaging app “Urgent Message” feature that will include all parents even if they have notifications turned off.

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. (See *Emergency Response Framework*, page 77-81) – [CLICK HERE](#)

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.

### **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:

Before students return onsite parents will be notified of the procedures to notify them when a student tests positive. Dry Hollow Elementary will utilize the Remind Messaging app “Urgent Message” feature that will include all parents even if they have notifications turned off.

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. (See Emergency Response Framework, page 77-81) – [CLICK HERE](#)

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:

*NWCSD 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:

## 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? **Yes**

### Equity:

*Plans have been developed for students with medical conditions, students on individualized education plans, students needing Title 1 Reading interventions, 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:

*Hybrid On-site learning takes place, students will come to school based on their A or B groups. Cohorts for A and B groups will not exceed 15 and most will be less than 12. This allows for a 6 foot space in each classroom. It also allows for appropriate physical distancing in PE. 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:

Hybrid School	Monday	Tuesday	Wednesday	Thursday	Friday
8-1030 Arrival no earlier than 7:45	A group On site	A group On site	8-11:30 Virtual classroom with teacher All--Distance Learning Music Classes	A group On site	A group On site
8-1030	B group at home Virtual Interventions/PE/ Music	B group at home Virtual Interventions/PE/ Music	No on-site teaching	B group at home Virtual Interventions/PE/ Music	B group at home Virtual Interventions/PE/ Music
1030-1230	Clean/Prep/Lunch	Clean/Prep/Lunch		Clean/Prep/Lunch	Clean/Prep/Lunch
1230-300 Arrival no earlier than 12:15	B group On site	B group On site	No on-site teaching	B group On site	B group On site
1230-300	A group at home Virtual Interventions/PE/ Music	A group at home Virtual Interventions/PE/ Music	No on-site teaching	A group at home Virtual Interventions/PE/ Music	A group at home Virtual Interventions/PE/ Music

*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:**

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

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

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

*All Communication will be provided in English and Spanish*

### **Mental, Social and Emotional Health**

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

*Contact information for school and community mental and emotional health services are posted on the Dry Hollow School website. This information will also be available in the school office and through our counseling and teaching staff.*

*The school schedule will also allow for students and teachers to connect with each other due to smaller class sizes and fewer number of transitions.*

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

*All North Wasco County School Teachers will be given professional development through Second Steps and our own Counselling Staff to support students who are in need of mental health services.*

### **Staffing and Personnel**

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

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

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

*North Wasco County School staff understand this is not a normal, regular school year. Therefore, they may be called upon to provide services or efforts not previously experienced. ESP staff may be asked to partner with teachers to ensure the accountability of attendance for all students.*

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? **No**

### **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: