CASHMERE SCHOOL DISTRICT

REOPENING PLAN: SCHOOL YEAR 2020-21

Our Plan is to keep students, staff and the community safe during the COVID pandemic, while maintaining our mission:

To ensure a quality education for every student

August 14, 2020 – This plan may change as public guidelines are updated

CASHMERE SCHOOL DISTRICT

Reopening Handbook

INTRODUCTION

HEALTH METRICS & REOPENING GUIDELINES

LEARNING MODELS
100% Remote Learning
Hybrid Learning
100% In-Person Learning

REMOTE LEARNING
(At Home Learning)
Methods
Spring vs Fall Remote Learning
Digital Learning Tools and Platforms
Improve Supports for All
Increased Opportunities for Academic Growth
Expectations for Attendance and Participation
Sample Schedules

IN PERSON/HYBRID LEARNING
Hybrid Learning Model
Sample Hybrid Learning Schedules

STUDENT SUPPORT PROGRAMS
Special Education/504 Support
EL Development Support
Early Childhood Education
Social Emotional Health
Highly Capable

MITIGATING SPREAD
Health and Safety Requirements
Staff Professional Development
Parent Orientation
Physical Distancing Requirements
Health Screening
Face Coverings and Hygiene Practices
Cleaning and Disinfecting
Ventilation Procedures
COVID Response/Protocol
Health Data Reporting

DISTRICT OPERATIONS
Student Transportation
Food Services
Staff and Student Health and Safety
District Calendar

THE FAMILY-SCHOOL PARTNERSHIP: Ensuring a Sustainable Return to School

CASHMERE SCHOOL DISTRICT

Reopening Handbook

INTRODUCTION

Thank you for your continued patience as we navigate unprecedented and challenging times during the COVID pandemic. We fully understand the challenges we collectively face and the Cashmere School District is thankful for the grace and patience our families and community have shown since our sudden and unexpected school closure in the spring.

As you may recall, our priority when we began our return to school planning efforts was to maximize in-person instruction for students, while following state and local Department of Health guidelines. For the past several weeks, district staff have worked hard, in collaboration with our parents and community, to create learning options that ensure a high-quality education while maintaining safety and health for all. However, we have recently received a verbal directive from the Chelan Douglas Health District that the level of community spread of COVID-19 in the region is too high to be able to start schools in-person and health officials are mandating that we begin the year in a remote/distance learning model.

The Cashmere School District must follow state and local mandates related to health and safety. After extensive consultation with the Department of Health, Chelan County Health Officials and the District's insurance carrier, we have made the difficult decision to begin the 2020-21 school year in remote learning models.

Please know that our ultimate goal is to facilitate a safe return to the classroom for face-to-face instruction. District leaders, in collaboration with staff, families and the community, have worked hard to develop plans and protocols that support in-person education while maintaining the health and safety of all our students and staff. Once we receive permission to re-open, we are prepared to do so quickly and in the safest manner possible.

Please know that we continue to advocate for and explore how we can safely offer some form of in-person instruction for those students who have barriers in their ability to receive remote/distance instruction.

Again, thank you for your patience and understanding during these challenging times.

CASHMERE SCHOOL DISTRICT

Reopening Handbook

Chelan-Douglas Health District Metrics and Guidelines for Reopening

Reopening COVID-19 incidence thresholds are introduced as a measure of risk related to educational activities:

- We do not support a return to in-person classroom instruction when the county incidence of COVID-19 is above 75 / 100,000 / 14 days for 2 consecutive weeks.
- We support a hybrid approach with K-5 and other educationally high-risk groups in-person in classrooms with COVID precautions when the county incidence of COVID-19 is < 75 / 100,000 / 14 days for 2 consecutive weeks (and > 25 / 100,000 / 14 days).
- We support return to in-person classroom instruction for all student populations, with COVID-19 precautions, when the county incidence of COVID-19 is < 25 / 100,000 / 14 days for 2 consecutive weeks.
- These thresholds may need to be adjusted should other metrics of disease prevalence (health-system capacity, testing capacity, % positive, severe disease) countermand them.
- The District may request exceptions to the above metrics for permission to serve small groups (5 or less) on site for face to face instruction but it is limited to at risk populations.

(See Appendix A: "District Exemption Letter")

DOH Phased Opening Recommendations per Washington State Governor's Office

STAGE 1

- Remote Learning at 100% for all students
- Staff onsite following safety guidelines
- Per petitioned exemptions, groups of 5 students permitted indoors
- Facility use is limited to essential services

STAGE 2

- In school learning at 50% capacity for gr. PreK-5 - "Hybrid Model"
- Remote Learning gr. 6-12 - continued
- Full time remote Learning option for gr. K-5 upon parent request
- Per petitioned exemptions, groups of 5 students permitted gr. 6-12

STAGE 3

- In school learning at 50% capacity for "Hybrid Model"
- Full time remote Learning for gr. preK-12 option available upon parent request

STAGE 4

- In school learning resumes for all grades
- Remote Learning options will be available at all grades upon parent request

LEARNING MODELS

GET TO KNOW EACH LEARNING MODEL

Three distinct learning models allow the district to pivot at any time between in-person, hybrid, and remote learning. Shifts between models will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s). As the public health situation continues to evolve, Cashmere School District will continue to work together to refine these models.

100% Remote Learning

- Cashmere @ Home
- Edgenuity: *https://www.edgenuity.com/products-and-services/instructional-services/*

Hybrid Learning

- Students may participate part-time onsite with in-person instruction and part-time at-home in remote learning.
- Individual students or families may choose full-time remote learning on a semester-by-semester basis.
- Individual students, classes, or schools may also need to go to temporary remote learning due to changing health and safety needs.
- Sample schedules provided.

100% In-Person Learning

- When health guidelines allow, all students and staff may participate onsite with in-person instruction Monday – Fridays.

CASHMERE SCHOOL DISTRICT

Reopening Handbook

REMOTE LEARNING – Learning @ Home

CSD FALL 2020 REMOTE LEARNING MODEL REOPENING PLAN

All students will begin the 2020-2021 school year in 100%, full time, at home remote learning. When an in-person or hybrid learning model becomes available, a remote instruction option will also be available to families who may feel more comfortable having their students remain at home.

Remote learning may be conducted using synchronous or asynchronous methods.

- **Synchronous instruction** takes place when a remote learning student joins a live online lesson and participates in real-time with other students. Example: A student joins a Zoom meeting with their teacher and other students at 10 a.m. during their math class.
- **Asynchronous instruction** takes place when a student accesses learning opportunities provided by their teacher, on a schedule that is convenient for the student. Example: A student watches a recorded math lesson on Google Classroom and completes an assignment at a time the student chooses.

There are many differences between the emergency remote learning model used last spring and the plan for fall reopening, which include:

- More equitable access to learning
- Improved support for all
- Increased opportunities for academic growth
- Expectations for attendance and participation

As we have worked on improvements, creating connections between students, families, teachers, and support staff has been a priority in our planning.

MORE EQUITABLE ACCESS TO LEARNING

	LAST SPRING	FALL REOPENING
CONNECTIVITY	Distributed Chromebooks and hotpots to those who needed them	• Chromebooks to all students • Improved synchronous tools (Zoom) • Hotspots available to all who need them • District will individually problem-solve with families for whom hotspots do not solve connectivity issues
COMMON LEARNING PLATFORMS	Google Classroom	• Google Classroom will be the home-base for all students where recorded synchronous classes will be updated. • Screencastify
SYNCHRONOUS VIDEO TOOL	Zoom	• Zoom will be used for all live video meetings between teachers, students, and families with an emphasis on "monitored" student interactions.

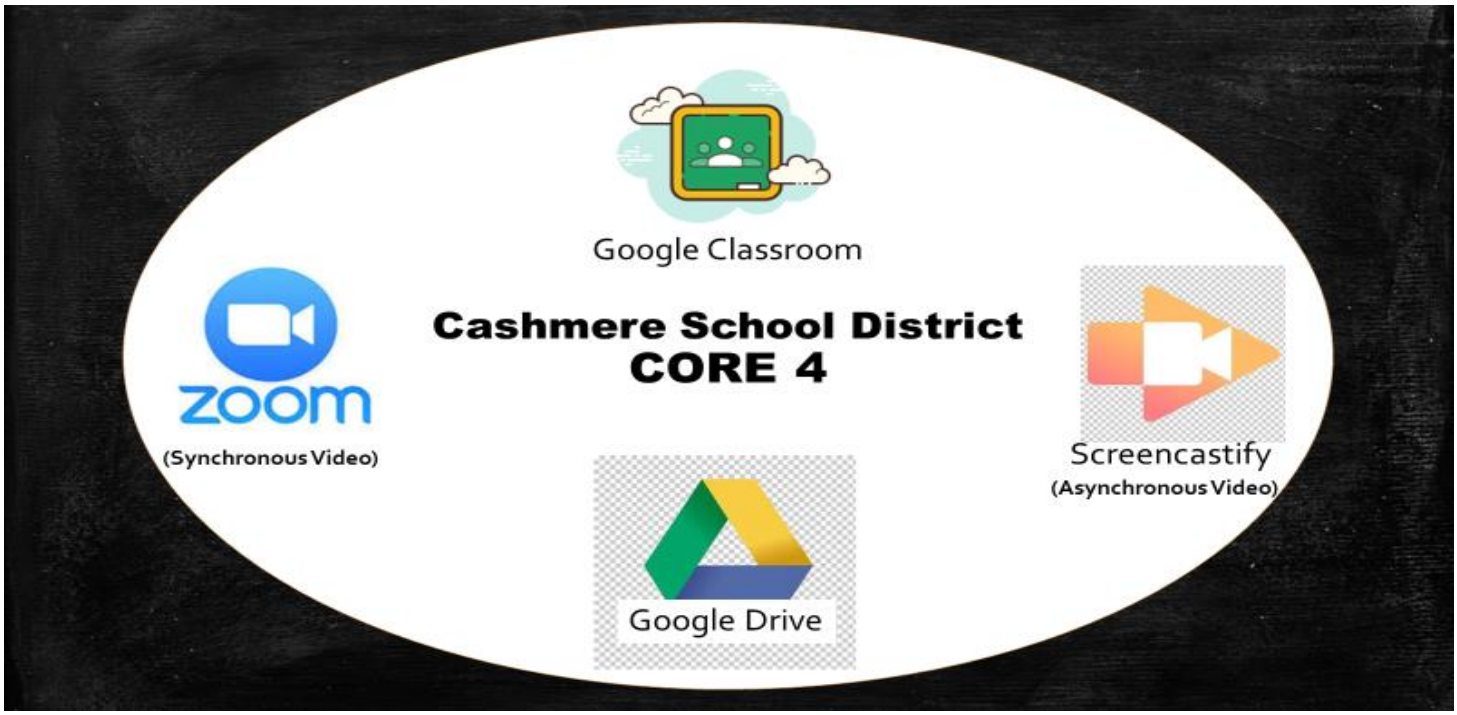
CSD HAS IDENTIFIED COMMON DIGITAL LEARNING TOOLS

Chromebooks will be provided to all students

The district will also provide Hotspots to families in need, and additional support if hotspots do not resolve connectivity issues.

All teachers will use these common tools which will improve:

- Ease of use for all users in the family
- Translations
- Independence for early learners
- Collaboration, communication, and relationship-building between students, families, and staff
- Support for students and families to see how they are doing in school
- Technical support for families and students



Google Classroom - is the student digital home-base. As the Chromebook homepage, it will be in daily use during in person, hybrid, and remote learning.

Google Drive – Students will be able to save, organize, access, and share files on Google Drive. Files in Google Classroom are automatically organized and saved here.

Zoom – Synchronous learning platform. Students can learn live with teachers, classmates, or guest speakers using Zoom. Zoom provides a reliable and secure platform for video conferencing.

Screencastify – Students and teachers can record and share videos for teaching and learning. Screencastify is part of the Google suite and is installed on all chromebooks.

CASHMERE SCHOOL DISTRICT

Reopening Handbook

IMPROVED SUPPORTS FOR ALL

	LAST SPRING	FALL REOPENING
Supports for Students	• Asynchronous learning materials updated once a week with 2 synchronous office hours per day for academic support • Focus on choice grids and project-based learning	• Daily, synchronous, explicitly guided, instruction in core academic classes with opportunities for guided practice and independent work time. • Increased opportunities for "monitored" small group breakout rooms to increase student interaction and collaboration. • Specific times for intervention as well as specialist push-in supports for students in their core online classes • Increased mental health supports for students from counselors and staff with an emphasis on Social-Emotional Learning
Supports for Teachers	• Professional development provided on synchronous and asynchronous technology platforms • Collaboration time provided for Professional Learning Communities to develop remote instruction	• Clear expectations for teaching and learning with appropriate professional development • Opportunities for teachers to interact daily with their students via synchronous instruction with an emphasis on relationship building • Explicit instruction in CSD's core four technology platforms • Tech coaches for teacher teams in need of additional and individualized technology support
Support for Families	• Technology provided for at home learning including Wi-Fi enabling hotspots. • Frequent communication to families provided in English and Spanish • Home visits when necessary • Differentiated learning materials in the form of packet options to reduce screen time	• Technology provided for at home learning including Wi-Fi enabling hotspots and new Chromebook computers. • Frequent two-way communication to families provided in English and Spanish • Increased counselor-initiated home visits when necessary • Self-paced online learning platform through Edgenuity to meet the needs of different family schedules. • Consistent technology and communication platforms across the three schools.

CASHMERE SCHOOL DISTRICT

Reopening Handbook

INCREASED OPPORTUNITIES FOR ACADEMIC GROWTH

	Last Spring	Fall Reopening
Time in Learning	• Secondary focused on two classes per day for a total time of 2.5 hours of learning. • Elementary focused on reading, writing, and math for total time of 2 hours per day.	• 180 days of instruction • Averaging approximately 6+ hours of blended learning. Note: this is not all screen time and will be a combination of direct instruction, guided learning, and independent work time away from the computer. • 30+ hours/week • To meet or exceed 1027 hours annually
Delivery of Instruction	• Brief asynchronous videos, which introduced choice boards and project-based learning anchored in priority standards	• Students will attend live instruction via synchronous communication platforms with supplemental packets to support student achievement of priority learning standards. All sessions will be recorded and uploaded to Google Classroom for later student self-directed use.
Meeting Individual Needs of Students	• Two separate office hours per day via Zoom focused on two separate subjects to help clarify choice grid and Project Based Learning Assignments • Packets were provided for students with limited technology or to meet the needs of students with IEPs	• Students with IEPs will be provided SDI to meet the student's educational goals. In some circumstances, SDI will involve in person learning at the building following all DOH guidelines. • Student schedules have built-in time for interventions and extensions. • Specialists will have access to all virtual classrooms to provide small group assistance to students in need of additional supports
Attendance	• Weekly Contact and Reporting	• Attendance will be recorded in Skyward. • Daily for Elementary • By period for Secondary
Grading	• "No Harm" grading practices across all grade levels • Vale: Outstanding, Satisfactory, No Evidence • Pass, No Evidence and Incompletes assigned at CMS and CHS.	• Increased individualized and specific feedback to students on their mastery of priority standards • Resume traditional grading practices at Vale and CHS and Standards Based Grading at CMS.

CASHMERE SCHOOL DISTRICT

Reopening Handbook

EXPECTATIONS FOR ATTENDANCE AND PARTICIPATION

One of the most striking differences in our new program is that the new model will more closely resemble classroom teaching than the emergency plan. Students will follow a schedule of classes and activities that span six plus hours a day, Monday- Friday.

Students will be expected to follow a daily schedule, even if there are no bells telling them when classes start and end. Specific schedules are being developed at each building, but here is a look at how school days might typically be structured:

	FALL REOPENING
GENERAL EXPECTATIONS ACROSS LEVELS	• Approx. 30+ hrs/wk for 1027 hrs annually over 180 days of instruction • Synchronous and asynchronous experiences each day for students • Opportunities for student discussion and interaction • Attendance recorded daily • Student feedback and grading practices resume • SEL supports for students both in class and across other experiences • Structures for learners needing extra support • Ongoing professional learning and collaboration for staff
ELEMENTARY K-4	• 3-4 Core Lessons Daily: Synchronous mini-lessons and classroom participation in core subjects (such as reading, writing, math, etc.). • Other Classroom Activities: Small group instruction, 1:1 conferring, intervention/extension, etc. (scheduled synchronous times) • 1-2 Daily Specialist Lessons (such as Music, PE, etc.) • Asynchronous Learning: daily reading, writing, and math assignments and reflection activity with attendance and participation tracking
MIDDLE SCHOOL 5-8	• Four periods each day with additional daily electives, interventions/extensions, and work time for each period. • Lesson structures will be synchronous and asynchronous (recorded for later review). Students can expect class discussions, small group instruction, 1:1 instruction, and asynchronous work time, etc.
HIGH SCHOOL 9-12	• The traditional modified block schedule will be implemented. • Lesson structures will be synchronous and asynchronous (recorded for later review). Each class will have a "mini lesson" to introduce the learning targets for each class. This will be followed by guided practice, independent work, small group discussion, etc. Teachers will actively monitor and participate in student breakout rooms/discussions. Each lesson will involve an exit ticket to assess student understanding of learning objectives.

ELEMENTARY K-4 SCHEDULE *

8:20 – 8:30 AM	Social Emotional Learning (live and Recording)
8:30 – 9:00 AM	Reading Instruction (live and Recording)
9:00 - 9:30 AM	Writing Instruction (live and Recording)
9:30 – 10:00 AM	Math Instruction (live and Recording)
10:00 – 10:15 AM	Recess/Break
10:15 – 11:15 AM	Reading, Writing, Math Independent Work with teacher support (Zoom-Breakout Rooms, Not Recorded)
11:15 – 12:15 PM	Lunch/Recess
12:15 – 3:00 PM	The following Activities will be on a Rotating Schedule by Grade Level: Specialist, Intervention, Independent Learning

MIDDLE SCHOOL 5-8 SCHEDULE *

7:45 – 8:30 AM	Teacher Prep and Collaboration
8:30 – 9:10 AM	Math/Science Block
9:20 – 10:00 AM	Math/Science Block
10:10 – 10:50 AM	ELA/Social Studies Block
11:00 – 11:40 AM	ELA/Social Studies Block
11:45 – 12:15 PM	Lunch
12:15 – 1:15 PM	Interventions/Extensions
1:20 – 2:40 PM	Student Independent Work Time/Electives, Student Assistance Time, Parent Communication
2:45 – 3:15 PM	504/IEP/Staff Meetings/Prep-Collaboration Time

CASHMERE SCHOOL DISTRICT

Reopening Handbook

HIGH SCHOOL 9-12 SCHEDULE *

	45's	90's	45's	90's	45's	90's	45's	90's
	M	M	T	T	W	W	Th	Th
8:00	1A	1	1A	1	1A	1	1A	1
8:45								
8:50	1B		1B		1B		1B	
9:30								
9:40	2A	2	2A	2	2A	2	2A	2
10:25								
10:30	2B		2B		2B		2B	
11:10								
11:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:50	3A	3	3A	3	3A	3	3A	3
12:35								
12:40	3B		3B		3B		3B	
1:20								
1:30	4A	4	4A	4	4A	4	4A	4
2:15								
2:20	4B		4B		4B		4B	
3:00								
3:00	Meetings/Calls							
3:30								

	45's	90's
	F	F
8:00	Advisory	Advisory
8:20		
8:25	1A	1
9:05		
9:10	1B	
9:50		
10:00	2A	2
10:40		
10:45	2B	
11:25		
11:25	Lunch	Lunch
12:00	3A	3
12:40		
12:45	3B	
1:25		
1:35	4A	4
2:15		
2:20	4B	
3:00		
3:00	Meetings/Calls	
3:30		

***SCHEDULES SUBJECT TO CHANGE PER DOH GUIDELINES**

CASHMERE SCHOOL DISTRICT

Reopening Handbook

IN PERSON/HYBRID LEARNING

Hybrid Learning	
	• Students may participate part-time onsite with in-person instruction and part-time at-home in remote learning. • Individual students or families may choose full-time remote learning on a semester-by-semester basis. • Individual students, classes, or schools may also need to go to temporary remote learning due to changing health and safety needs. • Sample schedules provided.

Potential Hybrid Learning Schedules:

A/B Sample Schedule 1 for CSD

	Monday	Tuesday	Wednesday ***	Thursday	Friday
Group A	At-Home Remote Learning	Onsite in-Person Learning	At-Home Remote Learning	At-Home Remote Learning	Onsite in-Person Learning
Group B	Onsite in-Person Learning	At-Home Remote Learning	At-Home Remote Learning	Onsite in-Person Learning	At-Home Remote Learning

***** Deep Cleaning Per Health and Safety Guidelines**

A/B Sample Schedule 2 for CSD

	Monday	Tuesday	Wednesday ***	Thursday	Friday
Group A	At-Home Remote Learning	At-Home Remote Learning	At-Home Remote Learning	Onsite in-Person Learning	Onsite in-Person Learning
Group B	Onsite in-Person Learning	Onsite in-Person Learning	At-Home Remote Learning	At-Home Remote Learning	At-Home Remote Learning

***** Deep Cleaning Per Health and Safety Guidelines**

SAMPLE

STUDENT SUPPORT PROGRAMS

SPECIAL EDUCATION/504 SUPPORT

The CSD Special Education Department is committed to working with families to provide options for students with special needs to access a free and appropriate public education. To this end, case managers will work with families to identify essential services for each individual student, tailoring individualized plans based on the learning model selected by the district. Services may be provided both directly and indirectly in hybrid, remote learning, and in person learning environments.

Family Partnerships and Communication

CSD places family partnerships and communication at the highest priority in ensuring student success in learning. Case managers will be expected to communicate with families on a weekly basis to foster collaborative, ongoing discussions about the appropriate path forward for each individual student in order to ensure equitable access to learning.

Child Find and Evaluation

CSD will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. The district fully recognizes that while some evaluation procedures may be able to be completed in remote learning situations, some evaluations will need to be conducted in person. CSD is committed to adhere to public health guidelines for the safety of students and staff in the completion of evaluations.

Individualized Education Program (IEP) Meetings

CSD is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in person or an alternative format, such as videoconferencing or by phone, special education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

Delivery of Special Education and Related Services

General education, special education, related service providers, and families will work collaboratively to provide services that ensure access to inclusive services and enable progress toward IEP goals. These may include prioritized, in-person services when possible, as described in the tiered model below, and following all health and safety guidelines. The district also understands that students who are unable to consistently wear PPE or maintain physical distance due to sensory, behavioral, or other disabilities must not be disciplined or denied access to educational services as a result.

(See Appendix B: "Special Education Tiered Models of Instruction")

ENGLISH LANGUAGE DEVELOPMENT SUPPORT

Cashmere School District will provide English Language Development services to identified students. Below are examples/highlights of these additional services:

- EL students in K-5 will receive services providing (real-time) synchronous learning via Google Classroom to students with time and frequency based on students' language needs and building

schedules. Students/families will also have these learning sessions asynchronous through pre-recorded videos, or live recording of a Zoom meeting that is uploaded to the Google Classroom to accommodate flexible at home student learning. The Language Intervention teacher will collaborate with classroom teachers to ensure services are coordinated and provide additional language supports with students/families as needed.

- EL students 6-12 will receive services providing (real-time) synchronous learning via Google Classroom following the school schedule identified for intervention/extension. Students/families will also have these learning sessions asynchronous through pre-recorded videos, or live recording of a Zoom meeting that is uploaded to the Google Classroom to accommodate flexible at home student learning. The Language Intervention teacher will collaborate with classroom teachers to ensure services are coordinated and provide additional language supports with students/families as needed.
- Dual-eligible EL students in K-12 in specialized programs (LAP; Hi-cap; IEP services, etc.) will receive services determined by an IEP team and/or Student Support team to ensure individual student needs are met and coordinated.

EARLY CHILDHOOD EDUCATION

CSD prioritizes early childhood education, as it is essential for the development of young learners. We are committed to offering preschoolers, with all levels of ability, the chance to learn together in an inclusive environment. Children in our program are encouraged to learn at their own pace, according to their own needs and abilities. Due to the nature of young learners, our re-opening plan prioritizes cohorts of learners with in-person instruction. **This plan follows Department of Children, Youth, and Families (DCYF) guidelines, and awaits Chelan-Douglas DOH approval.**

(See Appendix C: "Vale Elementary preschool 20-21 reopening plan")

SOCIAL EMOTIONAL HEALTH

Cashmere School District strives to provide learning environments that support healthy interactions among students and staff, and the teaching of social, emotional, and self-regulation skills. Teachers, counselors, social workers and administrators will support a social emotional learning environment by:

- Enhancing relationships with students and families
- Establishing a routine and maintaining clear communication
- Empathizing with the difficulties resulting from remote learning
- Explaining that there will likely be future changes to routines, which will be communicated ahead of time when it is possible to do so
- Providing information in digestible amounts and encouraging students to ask clarifying questions

- Encouraging students to lead the way in sharing what they do and do not understand about their current situation.
- Using open-ended questions, such as, “How are you feeling about not being in school?”
- Providing students and families resources for mental health concerns including anxiety and depression
- Assistance will be provided for students needing additional support
- If you have concerns about your student’s return to school, contact your student’s school counselor

HIGHLY CAPABLE

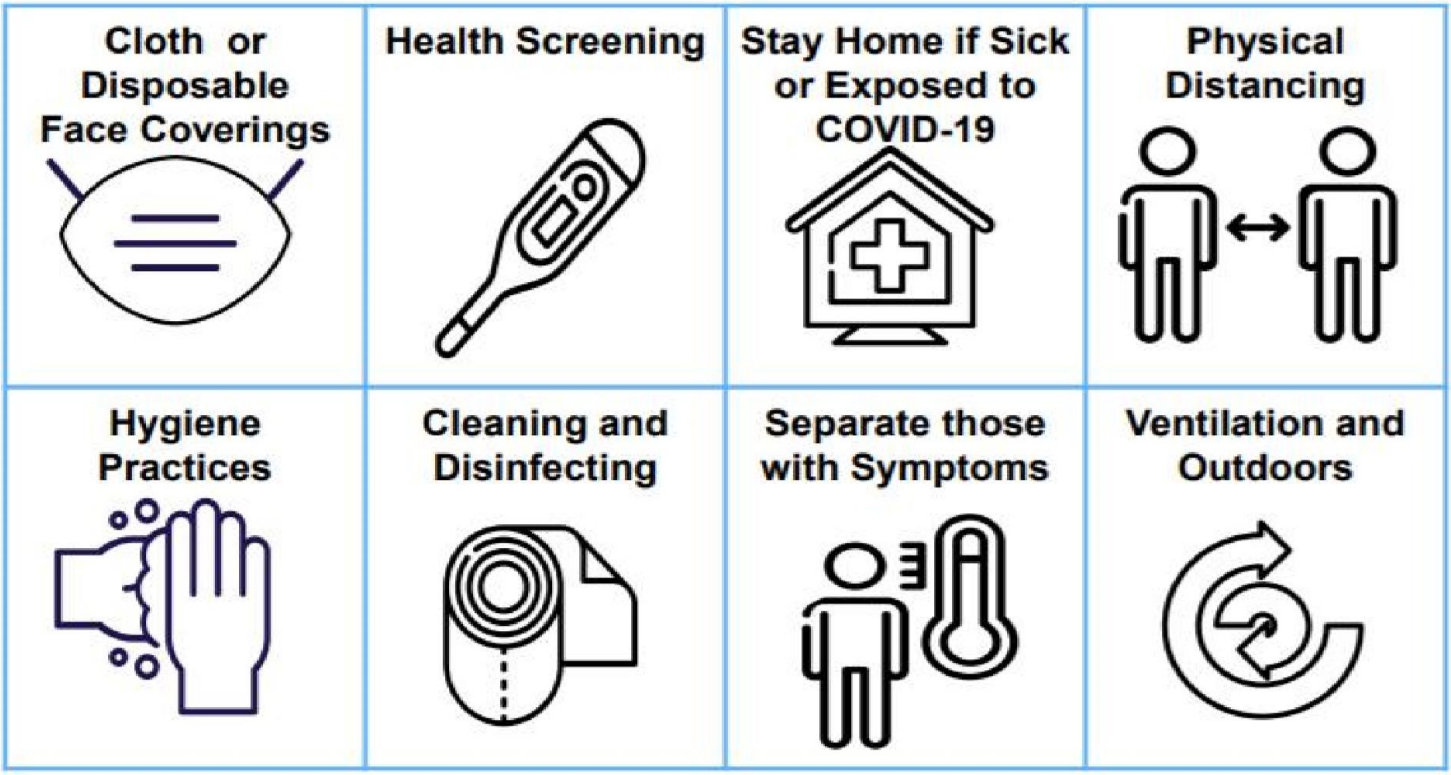
The Cashmere School District is committed to continuing to offer a Highly Capable Program (HCP). This program will provide instruction, activities and services that accelerate learning, and offer a unique academic challenge for young learners identified as highly capable. During remote learning, teachers will utilize technology to continue individualizing instruction for students identified as highly capable by creating meaningful learning extensions. To ensure instructional extensions meet the needs of our students, teachers will partner with families, communicating with them on a frequent and ongoing basis.

MITIGATING SPREAD

CSD is committed to reopening safely and mitigating the spread of COVID-19. In the following sections, measures for mitigating the spread will be discussed.

Health and Safety Requirements

Washington State Department of Health



STAFF PROFESSIONAL DEVELOPMENT

All staff will receive specific COVID-19 training in the following areas:

1. How to screen for symptoms; how to self-screen
2. Maintaining physical distance
3. Wearing appropriate PPE
4. Frequent cleaning and handwashing
5. What to do is someone develops signs of COVID
6. Review of new protocols for staff and student safety

PARENT ORIENTATION

In order to establish connection, relationships, and clear safety protocols, all parents and student will receive specific COVID-19 orientation before the start of the school year in the following areas:

1. Technology including Chromebooks
2. Communication platforms
3. Our core 4 learning platforms
4. Instructional materials such as text books and novels
5. Review facial covering requirements and proper wear
6. Review daily at school screening protocols;
7. Physical Distancing Requirements
8. How to screen for symptoms at home

PHYSICAL DISTANCING REQUIREMENTS

- Maintain 6 feet (about two arms' length) from other people.
- Mass gatherings in large groups such as assemblies and field trips that require transportation are prohibited.
- Maintain social distancing outside, including recess. Playground equipment and sharing of playground equipment limitations will be considered.
- If social distancing is not feasible, barriers or other prevention methods must be used to prevent transmission of the virus.
- Group gathering limitations and social distancing forces Cashmere School District to afford enough space per person in our buildings. To meet these needs, we will need to reduce building capacity through a hybrid schedule.
- To lower building capacity and preserve space for students and staff, visitors and volunteers will not be permitted inside school buildings.
- To the extent possible, Cashmere School District intends to keep the same student cohorts together.
- Each Cashmere building will attempt to create a one-way traffic flow
- Visual cues such as floor decals, colored tape, or signs to indicate to students and staff the flow and direction of one-way traffic. Additional cues may be used to indicate 6 feet intervals when standing in a line.

HEALTH SCREENING

Upon building entry, a symptom screening process will take place.

- Students, staff, and visitors entering a Cashmere building will be temperature screened along with a series of symptom screening questions.
- Staff may opt to self-screen at home. If so, they must submit a *Work Site Staff Self-Screening Agreement* (see Appendix A) or an online equivalent, if available.

- To the extent possible, the same staff will conduct symptom screening with the same group of students upon building entry each day. This will increase entry efficiency and enable staff to know their students when recognizing if certain students are presenting ill.
- There will be multiple entry/exit points with staggered times for students to enter and exit the building.
- Students will be screened daily.
- School staff will be trained by our district nurses and provided protocols in August on how to screen students.

CLOTH OR DISPOSABLE FACE COVERINGS AND HYGIENE PRACTICES

- Face coverings (nose and mouth) are required by the state for students and staff.
- Gloves are required for food services workers at all times and other staff whenever cleaning or sanitizing an item or surface.
- Personal Protective Equipment (PPE) including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided to schools on a continual basis throughout the school year, beginning in August.
- Additional PPE and accommodations (e.g. Plexiglas) will be provided for staff and students who are in a higher health risk category upon request.
- Additional signage on how to stop the spread of COVID-19, properly wash hands, and promote everyday protective measures including face coverings will be on display in buildings.
- Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting hand washing.
- All staff and students will be required to stay home when experiencing COVID-19 symptoms.

CLEANING AND DISINFECTING

- The Maintenance/Custodial Department will consult with the Chelan Douglas Health District and the Washington State Department of Health to ensure best practices. Custodial cleaning practices will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most likely to be transmitted. After a safety review, staff will be provided with spray bottles of E23 solution to use in their classrooms. To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.

(See Appendix D: “Safe Return to School Cleaning Rationale”)

VENTILATON PROCEDURES

- Ventilation systems have been regularly maintained, new air filters are regularly installed and the percentage of outside air into the systems has been increased. In addition, all buildings Heating, Ventilation and Air Conditioning (HVAC) units have been retrofitted with C02 monitoring sensors to increase outside airflow as needed.

(See Appendix E: “Safe Return to School HVAC/Ventilation Systems Proposal”)

SUSPECTED/CONFIRMED COVID-19 CASES

When Someone Develops COVID-19 Symptoms at School

- Symptomatic staff and students in the building will need to go to an established isolation room until they can safely leave the building.
- While waiting to leave school, the individual must be wearing a face covering.
- Once the sick staff or student goes home, cordon off the isolation area until it is cleaned and sanitized.

Positive COVID-19 Test

- If a student or staff member is diagnosed with COVID-19, they or their family should notify the school district.
- There will be coordination with Chelan Douglas Health District (CDHD) regarding suspected and confirmed cases to the extent possible.
- CDHD will assist Cashmere School District to determine a course of action for the individual schools on a case-by-case basis.
- This may include contact tracing of close contacts. A close contact is a person who has been within six feet for 15 minutes or more of someone who tested positive for COVD-19. Close contacts are not told the name of the person who tested positive for COVID-19; they are only told that they may have been exposed to COVID-19 (see: Washington State Department of Health).
- The CDC recommends that close contacts of people who have been exposed to COVID-19 remain home until 14 days after the last exposure (see: https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html).
- The Chelan Douglas Health District will coordinate with the school district regarding potential partial or complete dismissal of students and staff and therefore a move to remote learning for a period of time.

Multiple Positive COVID-19 Tests

- According to the Washington State Department of Health, the entire class is dismissed for home quarantine for 14 days if two or more confirmed cases of COVID-19 occur within the group or cohort within a 14-day period.
- Close a school and switch to remote learning for 14 days when:
    - 2 or more classrooms are dismissed due to outbreaks (in schools with 10 or fewer classrooms)
    - >=10% of classrooms are dismissed due to outbreaks (in schools with > 10 classrooms)
    - School cannot function due to insufficient teaching or support staff.

Return to School After COVID-19

- According to the Washington State Department of Health, someone can return to school after:
    - 3 days with no fever **and**
    - Respiratory symptoms have improved (e.g. cough, shortness of breath) **and**
    - 10 days since symptoms first appeared.

(See Appendix F: "COVID-19 Screening Flow Chart and Protocol")
(See Appendix F.1: "Confirmed COVID Positive Student/Staff Tracing Procedures")

CASOS DE COVID-19 SOSPECHADOS/CONFIRMADOS

Cuando Alguien Desarrolla Síntomas de COVID-19 en la Escuela

- El personal y los estudiantes sintomáticos en el edificio deberán ir a una sala de aislamiento establecida hasta que puedan salir del edificio de manera segura.
- Mientras espera para salir de la escuela, el individuo debe usar un cubre bocas.
- Una vez que el personal o estudiante enfermo se vaya a casa, el área de aislamiento será acordonada hasta que esté limpia y desinfectada.

Prueba COVID-19 Positiva

- Si a un estudiante o miembro del personal se le diagnostica COVID-19, ellos o su familia deben notificar al distrito escolar.
- Habrá coordinación con el Distrito de Salud de Chelan Douglas (CDHD) con respecto a los casos sospechados y confirmados hasta la medida posible.
- El CDHD asistirá al Distrito Escolar de Cashmere para determinar un curso de acción para las escuelas individuales, basado caso por caso.
- Esto puede incluir el rastreo de contactos cercanos. Un contacto cercano es una persona que ha estado a menos de dos metros por 15 minutos o más de alguien que dio positivo por COVID-19. A los contactos cercanos no se les dice el nombre de la persona que dio positivo por COVID-19; solo se les dice que pueden haber estado expuestos al COVID-19 (vea: Departamento de Salud del Estado de Washington).
- El CDC recomienda que los contactos cercanos de personas que han estado expuestas al COVID-19 permanezcan en casa hasta 14 días después de la última exposición (vea:https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html).
- El Distrito de Salud de Chelan Douglas se coordinará con el distrito escolar con respecto a la posible suspensión parcial o total de los estudiantes y el personal y, por lo tanto, un cambio al aprendizaje remoto durante un periodo de tiempo.

Múltiples Pruebas Positivas de COVID-19

- Según el Departamento de Salud del Estado de Washington, toda la clase será suspendida para cuarentena domiciliaria durante 14 días si ocurren dos o más casos confirmados de COVID-19 dentro del mismo grupo y dentro de un periodo de 14 días.
- Cierre de una escuela y cambio al aprendizaje remoto durante 14 días cuando:
    - 2 o más salones suspenden clases debido a brotes (en escuelas con 10 o menos salones)
    - >=10% de los salones que se suspenden debido a brotes (en escuelas con > 10 salones)
    - La escuela no puede funcionar por falta de personal de enseñanza o de apoyo.

Regreso a la Escuela Después de COVID-19

- Según el Departamento de Salud del Estado de Washington, alguien puede regresar a la escuela después de:
    - 3 días sin fiebre **y**
    - Los síntomas respiratorios han mejorado (por ejemplo, toz, falta de respiración) **y**
    - 10 días desde que aparecieron los primeros síntomas.

(Consulte el Apéndice F: "Protocolo y diagrama de flujo de detección de COVID-19")
(See Appendix F.1: "Confirmed COVID Positive Student/Staff Tracing Procedures")

REPORTING PROCESS TO CHELAN-DOUGLAS HEALTH DEPARTMENT

- Cashmere School District will collect, collate, and report the following data to CDCH each week for both students and staff
    - Total numbers of staff and students
    - Number of staff and students excluded
    - Positives (should include identifiers to reconcile with WSDS data)
    - Outbreaks
    - School closure and why
    - Reported by School Nurse in consultation with Office Personnel

DISTRICT OPERATIONS

STUDENT TRANSPORTATION

The Transportation Director and staff have worked hard to establish Standard Operating Procedures (SOP) to align to and meet guidelines and requirements established by OSPI, Washington State Department of Health, and local DOH.

(See Appendix G: "SOP-Transportation Department")

FOOD SERVICES

The Food Service Director and staff have worked hard to establish Standard Operating Procedures (SOP) to align to and meet guidelines and requirements established by OSPI, Washington State Department of Health, and local DOH.

(See Appendix H: "SOP-Food Service Department")

STAFF AND STUDENT HEALTH & SAFETY

The District Leadership Team and staff have worked hard to establish Standard Operating Procedures (SOP) to align to and meet guidelines and requirements established by OSPI, Washington State Department of Health, and local DOH that promote the health of staff and students.

(See Appendix I: "Standard Operating Procedure – Health and Safety")

(See Appendix J: "Work Site Staff Self-Screening Agreement")

DISTRICT CALENDAR

The CSD calendar has been adjusted to maximize professional development opportunities prior to the start of the school year, as well as including flex days in the event of a mandated shutdown due to COVID-19, or if multiple staff are unable to teach due to illness.

(See Appendix K: "Cashmere School District 2020-21 Calendar")

THE FAMILY-SCHOOL PARTNERSHIP: Ensuring a Sustainable Return to School

As we plan for a return to school, students may feel a bit of anxiety or fear about all of the changes. In order to succeed, our partnership must be strong. Teachers and staff will do their best to make sure that families are aware of the procedures and safety protocols to help prevent the spread of COVID-19. Listed below are some resources that may be helpful and be on the lookout for videos and new information as we get closer to the start of school.

PARENT/GUARDIAN CHECKLIST AND PLANNING FOR IN-PERSON CLASSES

- Check in with your child each morning for signs of illness
  - Fever (100.4+) or chills
  - Cough
  - Shortness of breath/difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- If your child has had close contact to a COVID-19 case, they should not go to school. Follow DOH guidance on what to do when someone has known exposure.
- Contact your school if your child gets sick (attendance or health care staff).
- Review and practice proper hand washing techniques at home, especially after eating, sneezing, coughing, and adjusting face cover.
- Consider packing a water bottle for your child.
- Develop daily routines before and after school – for example things to pack for school in the morning (like hand sanitizer and additional (back-up) cloth face covering) and things to do when you return home (like washing hands immediately) and washing worn cloth face coverings.
- Talk to your child about precautions to take at school. Children are required to:
  - Wash and sanitize their hands more often.
  - Keep physical distance from other students.
  - Wear a cloth face covering.
  - Avoid sharing objects with other students, including water bottles, devices, writing instruments and books.
  - Use hand sanitizer that contains at least 60% alcohol.
- Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school.
  - If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person.
- Label your child's cloth face coverings clearly in permanent marker so that they are not confused with those of other children.

It would not be unusual for your child to display some out of characteristic behaviors, these behaviors could look regressive in nature or look like behavior concerns. Do your best to approach these behaviors in a supportive, yet consistent manner.

As always, we are here to support you and help make this a smooth transition, please reach out to your child's school counselor if you have concerns or questions.

Appendix A:
District Exemption Letter

Dr. Malcom Butler
Chelan Douglas Health Department
200 Valley Mall Parkway
East Wenatchee, WA 98802

August 12, 2020

First, thank you for the countless hours that you and your team have put forth in an effort to keep our community safe. As detailed in our re-opening plan, the Cashmere School District will start school this fall in a 100% remote learning model per Chelan-Douglas Department of Health Guidelines/Metrics. It is our understanding that due to the high number of COVID-19 cases in Chelan-Douglas Counties, you and your office will not permit face to face instruction with students in small groups (5 or fewer students following all mitigating strategies) with a staff member without being granted an exemption from your office. The Cashmere School District respectfully requests the following (2) exemptions:

1. Students receiving special education support and had an Individual Education Plan (IEP):
    - In-person instruction for students with IEP's and who:
        - Are able to meet social distancing requirements
        - Are able to use personal PPE
        - Are unable to be served effectively via distance learning due to disability
        - Did not have access to instruction during the spring OR did not make progress during the spring
        - Are identified by the IEP team as needing in person instruction

2. Students furthest from "educational justice" per OSPI. Below is a list of barriers prohibiting students from accessing learning:
    - Students experiencing homelessness
    - Students from households of extreme poverty
    - Students who are in unsafe homes due to neglect or physical, sexual and emotional maltreatment or abuse
    - Students who are "newcomers" – English language learners
    - Students without internet or technology access and skills
    - Students who are significantly impacted by Adverse Childhood Experiences (ACES)

All students in "category 2" exemption request would begin the school year in a distance learning environment. Students in this category who are subsequently identified as "struggling" based on data, would be referred to building Student Assistance Teams (SAT) and/or assigned staff/administrator to consider additional Tier 2 interventions such as parent contact, home visitations (complying with social distancing, PPE, etc.), etc. If multiple interventions have been implemented, monitored and the student is not progressing, a school may decide to bring the student in for on-site, face to face instruction, and most importantly, support.

We understand and will comply fully with all Center for Disease Control, Department of Health, and OSPI reopening guidelines and requirements. These procedures include, but are not limited to:

- ✓ All face covering and social distancing requirements would be met;
- ✓ All students and staff would complete COVID screening daily;
- ✓ Handwashing upon arrival, after activity periods, and prior to dismissal
- ✓ Social distancing;
- ✓ We would meet outdoors to the maximum extent possible;
- ✓ There would be no more than one group of students per indoor learning space per day to allow for disinfection – no groups would be rotated in that space during the day;
- ✓ Adult(s) and small student groups would be placed into monogamous cohorts and the district would ensure that the cohort would stay together of the entire duration of time that the students are at school including recess, lunch, restroom breaks and other activities;
- ✓ Small groups will not exceed 5 plus teacher;
- ✓ No more than 3 hours in building daily per child;
- ✓ Systematic cleaning following district protocols and guidelines;
- ✓ Reporting following CDHD guidelines by our district nurse;
- ✓ Parents would be required to sign a consent form to receive on site services

We have no intent to have small groups of five students in every classroom until community spread is reduced; we simply would like to be able to provide in person support for identified, at-risk student for whom the remote option is not as effective. Our safety plan is included in the Cashmere School Reopening Plan, which we are providing along with this letter.

Thank you for your consideration.

Sincerely,

Tom Christensen
Board President

Glenn Johnson
Superintendent

Appendix B:
Special Education Tiered Models of Instruction

Tiered Model of Instruction:

A. Tier I Description: Student is able to access instruction primarily through virtual learning provided from their general education teachers and UDL teaching strategies.

a. Case manager collaborates with general education staff to ensure the provision of accommodations/modifications to teacher-provided packets/assignments with check-ins regarding access from the lead (homeroom teacher or advisor).
b. Case manager communicates weekly with families and arranges a scheduled time each week to collect data and monitor progress.

B. Tier II: Student is able to access instruction primarily through general education instructional activities, but requires re-teaching/pre-teaching from special education teacher.

a. Case manager collaborates with general education staff to ensure the provision of accommodations/modifications to teacher-provided packets/assignments with check-ins regarding access from the lead (homeroom teacher or advisor).
b. Re-teaching/pre-teaching will be through the following (virtual instruction scheduled, consultation on packet work via zoom, weekly in-person check-ins (groups of 3 or less)
    i. Health/Safety Protocols:
        1. All students will wear masks during transportation and throughout duration of instruction
        2. Screening procedures before entering the building
        3. All staff will wear masks/face shields
        4. 6 ft. social distancing in classrooms
        5. Students will have individual set of materials
        6. Staff will follow all cleaning protocols

C. Tier III: Student is unable to access packets/online instruction and complete work without 1:1 assistance (due to the significance of their disability and are unable to access their education without in-person instruction)

a. Direct services delivered in person (1:1 instruction at a scheduled time agreed upon by case-manager and parent appropriate to meeting their IEP goals)
b. Health/Safety Protocols:
        1. All students will wear masks during transportation and throughout duration of instruction*
        2. Screening procedures before entering the building
        3. All staff will wear masks and face shields, gloves
        4. 6 ft. social distancing when possible
        5. Students will have individual set of materials
        6. Staff will follow all cleaning protocols

*For students unable to wear masks, case managers will work in collaboration with families and the child's primary care physician to discuss other recommended PPE.

D. Tier IV: Student is unable to access packets/online instruction and complete work without 1:1 assistance (due to the significance of their disability and are unable to access their education without in-person instruction) but are unable to come onsite due to health/safety restrictions:
    a. Provide kits with tools for coaching parents in helping deliver activities in support of IEP goals (PEC schedules, Augmentative communication tips, social stories, sensory activities, etc.) with weekly or more frequent parent check-ins.

E. Related Services (OT/PT/SLP) will be provided via tele-therapy unless this is inaccessible for students who fall under Tier III. Staff will schedule 1:1 services as described under Tier III.

Confidentiality and Student Privacy:

Special Education and Related Service Providers will use digital platforms approved by the district for secure access that is HIPAA compliant. Families may provide consent to participate in teletherapy sessions with providers when remote services are required.

Appendix C:

Vale Elementary Pre-School 2020-21 Re-opening Plan Draft

-WA State Health Department "Reopening Schools" Health and Safety Requirements
-DCYF Re-opening Guidance

<u>Preschool @School</u>

- **Preschool Start Date**
  - Aug. 26-28 Preschool welcome-back conferences
  - Aug. 31 First day of Preschool - TBD

- **Drop Off / Pick Up**
  - Students arrive with parents (social distancing and mask requirements)
  - Encourage families to have the same person drop off and pick up the child each day if possible.
  - Stagger arrivals and assure 6 feet of physical distancing between families.

- **Health Screening at Entry**
  - Staff will be screened at Front Entry daily (no side entrance for staff)
  - Students will be screened at outside entrances of classroom by classroom teacher
    - Check list will include CDC guidance
  - Parents will only be allowed within the secured building on rare occurrences and will follow the staff protocol for screening
  - Proper procedures will be used if/when a COVID case is assumed or confirmed (see DOH required quarantine procedures)

- **Reducing Transmission / Grouping Students**
  - Class sizes will be 12-18 students per teacher
  - Students sit on carpet spots 6 ft. apart
    - Are students at the ECEAP center 6 or 3 ft. apart?
    - Are tables used at all or individual/lap tables?
- **Recess**
  - Recess must have all four staff members outside to supervise
    - One class occupy playground while other class occupies grass area (switch half-way through to keep students in their same cohort group)
- **Materials**
  - No sharing of materials
    - Each student will need to have their own box of supplies/materials (preschool "to-go" boxes from Amazon
    - Clean materials every day (provide second set up learning materials if possible)
    - Rotating days for materials-cleaning time

        - Rotating days for centers, 2 students at a time on a rotation (must clean afterwards)
        - Pre-pasted, packaged tooth-brushes
- **Meals**
    - Breakfast/Lunch served in classrooms (non-family style, everything must be served by staff)
    - Provider and staff should handle all utensils and food service to reduce the spread of germs (no family-style meals and snacks). Stop family-style meals and teeth brushing at this time

- **Hygiene Practices**
    - Hand washing will happen upon arrival of school, after any transitions, before/after lunch, and prior to leaving for the day.
    - Students will be taught proper handwashing techniques (soap and water for at least 20 seconds)
    - Students will be taught proper ways to cover their coughs and sneezes.
    - Alcohol-based hand gel will be utilized when soap and water are not readily available

- **Cloth Face Coverings**
    - Masks are not required for preschool age students, but it is required that staff wear shields/masks
        - We have ordered see-through masks so students can see your expressions, as well as face-shields

- **Bus Transportation**
    - AM Transportation: 8:15-11:15
    - PM Transportation: 12:00-3:00

- **Enrollment**
    - Students can count as enrolled even if they're not onsite (if we move to an online option)

<u>Preschool @ Home</u>

This model of learning is a blended option of online learning while making frequent contact in person and via technology with an assigned teacher. This option is for families apprehensive about their child returning to school and/or if learning is not allowed to be face to face:

1. Delivery of Materials
    a. Packet pick up, Mondays 12-6 PM
        1. Packets mailed home for families who are unable to make it in
    b. Materials delivered to front office every Friday (Quarantined for 3 days prior to parent pick up)

    c. Sensory Kits that support our creative curriculum w/ play dough, other fun, hands-on activities
2. Instruction
    a. Schedule of activities
3. Instructional Videos
    a. Sending out videos of preschool songs, chants (zoom/flip grid)
4. Communication
    a. Parent – Teacher Contact
        1. Phone Calls - 1 personal call per week
        2. Document conversation in google docs parent contact log
        3. Emails/Text Messages
        4. Home visits upon request
        5. All communication translated as needed
    b. Online Communication Platforms (need to select one of the following):
        1. Dojo
        2. ClassTag
        3. Remind
        4. Blackboard
        5. Google Classroom
    c. 20-30 minutes of focused home learning daily

Appendix D:

Safe "Return to School" Cleaning Rationale

The bulk of information regarding the rationale and protocols for the return to school outlined in this section are excerpted from the "Cleaning for Healthier Schools – Infection Control Handbook 2010" authored by Lynn Rose and Carol Westinghouse. Both information and recommendations outlined below draw heavily from this handbook.

There are three main levels of microbe control for schools. They are:

1. General Surface Cleaning
2. Sanitizing
3. Disinfecting

Sanitizers eliminate bacteria but make no such claims for viruses or fungi so that method will have limited effectiveness against COVID-19. Disinfecting is effective however it is not the most preferable method of microbe control. General Surface Cleaning is the first and most practical method of microbe control. The guiding principal here is to remove microbes if possible rather than kill them (with sanitizer or disinfectant). In addition, thoroughly cleaning a surface can reduce the need to disinfect because without the nutrients and moisture needed to survive and multiply, most microbes cannot live on a
clean and dry surface for very long. Therefore, the recommendations in this section will emphasize General Surface Cleaning for all areas excluding shower/ locker rooms, restrooms, and nurses and/or healthcare areas where some additional Disinfecting will be employed.

There are two types of surfaces – porous and nonporous-that must be taken into account when selecting infection control strategies. Nonporous surfaces are smooth, non-penetrable surfaces such as floors, walls, and desks that do not allow gases or fluids to pass through. These nonporous surfaces do not need to be disinfected on a routine basis unless there is blood, body fluids, etc. present. Consistent, frequent general surface cleaning will provide the desired protection.

Porous surfaces are surfaces that contain pores and allow fluids and gases to move through them. Carpeting, chairs with fabric covering, etc. are examples of porous surfaces. These surfaces can harbor microbes but cannot be disinfected because disinfectants are not designed and registered to be used on porous surfaces. I will however be adding HEPA, (high efficiency particulate air), filters to all upright vacuums in the district to maximize filtering out of organisms displaced during the vacuuming of carpet.

Now that we have some clarity and focus with regard to cleaning for COVID-19 let's talk about products and tools to accomplish our goals. Although it is true that cleaners do not disinfect and disinfectants do not clean there are some products designed and registered with the EPA to clean and disinfect. They contain both a disinfectant and a detergent cleaning agent. We have one such product currently in use in the district which fits into the category of a Disinfectant/ Cleaner and this product called E-23 Neutral Disinfectant will be the primary product for use in the protocols to be laid out. In regard to tools for use when implementing the protocols, we need to discuss microfiber cloths. Until now I have provided cotton cloths to custodial personnel for General Surface Cleaning but there is a large body of evidence supporting the use of microfiber cloths instead. Microfiber cloths are much more effective in "trapping" and removing dirt, organic matter, viruses, fungi, and bacteria from nonporous surfaces than cotton cloths so as part of the rationale for returning to school we will cease using cotton cloths for General Surface Cleaning and switch to microfiber cloths only.

Surfaces to be Cleaned

1. *Desks, Work Tables, Counter Tops, and Computer Keyboards – Shared*
   Products – Neutral Disinfectant/ Cleaner E23
   Recommended Cleaning Schedule – Clean Daily

2. *Desks, Work Tables, Counter Tops, and Computer Keyboards – Not Shared*
   Products – Neutral Disinfectant/ Cleaner E23
   Recommended Cleaning Schedule – Weekly or as needed

3. *Cafeteria Tables and Floors*
   Products – Neutral Disinfectant/ Cleaner E23, Neutral Floor Cleaner E32
   Recommended Cleaning Schedule – Clean tables after each use with E23 cleaner and clean floor with Neutral Floor Cleaner E32 also after each use.

4. *Other Surfaces Touched by a Variety of Hands (i.e. phones, light switches, stair railings, door knobs and push bars, elevator buttons, water fountains, appliance doors and buttons, etc.)*
   Products – Neutral Disinfectant/ Cleaner E23
   Recommended Cleaning Schedule – Clean Daily

5. *Restrooms, Showers, and Locker Rooms*
   Products – Neutral Disinfectant/ Cleaner E23, CDC -10 Clinging Disinfectant/ Cleaner, M.L.D. Bowl Cleanse Toilet Bowl Disinfectant Cleaner, E-32 Neutral Floor Cleaner, E-15 Hydrogen Peroxide Cleaner
   Recommended Cleaning Schedule – Clean and Disinfect Daily

6. *Nurses/ Healthcare Rooms*
   Products – Oxivir TB Disinfecting Wipes, Oxivir TB Disinfecting Spray, Crew Clinging Toilet Bowl Cleaner, E-23 Neutral Disinfectant, E-32 Neutral Floor Cleaner
   Recommended Cleaning Schedule – Clean and Disinfect Daily. *Note* - Oxivir products and Crew Toilet Bowl Cleaner used for Healthcare Clinics days and E-23/ E-32 products used the other days.

7. *Floors in Classrooms and Hallways*
   Products – E-32 Neutral Floor Cleaner
   Recommended Cleaning Schedule – Clean Daily. *Note* - Nonporous tile classroom floors to be swept and damp mopped as needed with E-32 Neutral Floor Cleaner. Hallways and large group areas cleaned with an auto scrubber using E-32 Neutral Floor Cleaner. Classroom and Hallways with carpet will be vacuumed daily using vacuums fitted with HEPA filters.

Summary Proposals

A community" effort will be required for the district to comply with OSPI's school re-opening guidelines. Community in this context refers to cleaning protocols and routines involving all staff, not solely custodial staff. Following is a proposal for accomplishing the goal of complying with state guidelines for the start of school in August 2020.

A. Custodial Responsibilities

1. Continue cleaning/ disinfecting routines currently in place – The cleaning/ disinfecting protocols we currently have in place as well as the chemicals currently in use fulfill the requirements set forth by OSPI. We will make some minor adjustments in frequency and timing of some protocols but I do not anticipate or recommend any significant changes.
2. Custodial staff will switch from cotton cleaning cloths to microfiber cloths - Custodial staff will use only microfiber cloths for cleaning/ disinfecting and will have sufficient units on hand to have clean cloths for each shift as well as sufficient additional units to supply all staff with clean cloths daily as well. Furthermore custodial staff will assure that "dirty" cloths are laundered daily to assure an adequate supply of clean units.
3. Custodial staff will supply spray bottles and gloves – I will make sure all building custodians have an adequate number of spray bottles filled with the appropriate cleaner/ disinfectant as well as disposable gloves on hand each day for use by staff.
4. Custodial staff will use equipment with enhanced filtration capability for their daily cleaning of carpeted surfaces – All vacuums will be fitted with HEPA filters that I will service on a regular basis.

B. Assisting Non-Custodial Staff Responsibilities

1. Cleaning/ Disinfecting of student desk tops – This task should be done once per day using the E-23 Neutral Disinfectant/ Cleaner in a spray bottle and a microfiber cloth. Please use a clean cloth each day and filled spay bottles, disposable gloves, as well as the microfiber cloths will be available in designated custodial rooms.
2. Cleaning/ Disinfecting of computer keyboards and mice – This task should be done once per day for shared computers and at least once per week for non-shared computers. Please the E-23 Neutral Disinfectant/ Cleaner in a spray bottle and a clean microfiber cloth each day. DO NOT SPRAY THE KEYBOARDS directly. Instead spray the microfiber cloth several times with the spray bottle and wipe the keyboard surface and mouse with the moistened microfiber cloth.
3. Disinfecting of sneeze guards and countertops – In the office entry and reception area in each facility the sneeze guards and adjacent countertops will be cleaned and disinfected by custodial staff on a daily basis. However due to the amount of human traffic in these locations the countertops and sneeze guards will need to be disinfected every couple of hours throughout the school day. Alcohol wipes and disposable gloves will be provided. This will be solely a disinfection routine as the countertops and sneeze guards will be cleaned daily by custodial staff.
4. Cleaning/ Disinfecting of telephone receivers and keypads – This task should be done once per day for shared telephones and at least once per week for non-shared units. This can be accomplished using the E-23 Disinfectant/ Cleaner in the spray bottle using the same procedure as outlined for cleaning and disinfecting of computer keyboards.

This document outlines my rationale and recommended protocols for ensuring a safe and healthy start to the upcoming 2020-21 school year. I respectfully submit them to you for your review and consideration.

Appendix E:

Safe "Return to School" HVAC/ Ventilation Systems Proposal

Quoting from the "Reopening Washington Schools 2020" district planning guide put out by OSPI with regard to the HVAC/ Ventilation systems in district facilities.

> *"Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust HVAC systems to allow the maximum amount of outside air to enter the program space… There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems."*

Even though there are no recommended cleaning or disinfection procedures for HVAC systems there are some options to consider that would benefit student and staff health. I currently use high efficiency pleated air filters in all district HVAC units. These filters are changed on a regular basis to maintain good indoor air quality. Outside air introduction is capped at 10% currently however per the OSPI recommendations we could increase all HVAC units to 20% outside air introduction. This action would result in increased cost for heating of school buildings in the cold months but would also increase outside air entering and circulating through the buildings. Increased outside air circulating through the buildings coupled with high efficiency air filters that are replaced regularly will contribute to a reduction in disease transmission and contribute to greater staff and student health.

Some concerns have been expressed regarding CO2 levels in school district buildings. Currently at CHS and CMS all large group areas, (gyms, cafeterias, libraries, etc.), have CO2 monitoring systems in place which constantly monitor the CO2 levels in these spaces, and if the levels rise to a specific threshold the outside air dampers are opened to bring in more outside air and thus lower the amount of CO2 present in the space. We currently do not have this capability at Vale however this function can be added per the attached price quote. This "retrofit" at Vale would then monitor and control the CO2 levels in the gym, library, cafeteria, and all the large group areas in each grade level pod.

In light of this information it is my recommendation that we adopt the following items in regard to the HVAC systems in the district:

1. Increase all HVAC units from 10% to 20% outside air introduction into the spaces they control.
2. Add CO@ monitoring and control to HVAC units at Vale Elementary school.
3. Continue current high efficiency air filter replacement program.

COVID-19 Screening Flow Chart version 2

Screen for COVID-19

→ NO Symptoms
NO Close Contact*
NO COVID-19 Diagnosis
→ CAN go to school in person

COVID-19 Symptom(s) No Close Contact*

→ CANNOT go to school in person

- Positive COVID-19 test OR No test done
  - Stay home for at least 10 days from the day symptoms started AND at least 24 hours after fever resolves without fever reducing medications AND symptoms
- Negative COVID-19 test OR Alternate diagnosis*** given by healthcare provider
  - Stay home until 24 hours after fever resolves without fever reducing medications AND symptoms improve OR as directed by healthcare provider.

NO Symptoms Close Contact*

→ If fully vaccinated** or had COVID19 in the last 3 months CAN go to school in person.
Fully vaccinated must test 3-5 days after close contact.

→ If not vaccinated, CANNOT go to school in person

Option 1 - Quarantine
Stay home for 14 days from date of last exposure to positive case. Return to class on day 15.
OR
Option 2 – Test to Stay
Stay home for 7 days from date of last exposure to positive case AND get a negative COVID test on day 5 or later. Return to class on day 8.

- If symptoms start, use COVID19 Symptoms Known Exposure pathway.
- If a positive test result, use "Positive COVID19 Test" pathway.

COVID19 Symptom(s) Close Contact*

→ CANNOT go to school in person

- Negative COVID-19 test OR No test done
  - Stay home for at least 10 days from the day symptoms started AND at least 24 hours after fever resolves without fever reducing medications AND symptoms improve.

Positive COVID19 Test

→ CANNOT go to school in person

If no symptoms, stay home 10 days after the date of positive COVID19 test.

If symptoms present, stay home for at least 10 days from the day symptoms started AND at least 24 hours after fever resolves without fever reducing medications AND symptoms improve.

COVID-19 Symptoms
(any new or outside baseline)

- Fever 100.4 F or higher
- Chills
- Cough
- Shortness of breath / difficulty breathing
- New loss of taste or smell
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

***Close Contact**
Close Contact = less than 6 feet distance for a total of 15 minutes or more in a 24 hr period to a person with COVID-19.
In K-12 indoor classroom, close contact excludes students who were at least 3 ft away from an infected student when (a) both students were wearing face coverings/masks and (b) other prevention strategies were in place.

****Fully Vaccinated**
A person has had both doses of Pfizer or Moderna vaccine (or one dose of Johnson & Johnson vaccine) AND two weeks have passed since the last dose.

*****Examples of an **Alternative diagnosis** made by healthcare provider include childhood rash illness, strep throat, or non-COVID-19 viral illness.

If testing for other pathogens, strongly recommend testing for COVID-19 as well.

Protocolo de manejo de casos sospechosos, supuestos o confirmados de COVID-19 - Gráfica de evaluación

Región 7: distritos de salud de los condados Chelan-Douglas, Grant, Okanogan y Kittitas Referencias: WA DOH, StrongSchools NC Fecha: 10/21/2020

SÍNTOMAS DE COVID-19

Clase A
- Fiebre de 100.4° F / 38° C o mayor
- Escalofríos
- Tos
- Respiración entrecortada o dificultad para respirar
- Pérdida repentina del gusto o del olfato

Clase B
- Fatiga
- Dolor muscular o corporal
- Dolor de cabeza
- Dolor de garganta
- Congestión o secreción nasal
- Nauseas o vómitos
- Diarrea

Prueba de COVID-19

Sin síntomas
Sin contacto
Sin diagnóstico de COVID-19

→ Puede ir a clase

Síntomas de COVID-19 sin contacto positivo

No puede ir a clase

- Si presenta cualquier síntoma de Clase A O
- Si presenta 2 o más síntomas de Clase B O
- Si presenta cualquier síntoma de Clase B por más de 24 horas O
- No se realiza una prueba de COVID-19

Quedarse en casa por al menos 10 días a partir del día que comienzan los síntomas Y al menos 24 horas después de que baje la fiebre sin usar medicamentos Y de que mejoren los síntomas.

- Si presenta solo 1 síntoma Clase B Y desaparece en 24 horas O
- Si la prueba de COVID-19 resulta negativa O
- Un proveedor de servicios médicos (HCP en inglés) realiza un diagnóstico alternativo

Quedarse en casa hasta 24 horas después de que baje la fiebre sin usar medicamentos Y de que mejoren los síntomas O sea ordenado por el HCP.

Contacto cercano* sin síntomas

No puede ir a clase

Quedarse en casa por 14 días a partir de la fecha del último contacto con un caso positivo. En caso de que la prueba resulte:
- Negativa: quedarse en casa los 14 días de cuarentena.
- Positiva: consultar la ruta de "Prueba positiva de COVID-19".

Si comienza a experimentar síntomas, consulte la ruta de "Síntomas de COVID-19 por contacto positivo".

Síntomas de COVID-19 por contacto positivo

No puede ir a clase

- Si la prueba de COVID-19 resulta negativa O
- No se ha hecho:

Quedarse en casa por al menos 10 días a partir del día que comienzan los síntomas Y al menos 24 horas después de que mejoren los síntomas y de que baje la fiebre sin usar medicamentos.

Prueba positive de COVID-19

No puede ir a clase

Si es **asintomático,** puede regresar 10 días después de salir positivo en la prueba.

Si es **sintomático,** quedarse en casa por al menos 10 días después de que parezcan los síntomas Y al menos 24 horas después de que baje a fiebre sin usar edicamentos Y de que mejoren los síntomas

Cada vez que se realice una prueba de COVID-19 y resulte positiva, consulte la ruta de "Prueba positiva de COVID-19".

***Contacto Cercano** menos de 6 pies de distancia por un total de 15 minutos o más en un período de 24 horas a una persona con COVID-19.
El distanciamiento físico y el uso de mascarilla se considerarán al momento de determinar la cuarentena para posibles contactos dentro de las aulas.

** Entre los ejemplos de diagnósticos alternativos realizados por un HCP se incluyen enfermedades eruptivas infantiles, otitis media aguda o un diagnóstico confirmado por un laboratorio, como faringitis estreptocócica o patógenos virales que no sean de COVID-19. Si se realiza una prueba para otros patógenos virales, recomendamos hacerse también la prueba para el COVID-19.

Cuando el contagio comunitario sea alto las personas asintomáticas con resultados negativos de pruebas rápidas debe confirmar dicho resultado con una prueba PCR.

Appendix: F.1
Confirmed COVID Positive Student/Staff Tracing Procedures

Student Name: _____
Date: _____

Focus Group and/or Location	Tracing Question	Procedure / Protocol	Notes
Classroom Teacher	Did the teacher break the 6ft distancing requirement for more than an accumulated time of 15 minutes?	If yes, staff must quarantine for 14 days (number of days subject to change if symptoms develop). If yes, consider both AM and PM classes in question 2.	
Classroom Peers	Did the other students break the 6ft distancing requirement for more than an accumulated time of 15 minutes?	If no, phone contact needs to be made to all families in this class to explain situation. If yes, those students must quarantine for 14 days (number of days subject to change if symptoms develop).	
Entire Grade level	Does the entire grade level need to be considered for possible COVID 19 exposure?	Two unrelated positives in same classroom results in shut down of that specific classroom. Anything beyond that the DOH will work with us to determine. *May consider entire school if Maintenance Staff or Administrators are the source of transmission.	
Siblings and/or Close Relatives	Does this student have any other siblings in our district?	If yes, see guidelines below: • Close relatives must quarantine for 14 days from date of last "close contact" with COVID positive person. • Even if a close contact tests negative, they will still need to quarantine for the full 14 days.	

Confirmed COVID Positive Student/Staff Tracing Procedures

Student Name: _____
Date: _____

Intervention and Support Staff	Does this child receive any special services (LAP, HiCap, SPED, Counseling, Confluence Health Services)? Were there any other support staff in the room while this child was on-site?	If yes, was this child within 6 ft. of any staff (or student) greater than 15 minutes? • If yes, staff (student) must quarantine for 14 days (subject to change)	
Transportation	Does this child ride the bus? Did the child sit within 6 ft of any other student for greater than 15 minutes?	If yes, contact families of students within 6' of the bus rider who tested positive. If yes, this student(s) needs to quarantine for 14 days. (subject to change)	
Special Considerations	Was there any school wide assessments or events happening during this time? Did the child spend any considerable amount of time in the office or other locations in the school?	If sent to the isolation room at any point, contact that staff member for possible exposure.	
Cleaning / Janitorial	What level of cleaning/janitorial services are required given the positive COVID case?		

Confirmed COVID Positive Student/Staff Tracing Procedures

Student Name: _____
Date: _____

Tracing Coordinator Immediate Check List

- Contact family
  - Get pertinent info/dates
  - Utilize tracing document
  - Identify close contacts/friends/family
    - Pull out of class?
- Contact Building Admin
  - Building Admin contact necessary staff and gather info
- Contact Glenn Johnson
- Contact DOH if unusual circumstances or questions (Amber or Glenn)
- Get class list from office staff
  - Identify correct cohort
- Building Admin / Nurse work on statement to go out to staff / parents (input from Glenn)
- Amber and Adriana contact cohort families
- Amber contacts DOH (Janice Carroll) with positive details.

Apendice: F.1
Procedimiento de Rastreo de Estudiantes/Personal Positivos de COVID

Nombre de Estudiante: _____
Fecha: _____

Grupo de Enfoque y/o Ubicación	**Pregunta de Rastreo**	**Procedimiento/Protocolo**	**Notas**
Maestro de Salón	¿El maestro rompió el requisito de distancia de 6 pies por más de un tiempo acumulado de 15 minutos?	En caso afirmativo, el personal debe permanecer en cuarentena durante 14 días (el número de días está sujeto a cambios si se presentan síntomas). En caso afirmativo, considere las clases AM y PM en la pregunta 2.	
Compañeros de Salón	¿Los otros estudiantes rompieron el requisito de distancia de 6 pies por más de un tiempo acumulado de 15 minutos?	Si la respuesta es no, se debe hacer contacto por teléfono con todas las familias de este salón para explicar la situación. En caso afirmativo, esos estudiantes deben estar en cuarentena durante 14 días (el número de días está sujeto a cambios si presentan síntomas).	
Nivel de Grado Completo	¿Es necesario considerar todo el nivel de grado por posible exposición al COVID 19?	Dos positivos no relacionados en la misma clase, resultaran en el cierre de ese salón especifico. Cualquier cosa más allá de eso, el Departamento de Salud trabajara con nosotros para determinar. *Se puede considerar la escuela completa si el personal de mantenimiento o los administradores son la fuente de transmisión.	
Hermanos y/o Parientes Cercanos	¿Tiene este estudiante otros hermanos en nuestro distrito?	En caso afirmativo, vea las guías a continuación: • Los parientes cercanos deben estar en cuarentena durante 14 días a partir de la fecha del ultimo “contacto cercano” con la persona positiva a COVID. • Aun cuando el contacto cercano resulte negativo, deberán permanecer en cuarentena durante los 14 días completos.	

Procedimiento de Rastreo de Estudiantes/Personal Positivos de COVID

Nombre de Estudiante: _____
Fecha: _____

Personal de Apoyo y de Intervención	¿Este niño recibe algún servicio especial (LAP, HiCap, SPED, Consejería, Servicios de Confluence Health)? ¿Hubo algún otro miembro del personal de apoyo en el salón mientras que este niño estuvo presente?	En caso afirmativo, ¿Estuvo este niño a menos de 6 pies de cualquier miembro del personal (o estudiante) durante más de 15 minutos? • En caso afirmativo, el personal (estudiante) debe estar en cuarentena durante 14 días. (sujeto a cambios)	
Transportación	¿Este niño usa el autobús? ¿Este niño se sentó a menos de 6 pies de cualquier otro estudiante durante más de 15 minutos?	En caso afirmativo, comuníquese con las familias de los estudiantes a menos de 6 pies del pasajero del autobús que dio positivo. En caso afirmativo, este estudiante(s) necesita estar en cuarentena durante 14 días. (sujeto a cambios)	
Consideraciones Especiales	¿Hubo alguna evaluación o evento en toda la escuela durante este tiempo? ¿Este niño paso una cantidad considerable de tiempo en la oficina u otros lugares de la escuela?	Si es enviado a la sala de aislamiento en cualquier momento, comuníquese con ese miembro del personal para una posible exposición.	
Limpieza/Mantenimiento	¿Qué nivel de servicios de limpieza/mantenimiento se requieren dado el caso positivo de COVID?		

Procedimiento de Rastreo de Estudiantes/Personal Positivos de COVID

Nombre de Estudiante: _____
Fecha: _____

Lista de Verificación Inmediata del Coordinador de Rastreo

- Contactar a familia
    - Obtenga información/fechas pertinentes
    - Utilizar documento de rastreo
    - Identificar contactos cercanos/amigos/familiares
        - ¿Sacar del salón?
- Contactar al Administrador de la Escuela
    - El administrador de la escuela contacta al personal necesario y reúne información
- Contactar a Glenn Johnson
- Comuníquese con el Departamento de Salud si tiene preguntas o circunstancias inusuales (Amber o Glenn)
- Obtener la lista de salones del personal de la oficina
    - Identificar cohorte (grupo) correcto
- El administrador de la escuela/la enfermera preparan la declaración al personal/padres (aportación de Glenn)
- Amber y Adriana contactan a familias del cohorte (grupo)
- Amber contacta al Departamento de Salud (Janice Carroll) con detalles positivos

Appendix G:
CSD STANDARD OPERATING PROCEDURE

Transportation Department

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VERSION 2.0 DRAFT – Director – Admin Review

VERSION HISTORY				
VERSION	**APPROVED BY**	**REVISION DATE**	**DESCRIPTION OF CHANGE**	**AUTHOR**
1.0		8/3/20	Transportation Team, Admin 1st Draft	
		8/10	Transportation complete all highlighted comments	
2.0		8/11	Proposed Date for revision review – Rob/Andy/Admin Team	
3.0		8/11	Admin / Transportation Q and A Session	
Final		8/13	Special Session Board Meeting Review	
Submission		8/17	Final plan sent to OSPI	

PREPARED BY		**TITLE**		**DATE**	
APPROVED BY		**TITLE**		**DATE**	

1. NAME OF PROCEDURE

Transportation Department Health and Safety Plan

2. PURPOSE

This procedure is written to provide guidance regarding COVID-19 health and safety protocols for the Transportation Department. These procedures will assist in outlining the districts policies on COVID-19 safety protocols for staff regarding personal safety, district bus/van/vehicle requirements, and for students who utilize transportation services. This procedure is written for school operating hours and (if any) activities held outside of typical operating hours.

This procedure is fluid and can change based on recommendations from state and local health authorities. The Cashmere School District ensures operations of district buildings follow the main L&I COVID-19 requirements to protect workers including additional safeguards outlined under Safety and Health Requirements list for Reopening Washington Schools and Washington State Patrol.

3. REFERENCES

1. WA DOH K-12 Schools – Fall 2020-2021 Guidance
2. Cashmere School District Facilities Response Team (COVID-19) –
3. Reopening Washington Schools: Worksite Employee Health & Safety Requirements (developed by L&I, DOH and OSPI)
4. School Bus Driver Handbook – Revised March 2019 – OSPI
5. CDC – Considerations for Schools

4. SUPPLIES AND EQUIPMENT

1. E23 Neutral Disinfectant Cleaner for cleaning, deodorizing and disinfecting
2. Staff PPE (face masks – fully covers mouth and nose, gloves)
3. Disposable face masks for students, if needed – driver to provide
4. Soap, paper towels, hand sanitizer in office
5. Other equipment necessary for cleaning and disinfecting school district buses, vans and vehicles.

5. PROCEDURE

1. STAFF – TRANSPORTATION BUILDINGS

a. Transportation staff training to include, but not limited to:
   1. How to screen for symptoms; how to self-screen
   2. Maintaining physical distance
   3. Wearing appropriate PPE
   4. Frequent cleaning and handwashing
   5. What to do if someone develops signs of COVID
   6. Review of new protocols for staff safety for Transportation outlined below

b. Transportation staff to enter through North East side of mechanic's garage door each day of work wearing a mask; Personal items may be kept in cubby located in break room.

c. **Station 1** – Self-Screening - staff are to conduct personal temperature checks and record temps on sheet provided. If not self-screened at home prior to arrival to work, transportation director will check and record driver temperatures.

d. **Station 2** – Mandatory handwashing with soap and water; staff puts on gloves if needed. Hand sanitizer station provided at entrance to break room if needed.

e. Social distancing required when utilizing breakroom for breaks, staff meetings and in bus garages and office.

f. Prior to departure and returning from driving a route, staff must wear appropriate PPE. If staff leave Transportation area (outside of the gate) for more than 15 minutes, they will be required to re-check temperature and hand-wash again upon return.

g. All vendors delivering supplies to garage will be required to wear face masks when entering the North East side of mechanic's garage door. If they are present for less than 15 minutes, temperature checks will not be necessary.

h. Drivers utilize Personal supplies only located on their bus

i. Keep windows open/cracked as much as possible; try to keep fresh air circulating in the buildings.

j. and disinfect common areas in the building and rest room each afternoon; Custodial staff will deep clean one time per week; and to restock with paper towels, soap in dispenser and gloves as needed.

2. STAFF – TRANSPORTATION BUSSES

   a. Pre-trip and Post-trip inspections are required. Inspections will now include making sure driver has adequate supply of extra disposable masks for riders that board with no mask; disposable masks should be placed at arm's length from driver to distribute; notify nursing staff to replace

disposable masks for riders as needed.

b. Maximize outside air by keeping windows open as much as possible.
c. Drivers and riders are always required to wear a mask on school buses and vans.
d. Due to the potential of blocking peripheral vision – goggles or shields are not allowed while driving a school bus or van; hand sanitizer will not be available for students
e. Driver will be responsible for keeping their bus/van swept clean of all debris; windows kept clean and clear; high touch surfaces to be disinfected frequently.
f. Keep riders as far apart as possible.
g. Load back to front; unload front to back if possible.
h. Staff are required to check for signs of illness among students throughout the day; visual symptoms should be reported to the supervisor immediately; supervisor to report information immediately to the building principal.
i. Additional routes will be utilized if necessary based on ridership.

3. IMPORTANT NOTES/CHANGES

a. Transportation Supervisor will provide in-service training for drivers to include:
    - Added cleaning requirements before and after routes for buses and vans which include windowsills, chair fronts, backs, tops and seats, emergency handles, front dash and inside of glass door of bus; wiping down all hard surfaces.
b. Food will not be allowed on buses or vans. This includes sports and field trips, if approved.
c. Bus garage and office will be closed to all visitors. District staff checking out vehicles will meet Supervisor outside for keys, signature, etc.
d. Duct tape markers on roof to separate grade levels; Keeping Kinder and 1st grades up front to monitor masks (PM Routes Only).
e. Students sit 1 per seat if possible; 2 when full; 3 if no other option and as a last resort; households may sit together.

6. TROUBLESHOOTING

1. Drivers should train kids how they want seating in the first week; possible additional staff member to ride with bus and explain.
2. Send home translated pamphlets during the first week of school outlining bus rules and changes.
3. Clarify walking school bus zones with families (Loading and Unloading).
4. Get information regarding bus services, rules, expectations, pick-up/drop-off schedules, etc. on district website as soon as information is known.
5. Coordinate bus drop times with new buildings schedules.
6. An isolation room should be designated should staff show signs of COVID-19 while at work; district administration should be notified immediately; *Please follow Response and Communication Plan attached*.

7. DISTRIBUTION

Cashmere School District Office
Transportation Dept.
Custodial/Maintenance Dept.
Cashmere High School
Cashmere Middle School
Vale Elementary
Blackboard

Appendix H:
STANDARD OPERATING PROCEDURE

Cashmere School District Food Service and Cafeteria

www.cashmere.wednet.edu

VERSION 2.0 DRAFT – SUBMIT FOR FINAL APPROVAL

VERSION HISTORY				
VERSION	**APPROVED BY**	**REVISION DATE**	**DESCRIPTION OF CHANGE**	**AUTHOR**
1.0		8/3	First Draft – Glenn/Tracy/Sean	
		8/10	Tracy/Sean discuss Vale's plan	
		8/10	– Sean facilitate building level Food Service discussions	
2.0		8/11	Proposed Date for revision review – Tracy/Admin	
3.0		8/12		
Final		8/13	Special Session Board Meeting Review	
Submission		8/17	Final plan sent to OSPI	

PREPARED BY		**TITLE**		**DATE**	
APPROVED BY		**TITLE**		**DATE**	

1. NAME OF PROCEDURE

MOE Food Service and Cafeteria Health and Safety Plan

2. PURPOSE

This procedure is written to provide guidance regarding COVID-19 health and safety protocols for the Cashmere School District Food Service areas, also known as the Kitchen, and the Cafeteria space. These procedures will assist in outlining the districts policies on COVID-19 safety protocols for staff regarding personal safety, food preparation and distribution, and for students who utilize the cafeteria space for meal pick-up. This procedure is written for school operating hours.

This procedure is fluid and can change based on recommendations from state and local health authorities. The Cashmere School District ensures operations of district buildings follow the main L&I COVID-19 requirements to protect workers including additional safeguards outlined under Safety and Health Requirements list for Reopening Washington Schools.

3. REFERENCES

1. WA DOH K-12 Schools – Fall 2020-2021 Guidance
2. Cashmere School District Food Service and Cafeteria Response Team (COVID-19)
3. Reopening Washington Schools: Worksite Employee Health & Safety Requirements (developed by L&I, DOH and OSPI)
4. CDC – Considerations for Schools

4. SUPPLIES AND EQUIPMENT

1. E23 Neutral Disinfectant Cleaner for cleaning, deodorizing and disinfecting –
2. Staff PPE (face masks – fully covers mouth and nose, gloves, aprons)
3. Soap, paper towels, hand sanitizer
4. HVAC Filtration and CO2 Sensors (outside air increased to 25%)
5. Other equipment necessary for cleaning and disinfecting areas and/or kitchen equipment

5. PROCEDURE

1. STAFF

a. Kitchen staff training to include, but not limited to:
   1. How to screen for symptoms; how to self-screen
   2. Maintaining physical distance
   3. Wearing appropriate PPE
   4. Frequent cleaning and handwashing
   5. What to do if someone develops signs of COVID
   6. Review of new protocols for staff safety in kitchen and cafeteria outlined below

b. Kitchen staff to enter through the designated kitchen service entrance door each day of work wearing a mask; Personal items are kept in provided storage spaces;

c. **Station 1** – Self-Screening - staff are to conduct personal temperature checks and record temps on sheet provided. If not self-screened at home prior to arrival to work, food service director will check and record staff temperatures.

d. **Station 2** – Mandatory handwashing with soap and water; staff puts on gloves at this stage.

e. All food vendors will be required to wear face masks when entering the kitchen from the rear door. If they are present for less than 15 minutes, temperature checks will not be necessary.

f. Kitchen staff will utilize their own personal supplies only located in their storage spaces.

g. Food service staff to social distance, using as much space as possible in the kitchen as best they can to reasonably conduct their job duties assigned; PPE equipment (face mask, gloves and apron) will be provided by district and are mandatory to use while on school property.

h. Staff are required to check for signs of illness among students throughout the day; visual symptoms should be reported to building nurse and principal immediately.

i. Custodians to clean and disinfect common areas in the kitchen as assigned; and to restock **Station 2** location with paper towels, soap in dispenser and gloves as needed.

2. FOOD SERVICE TO STUDENTS – BREAKFAST AND LUNCH

- Students will eat all meals in their classrooms at Vale Elementary and CMS.
- High School students will have two lunch periods, while still being allowed to eat off campus (rescreening upon return).
- No building staff or students will be permitted into kitchen for any reason
- Students wash hands prior to delivery of food.
- Students social distance in designated marked food line.
- Students receive a meal in a disposable container, packaged utensils and milk from food service staff
- Breakfast and lunch meal count to be submitted through skyward.
- No student volunteers will be necessary.

3. IMPORTANT NOTES/CHANGES

a. Plexi glass will provide a protective barrier between students and kitchen/staff; food will be prepared and pre-packaged for students.

b. Student lunch cards will not be used; information will be submitted via Skyward.

c. Repairs and maintenance to kitchen appliances will be scheduled through Maintenance and Kitchen supervisors. Vendors will be tested at the front lobby of the school for entrance into kitchen.

6. TROUBLESHOOTING

1. In the event Skyward is down, paper forms will be delivered to teachers or subs for meal counts; information on meal counts for breakfast and lunch will need to be manually inputted into Skyward when available.
2. Pre-notify all food and service vendors masks will be mandatory on school property.
3. An isolation space is necessary if staff show signs of COVID-19 while at work; kitchen staff should exit the kitchen immediately;

7. DISTRIBUTION

Cashmere School District Office
Transportation Dept.
Custodial/Maintenance Dept.
Cashmere High School
Cashmere Middle School
Vale Elementary
Blackboard

Appendix I:
STANDARD OPERATING PROCEDURE

Health & Safety

www.cashmere.wednet.edu

VERSION 1.0 DRAFT

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR

PREPARED BY		TITLE		DATE	
APPROVED BY		TITLE		DATE	

1. NAME OF PROCEDURE

Building Health and Safety Plan

2. PURPOSE

This procedure is written to provide guidance regarding COVID-19 health and safety protocols for the Cashmere School District. These procedures will assist in outlining the districts policies on COVID-19 safety protocols for staff regarding personal safety, for registered students and for authorized guests. This procedure is written for school operating hours and (if any) activities held outside of typical operating hours.

This procedure is fluid and can change based on recommendations from state and local health authorities. The Cashmere School District ensures operations of district buildings follow the main L&I COVID-19 requirements to protect workers including additional safeguards outlined under Safety and Health Requirements list for Reopening Washington Schools.

3. REFERENCES

1. WA DOH K-12 Schools – Fall 2020-2021 Guidance
2. Cashmere School District Facilities Response Team (COVID-19)
3. Reopening Washington Schools: Worksite Employee Health & Safety Requirements (developed by L&I, DOH and OSPI)
4. Reopening Washington Schools: District Planning Guide and additional Questions & Answers for School Districts
5. CDC – Considerations for School

4. SUPPLIES AND EQUIPMENT

1. E23 Neutral Disinfectant Cleaner for cleaning, deodorizing and disinfecting
2. Staff PPE (face shields, cloth face masks – fully covers mouth and nose, gloves)
3. Soap, paper towels, hand sanitizer, sanitizing wipes
4. Disposable face masks for students, if needed (youth and average sizes available)
5. HVAC Filtration and CO2 Sensors (outside air increased to 25%)
6. Other equipment necessary for cleaning and disinfecting the MOE building

5. PROCEDURE

1. STAFF

a. All building staff training to include, but not limited to:
   1. How to screen for symptoms; how to self-screen
   2. Maintaining physical distance
   3. Wearing appropriate PPE
   4. Frequent cleaning and handwashing
   5. What to do if someone develops signs of COVID
   6. Review of new protocols for staff safety, outlined below;

b. All Cashmere School District staff will enter through designated doors each day of work wearing a cloth mask, unless medically exempt.

c. Staff Screening - staff who choose to self-screen at home must sign a Work Site Staff Self-Screening Agreement and submit to building principal prior to first day of scheduled work. On-Site Self-Screening - staff are to conduct personal temperature checks and record temps on sheet provided located at designated screening points at each building. (See attached)

d. Staff can move around as needed keeping social distance of 6 feet between other staff members and wearing PPE.

e. Mandatory handwashing with soap and water prior to or upon entering classroom or workspace.

f. Teachers/staff accompany students through hallways; teachers/staff take same direction every day to recess, lunch and dismissal; avoid any short-cut through shared common spaces (offices, work rooms, cafeterias, gyms, etc.)

1. STAFF, CONT'D

h. Social distancing required when utilizing breakroom for breaks, meals and at staff meetings.

i. If staff leave campus for more than 15 minutes, a temperature check will be required to re-enter the building.

j. As much as possible, equipment should not be shared and should be kept individually by staff each day; extra sets of equipment should be available for emergency substitutes if not pre-arranged.

k. Staff are required to check for signs of illness among students throughout the day; visual symptoms should be reported to the building nurse and principal immediately.

l. Custodians to clean and disinfect common areas in the building and rest room as required; drinking fountains will be left on and disinfected every hour; restock sanitization locations with paper towels, soap in dispenser and gloves as needed. (See cleaning protocols)

m. All staff to include health and safety protocols into sub notes.

2. STUDENTS

a. All students wearing a mask (if not medically exempt) will enter the building through their assigned doors. Staff checks (masks)

e. Staff and/or substitutes will conduct student temperature checks at entrances; tables will be equipped with thermometers, extra masks, gloves and hand sanitize.

f. If a student(s) is symptomatic at the entrance door, staff are to immediately follow these steps:

1. Keep calm and politely ask student to stand nearby; making sure he/she has a mask on.
2. Give building nurse a call on cell phone 509-421-2278 or call front office.
3. Student will be escorted by nurse or building admin directly to the isolation room; student is not allowed to touch anything on the way to the isolation room.
4. Custodians to sterilize route once hallways are clear.

g. Staff or substitute will resume student temperature checks throughout the day in the office after alternate student entrances close.

h. Students follow directional walking signs and social distancing markers as they travel throughout hallways; students are accompanied by teacher or staff member as much as possible.

i. K-8 Student breakfasts and lunches will be eaten in classroom; no lunch cards will be used; meal count for breakfast and lunch to be inputted into Skyward by teacher. 9-12 Students….

j. Students are required to provide their own PPE; district will have extra PPE to hand-out to students if needed.

3. FRONT OFFICE (STAFF, STUDENTS, VISITORS)

a. Plexi glass and/or glass will provide a barrier for front office staff.

b. Social distancing required when entering building office, copy room, nurse and office visits; desks or chairs should be at a comfortable distance from one another within building offices; keep windows cracked as much as possible.

c. Students who visit nurse during the day will sit six feet apart from other students and staff while waiting; no overflow space may be available - staff is asked to call nurse before sending students down for medical attention.

d. Students will not be allowed to enter office without permission.

e. Staff or substitute will distribute notes/changes from office to classroom. No student helpers allowed in office.

f. Limit non-essential visitors: It is a requirement that all visitors wear a face mask on school property; if visit is expected to last more than 15 minutes temp-checks and self-screening are mandatory.

Parents – Unless a student requires sensitive attention, Cashmere School District strongly encourages student drop-off outside of the school building while practicing social distancing from other families; parents who pick-up students during the day may enter lobby to sign student out and then wait for student outside of building.

Vendors/Repairpersons – Prior arrangements need to be made with administration or departments beforehand; temp-checks and self-screening will be mandatory assuming visit will last more than 15 minutes.

Volunteers - Until health requirements relax, please do not solicit volunteers.

g. Custodians to clean and disinfect common areas in the office as required; and to restock Station 2 locations with paper towels, soap in dispenser and gloves as needed. (See cleaning protocol)

4. CLASSROOMS

a. Increase space between desks to reach a 6-foot distance between students; be aware of large worktables, cabinets and teacher spaces that could be re-arranged or removed to accommodate space needed.

b. Rearrange student desks to face all one direction (avoid facing each other) to limit airborne transmissions; remove large worktables unless students can sit 6 feet apart facing one direction.

c. K-8 Students will eat all meals in their classrooms; custodial crew will prepare necessary trash receptacles in hallways during breakfast and lunch and will remove receptacles after meal is finished; desks should be cleaned and sanitized after each meal.

d. Students should wash their hands for 20 seconds when they arrive in the classroom, before meals, after recess and going to the restroom, nose blowing or sneezing, and before they leave to go home.

e. Keep windows cracked for fresh air circulation as much as possible.

f. Clean and sanitize desks, common spaces and high touch areas as reasonably possible; custodial crew will clean and disinfect at the end of the school day. (See cleaning protocol)

g. Remove communal materials like pens, pencils, crayons, scissors and establish each student with their own supplies to use during the day; clean and sanitize communal room supplies like pencil sharpeners, sink/faucet, etc. frequently; students should be encouraged to bring a water bottle to avoid constant touching of classroom sink.

5. PLAYGROUND (K-8)

a. Outdoor areas do not require disinfecting, mainly routine cleaning on commonly used surfaces (metal, plastic)

b. Decision to use playground and playground equipment will be decided by building administration; any playground equipment used will have to be sanitized after each use or recess.

c. Students will need to practice social distance recommendations while on school playground (masks not required); all students should wash their hands for 20 seconds before and after using the school playground.

6. IMPORTANT NOTES/CHANGES

a. No outside food will be allowed in the school building; important celebrations are still encouraged through alternative mediums.
b. Communal supplies (lobby pens, phone) need to be disinfected frequently during the day or removed from use.
c. Building nurse to train staff assigned to temp-check stations, including what to do if a student or staff member is symptomatic; nurse to review verbal health check questions in training.

6. TROUBLESHOOTING

1. An isolation room should be set-up nearest the nurse's office, as close as possible; students and staff showing signs of COVID-19 will be escorted to isolation room to wait until parents, administration and/or authorities are notified.
2. Students in the isolation room can be monitored from nearby nurse/admin using sight and sound; this will alleviate an additional staff member to monitor isolation room in the absence of nurse.
3. A secondary classroom is necessary to have in waiting should a student or staff member develop signs of COVID-19 while at school; a classroom can vacate the premises until nurse and administration have been notified; Per CDC guidelines – room/area will be closed off for approx.. 24 hours prior to cleaning or wait as long as possible; custodians to clean and disinfect once wait time is over, preferable at a time where cleaning material fumes will not harm occupants nearby.
4. Classroom tables will pose significant barriers to student social distancing requirements; individual chairs and desks are best to accommodate a typical class size
5. Purchase multiple temperature scanners/thermometers to minimize temperature screening times at entrances/classrooms.
6. Additional staff to help the first 1-2 weeks of face-to-face school to help assist students moving around the building.

7. DISTRIBUTION

Cashmere School District Office
Transportation Dept.
Custodial/Maintenance Dept.
Cashmere High School
Cashmere Middle School
Vale Elementary
Blackboard

Appendix J:
Work Site Staff Self-Screening Agreement

By signing this "Work Site Self-Screening Agreement", I am agreeing to the following:

On a daily basis ***before reporting to my worksite*****,** since my last day of work, or since my last visit to the school district, I will complete the self-screening document that I have not had any of the following COVID-19 symptoms:

- A fever (100.4 or higher) or a sense of having a fever
- A new cough that cannot be attributed to another health condition
- New shortness of breath that I cannot attribute to another health condition
- A new sore throat that I cannot attribute to another health condition
- New muscle aches (myalgias) that I cannot attribute to another health condition, or that may have been caused by a specific activity (such as physical exercise)
- Loss of smell or taste
- Headache that I cannot attribute to another health condition

If you have any of these symptoms on any day, you are ***not*** to report to your worksite. You need to contact your supervisor. In addition, if you test positive for COVID-19 and have been in the workplace in the past 14 days, you need to report the positive test result immediately to HR or the superintendent.

I agree to self-assess, monitor and track on the self -screening document as stated above.
*Please note: if needed, you may be asked to provide the self-screening document to the Superintendent and/or HR through phase 3 of the re-entry business plan.

_____

Employee Printed Name

_____

Employee Signature

_____

Date

Employee Self-Screening Form

(Maintain this document through phase 3 of the re-entry business plan – it may be requested by the Superintendent and/or HR if needed. If you have any of these symptoms on any day you are ***not*** to report to your worksite. You need to contact your supervisor. In addition, if you test positive for COVID-19 and have been in the workplace in the past 14 days, you need to report the positive test result immediately to HR or the superintendent.)

NAME: _____

DATE:							
TEMPERATURE:							

In the last 24 hours or since your last shift have you experienced any new:	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
COUGH														
SHORTNESS OF BREATH														
SORE THROAT														
MUSCLE ACHES														
LOSS OF SMELL OR TASTE														
HEADACH														

DATE:							
TEMPERATURE:							

In the last 24 hours or since your last shift have you experienced any new:	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
COUGH														
SHORTNESS OF BREATH														
SORE THROAT														
MUSCLE ACHES														
LOSS OF SMELL OR TASTE														
HEADACHE														

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	**4**
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 Independence Day

AUGUST 2020 (3)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	**31**					

19, 20, 21 August Institute
24, 25, 26 Certificated Staff Mandatory Days
27, 28 K-12 Student Conferences
31 1st Day of School

SEPTEMBER 2020 (21)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	**7**	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day

OCTOBER 2020 (22)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020 (18)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	**11**	12	13	14
15	16	17	18	19	20	21
22	23	24	~~25~~	**26**	**27**	28
29	30					

11 Veterans Day
25 Early Release
26-27 Thanksgiving Break

DECEMBER 2020 (14)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

21-31 Christmas Break

1 Happy New Year
4 Back to School
18 M.L. King Jr. Day
22 Early Release – Records Day

JANUARY 2021 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	**18**	19	20	21	~~**22**~~	23
24	25	26	27	28	29	30
31						

?? Early Release – K-12 Conferences
15 Presidents Day

FEBRUARY 2021 (19)						
S	M	T	W	Th	F	S
	1	2	**3**	4	5	6
7	8	9	10	11	12	13
14	**15**	16	17	18	19	20
21	22	23	24	25	26	27
28						

3-5 Mid-Winter Break

MARCH 2021 (20)						
S	M	T	W	Th	F	S
	1	2	**3**	**4**	**5**	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5-9 Spring Break

APRIL 2021 (17)						
S	M	T	W	Th	F	S
				1	2	3
4	**5**	**6**	**7**	**8**	**9**	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

28 No School
31 Memorial Day

MAY 2021 (19)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	**28**	29
30	**31**					

4 Graduation
10 Last Day of School (1/2 Day)
11 Teacher's Last Day

JUNE 2021 (7)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	~~**10**~~	**11**	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			