

Building Our Road Back To School

Stage 4

**Implementation, Guidance
& Supporting Documents**

2020-21



Table of Contents

| | |
|--|----|
| Table of Contents | 2 |
| Introduction | 4 |
| Determining When To Bring More Students Into Schools | 4 |
| Elementary Schools | 5 |
| Schedule | 5 |
| Instruction | 5 |
| Meals | 5 |
| Recess Procedures | 6 |
| Childcare | 6 |
| Secondary Schools | 6 |
| Schedules | 6 |
| Instruction | 7 |
| Meals | 7 |
| Athletics/Extracurricular Activities | 7 |
| Remote Learning Options | 7 |
| Special Education - Additional Guidance | 8 |
| Paraeducator Support | 8 |
| Schedules | 8 |
| IEP Reviews | 8 |
| Accommodations | 9 |
| Free Appropriate Public Education (FAPE) | 9 |
| Defining FAPE | 9 |
| Providing FAPE for students unable to attend | 9 |
| Resources for providing FAPE | 9 |
| In-Person Testing and Services | 10 |
| Transportation | 10 |
| Technology | 10 |
| Chromebooks | 10 |
| Online Learning Platforms | 11 |
| Immunizations | 11 |
| Public Health Requirements & Protocols | 11 |
| Health Attestation | 12 |
| Facial Coverings | 12 |

| | |
|---|----|
| Resources for Face Coverings | 13 |
| Resources for Face Coverings and Beyond | 13 |
| Cleaning & Disinfecting Procedures | 14 |
| Physical Distancing | 14 |
| Hygiene Practices | 15 |
| Resources for Hygiene Practices | 15 |
| Social Stories | 15 |
| Ventilation | 15 |
| Vaccination | 16 |
| COVID-19 Response Protocols | 16 |
| Presumptive & Confirmed COVID-19 Exposure/Symptoms | 16 |
| Responding To Onset Of COVID-19 Symptoms In Schools | 18 |
| Closing Classrooms/Schools In Response To COVID-19 Outbreak | 18 |
| Response Cleaning For COVID-19 Contaminated Classroom | 18 |
| Response Cleaning For COVID-19 Contaminated School Facility | 19 |
| Community Notification Of COVID-19 Exposure & Response | 20 |
| Staff Specific Protocols | 21 |
| Staff Personal Protective Equipment | 21 |
| PPE Requirements By Transmission Risk Level | 21 |
| Staff Health & Safety Training | 22 |
| School Safety Committees & COVID-19 Supervisors | 22 |
| Supporting Documents | 22 |

Introduction

Face-to-face, in-person learning is the best way for most students to learn. Relationships are built between staff and students with time spent together and teaching is more efficient and organic.

The online start to the 2020-21 school year has helped protect students, staff and the community from being overwhelmed by COVID-19. While this approach to learning was necessary, Richland School District sought the first opportunity to return to in-person learning in a safe and thoughtful manner in consultation with local public health officials. Students receiving special education services first returned to schools in September 2020, followed by students in Grades K-5 returning for hybrid learning in October and November 2020 and secondary students in January and February 2021. Benton-Franklin Health District has reported that reopened schools have not contributed to the spread of COVID-19 due to the precautions and safeguards put in place, including health attestations/symptom check for all students and staff; face coverings; physical distancing of six feet between individuals; enhanced cleaning and sanitizing; emphasis on handwashing and good hygiene practices and limiting visitors to schools.

[The U.S. Centers for Disease Control \(CDC\) has released a report studying school operations where physical distancing was reduced to as little as three feet between students while maintaining other COVID-19 precautions.](#) That study's findings has led to [updated guidance saying schools can operate safely under those conditions.](#) This reduction in the physical distancing requirement creates the opportunity for the district to move closer to normal operations. This document outlines the considerations and challenges facing the district as it works toward bringing more students into classrooms for in-person learning.

Determining When To Bring More Students Into Schools

The Richland School Board is responsible for any decision altering the district's current operation of schools during the COVID-19 pandemic. The Board has frequently reviewed community conditions with COVID-19 and considered the guidance of local public health officials in determining when considering decisions regarding how to teach and engage students over the past year.

During its March 23 meeting, the Richland School Board set Monday, April 19 as the first day for most students in pre-kindergarten through Grade 12 to return to daily in-person instruction. Wednesday, April 14 through Friday, April 16 would be asynchronous learning days for all students to allow school staff to modify classrooms, amend lesson plans and make other preparations.

This further opening of schools will be the closest the district has been to how schools are traditionally operated since the COVID-19 pandemic began. However, this is not yet a full return to normal onsite operations due to ongoing COVID-19 public health requirements and precautions necessary to protect the community.

The district's move to daily in-person learning for most students is contingent upon Gov. Jay Inslee and the state Department of Health providing the legal flexibility for school districts to further reopen as recommended by the U.S. Centers for Disease Control. Gov. Inslee provided that flexibility on Thursday, March 25 when he announced a new emergency order affecting schools during the COVID-19 pandemic in line with the CDC's recommendation.

Elementary Schools

Schedule

Students whose families have selected in-person learning will attend school five days. The schedule Monday through Thursday will be 8:45 a.m. to 3:15 p.m. with early release on Fridays at 2:15 p.m.

Instruction

The district will continue to apply guidance developed as part of its [Continuous Learning 2.0 Plan](#) wherever applicable in an in-person instructional model. Recorded instruction provided via an online format or other distance learning practices may continue to supplement or support in-person instruction. Classroom instruction will be focused on core subjects (language arts, math, science, social studies).

Elementary specialists will return to onsite instruction. Buildings will create schedules for specialist classrooms. Some specialists may need to teach their classes in non-traditional locations (Physical Education or Music outdoors, for example) due to COVID-19 safety precautions.

Principals and school safety teams will develop safety procedures for shared materials inside specialist classrooms (i.e., shared art materials, musical instruments, physical education equipment, library books etc.).

Meals

The district's nutrition services staff will continue to provide weekly meal packets free of charge for all children under the age of 18 through June 30, 2021 per the extension of the U.S. Department of Agriculture's Summer Feeding Program. This also means that all meals served in schools will continue to be provided to students free of charge.

Based on any clarifying guidance from the health department RSD will allow elementary schools to use any of the following options:

- Utilize outdoors as much as possible.
- Adjust lunch schedule and use current tables and both the cafeteria and gym spaces for lunch service
- Utilize classroom space and serve grab-and-go lunches in the classrooms

Recess Procedures

Traditional school schedules will need to be adjusted for recesses. Buildings will run more recesses with fewer students in each recess. In a traditional year, schools might have 3 grade levels and 250 kids out at once. To provide for appropriate social distancing during recess, a school may need to schedule additional recesses, each with under 100 students at a time. This will require paraeducators to be more involved in student supervision.

Schools will reexamine how recess looks with social distancing and safety protocols. Schools will define acceptable activities that will minimize risks to students and staff (i.e., wearing masks, minimizing crowded games, teaching new procedures for exiting and entering the building, etc.).

Childcare

Boys & Girls Clubs of Benton and Franklin Counties will continue to provide before and after school childcare to RSD families. Families must contact the Boys & Girls Clubs to arrange care for their children.

Secondary Schools

Schedules

Students whose families have selected in-person learning will attend school five days a week. Zero hour will begin at 6:55 or 7 a.m. depending on individual building schedules, with first hour starting at 7:55 or 8 a.m. depending on individual building schedules. Dismissal will be at 2:23 or 2:30 p.m. Monday through Thursday, depending on individual building schedules. There will be early dismissal at 11 a.m. on Fridays to provide instructional staff time to plan lessons and meet the needs of students learning remotely.

The master schedule, as it is currently designed, will allow for students to maintain continuity with their current courses and teachers when there is a return to full in-person instruction.

Additionally, schools will work to support students needing special schedule considerations due to their participation in non-district programs, such as Tri-Tech Skills Center and Running Start.

Instruction

The district will continue to apply guidance developed as part of its [Continuous Learning 2.0 Plan](#) wherever applicable in an in-person instructional model. Recorded instruction provided via an online format or other distance learning practices may continue to supplement or support in-person instruction.

In middle and high schools, some forms of student instruction may continue to be provided only by an online format due to heightened risks of potential COVID-19 transmission and space limitations in classrooms. The latest information on guidelines for performing arts classes can be found in the state's [Performing Arts & Theatre Guidance](#).

Meals

The district's nutrition services staff will continue to provide weekly meal packets free of charge for all children under the age of 18 through June 30, 2021 per the extension of the U.S. Department of Agriculture's Summer Feeding Program.

High schools will have open campus during lunch periods and the school cafeterias and gyms will be open for students to eat while following physical distancing requirements. High school students may either bring their own meals or access those provided for free by the district's nutrition services department when learning in-person.

Athletics/Extracurricular Activities

The state Department of Health (DOH) along with the Washington Interscholastic Activities Association (WIAA) have authorized high schools to resume athletic activities. These activities must be done in compliance with specific public health requirements and those set by those entities.

All other extracurricular activities and events must follow public health requirements for physical distancing and facial coverings and abide by [restrictions of Benton County's current phase set by the state's Roadmap To Recovery plan](#).

Remote Learning Options

Families of elementary students wanting to remain in remote learning may have their student re-assigned to a new teacher following RSD's Continuous Learning 2.0 model, which follows our elementary online learning schedule and uses the Google Classroom

online learning platform. Families may choose to transition out of Continued Distance Learning (CDL) to in-person learning at any time. For more information, please contact the principal at your child's school.

Middle and high school students may choose to remain in a remote learning model by participating in in-person instruction through Zoom for the remainder of the 2020-21 school year. For more information, students and families should contact their principal or school counselor.

Richland Virtual School will continue to follow its current operation model and will be available following the 2020-21 school year. Families interested in this option should contact RVS Principal Andre Hargunani at Andre.Hargunani@rsd.edu.

Students learning remotely will continue to have the option of picking up free weekly meals from Nutrition Services. Families interested in this resource must submit a formal request online weekly.

Special Education - Additional Guidance

Paraeducator Support

Paraeducator schedules will be determined at the individual building level. Families with questions about para support should contact their child's teacher.

Schedules

All general scheduling (lunches, start/end times, passing periods, etc.) will be determined by building administration.

Special education schedules will be determined by the IEP Team on an individual basis.

IEP Reviews

Individual Education Plan (IEP) teams will review each students' IEPs to ensure service delivery schedules are compliant. When making changes to an IEP after the annual IEP meeting, the parent and the District may agree not to convene an IEP meeting for the purpose of making changes.

If the team decides to amend the IEP without convening the team, the IEP case manager must discuss changes and seek input with the parents and team members. Additionally, in conjunction with the team, the case manager must amend the student's IEP, develop the Prior Written Notice, and provide a copy of all documents to parents and team members.

Accommodations

Accommodations for students with disabilities will be determined by IEP teams, including general education teachers. Additional accommodations may need to be considered once students return to school 5 days/week.

If a student is unable to comply with district-required health screenings (daily attestation) due to personal exposure or close contact with a positive case, the student's team will determine the implementation of temporary services.

Free Appropriate Public Education (FAPE)

Defining FAPE

According to WAC 392-172A-01080, Free appropriate public education or FAPE means special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge;
2. Meets the standards set by OSPI, and the act;
3. Include an appropriate preschool, elementary school, or secondary school education in the state; and
4. Are provided in conformity with an individualized education program (IEP) that meets the requirements of WAC 392-172A-03090 through 392-172A-03135

Providing FAPE for students unable to attend

In a [document](#) provided by The Council of Parent Attorneys and Advocates (COPPA), districts must rethink how we provide FAPE as a result of the impact of COVID-19. Several factors will impact a parent's decision to send their student with a disability to school. Based on this, in order to provide FAPE under IDEA to students with disabilities, IEP teams will need to develop appropriate accommodations through distance, hybrid, or home-based learning to the maximum extent possible. This will require the IEP team to meet and make any necessary changes to the student's IEP.

If a student is unable to comply with district-required health screenings (daily attestation) due to personal exposure or close contact with a positive case, the student will be provided appropriate educational opportunities through Continuous Learning. Students who do not wear necessary facial coverings is a different consideration. Please see below under Facial Coverings for guidance.

Resources for providing FAPE

- [RSD FAPE Guidance and Checklist](#)
- National Center for Learning Disabilities: [Serving Students With Disabilities During the COVID-19 Crisis: Spotlight on Policy & Practice](#)

In-Person Testing and Services

In accordance with WAC 392-172A [Rules for the Provision of Special Education](#) evaluation and reevaluation processes for students must continue during Continuous Learning 2.0. Per guidance from OSPI, where possible, existing data will be used during the assessment process. Where this is not feasible or where it will not result in a comprehensive evaluation, the multidisciplinary team (MDT) can determine if face-to-face assessment is needed to determine a student's eligibility and/or needs. This [document](#) serves to help guide in preparation for in-person assessments.

Transportation

Any necessary changes for school bus pickup and drop off schedules are available in the district's ELink system. [Learn more about ELink and how to access it.](#)

Richland School District will continue to follow these guidelines to prevent COVID during school transportation:

- Keep riders as far apart as possible on the bus.
- Require assigned seating.
- If possible, seat students with household members or members of their school group/cohort.
- Maximize outside air flow and keep windows open as much as possible.
- Encourage walking or biking where safe.
- Have caregivers drive students to school, if possible.
- Riders and staff members must wear a cloth face coverings or acceptable alternatives.
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus.
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats.

Technology

Chromebooks

Students may need to bring their Chromebooks back and forth between school and home during Stage 3 to support in-person instruction. This will be determined by the instructional practice of individual teachers.

Online Learning Platforms

Students and instructional staff will continue to use the district's designated Core 4 learning platforms to support in-person instruction as well as at-home learning.

The Core 4 platforms are:

- Google Classroom (PK-5) or Canvas [6-12 & at Richland Virtual School (RVS) K-12] - Distribution and Communication
- Google Suite - Basic creation and storage
- Zoom – Remote live instruction
- Screencastify & Studio - Recorded instruction

Immunizations

Students must be up-to-date on their immunizations in order to return to in-person learning and services or provide documentation of a valid exemption from a healthcare provider. [Learn More About 2020-21 Immunization Requirements.](#)

Public Health Requirements & Protocols

The district will continue to follow various public health practices, procedures and processes as part of bringing students back into schools for in-person learning. These include:

- Health attestations/symptom check for all students and staff
- Face coverings
- Physical distancing
- Enhanced cleaning and sanitizing
- Emphasis on handwashing and good hygiene practices
- Building ventilation
- Vaccination
- Prohibiting visitors to schools except as necessary and requiring them to complete health attestations and sign in.

Collectively, these efforts will provide the best protection from spreading COVID-19 among students, staff and in the community.

The district continues to work with NV5, an independent safety consultant, on best practices for in-person learning while COVID-19 continues to pose a risk. It's latest report on mitigation strategies for RSD schools in Stage 4 of the Return To School plan is available in the Supporting Documents section.

Health Attestation

The district will continue to use health attestations to assess whether students and staff show potential COVID-19 symptoms or potential exposure to the novel coronavirus

Similarly, anyone visiting an RSD facility for in-person activities or services is required to complete a health attestation before entering the building.

These attestations are a critical first defense in limiting the introduction of COVID-19 in schools and a resource for contact tracing efforts.

All students will also have their temperatures checked by a staff member upon arriving at school. A student with a temperature above 100.4 degrees Fahrenheit will be sent home for the day.

For information on scenarios involving students and staff reporting exposure to COVID-19, symptoms of COVID-19, or testing positive for COVID-19, as well as how the community will be notified of potential COVID-19 exposure and mitigation, go to [COVID-19 Response Protocols](#).

Facial Coverings

The Department of Health (DOH) requires all students in a school building or on a school bus to wear a face covering, either a cloth face mask or plastic face shield with drape. According to [DOH, a cloth face covering](#) is fabric that covers the nose and mouth. It can be:



- A sewn mask secured with ties or straps around the head or behind the ears.
- Multiple layers of fabric tied around a person's head.
- Made from a variety of materials, such as fleece, cotton, or linen.
- Factory-made or made from household items.

Face shields with drapes may be worn in place of a cloth face-covering due to physical condition or disability.

Parents will need to provide students with facial coverings upon returning to school. In order to ensure a smoother transition for students, consider having your student wear the same mask that they wear at home (if it meets DOH requirements) as he/she returns to school.

Accommodations for students with disabilities will be determined by IEP teams. Additional precautions will be taken to ensure the safety of other students and staff, if a student is identified as needing an accommodation related to the COVID situation. If certain medical conditions are severe enough that a face covering is not able to be worn, the IEP team will determine appropriate placement and programming options.

Outside of students with disabilities, there are limited exemptions from wearing a face covering. All valid exemptions must be supported by the student's health care provider and approved by Benton-Franklin Health District. If a student has a face mask exemption under review by Benton-Franklin Health District, they must wear a face mask until that exemption is approved.

[Access Face Mask Exemption Form](#)

Younger students must be supervised when wearing a face covering or face shield. These students may need help with their masks and getting used to wearing them.

Public health authorities advise that staff and students must continue practicing physical distancing while wearing face coverings.

Students may remove face coverings to eat and drink and when they can be physically distanced outside, such as during recess. If students need a "mask break" they may be taken outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.

Students repeatedly not wearing a face covering and not exempt will be addressed by educating the student on safety compliance, implementing positive behavior interventions, recommending alternative face covering, and consulting with parents/guardian/caregiver. As a last resort, exclusion would be considered, and an opportunity to receive educational services in an alternative location will be provided. If the student has an IEP, this would require an IEP team meeting.

Resources for Face Coverings

- [We Wear Masks - A Social Story](#)
- [Seeing Other People Wear Masks](#)
- [Wearing a Mask to School](#)
- [Wearing a Mask Social Story](#)

Resources for Face Coverings and Beyond

- [Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

Cleaning & Disinfecting Procedures

RSD has well-established cleaning and sanitizing procedures in place for equipment and surfaces in schools and district facilities. This includes cleaning and disinfecting high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms.

Custodial staff will be prioritizing duties aimed at reducing potential exposure to COVID-19 and providing enhanced cleaning to target surfaces such as individual student desks. Other district and school staff and students may also be asked to assist cleaning areas and surfaces they have recently used or between groups of students using a space.

All RSD custodians use Oxivir as a standard disinfectant. It kills all germs within 1 minute of being applied and is on the U.S. Environmental Protection Agency (EPA) list of disinfectants effective against SARS-CoV-2, the novel coronavirus that causes COVID-19. [View Safety Data Sheet for Oxivir](#)

Custodians also are trained on the most effective cleaning methods based upon spot testing of surfaces after cleaning.

For information on how custodial staff will respond to classrooms and schools contaminated by COVID-19, go to [COVID-19 Response Protocols](#).

Physical Distancing

Students will be practicing physical distancing of three feet or more between groups or classmates as much as possible. Staff have worked to create space between students and reduce the amount of time they are close with each other. Six feet of distance is still required between adults, between adults and students and anyone not wearing a face covering, such as during meals.

NV5, the district's contracted health consultant, measured classrooms and other school spaces and provided counts of students that may be in spaces based on physical distancing requirements. NV5's specific recommendations are available in its report located in the Supporting Documents section.

Public health authorities have stated that maintaining distance is most important when students and staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than three feet apart from each other. The goal is to maintain physical distancing during the entire time students are at school as much as possible.

Hygiene Practices

Children and adults will be expected to clean their hands in the following situations:

- Arriving at school
- Before and after meals or snacks
- After outside activities
- After going to the bathroom
- After sneezing or blowing their nose
- After class changes
- Before leaving school

Handwashing with warm water and soap will be the preferred method for students and staff to clean their hands. Classrooms will be equipped with alcohol-based hand gel and cleaning wipes for use when regular handwashing isn't immediately practical.



Resources for Hygiene Practices

Social Stories

[Hand Washing Social Story](#)

[Hand Washing Social Story](#) - Courtesy of the Autism Research Institute

[Social Story Washing Hands](#)

Ventilation

The Richland School District understands that ventilation is important to have good indoor air quality. All RSD facilities meet or exceed the recommended Air Changes per Hour (ACH) of six. In other words, at least six times per hour all the air in a room is removed, filtered, and returned to the space. With the introduction of 10% fresh air,, all the air in a room or facility is completely replaced with outside air every ninety minutes.

Schools' HVAC systems have been adjusted to allow the maximum amount of outside air to enter classrooms and other indoor spaces.

These adjustments include:

- Upgrading filter systems from MERV 8 (Minimum Efficiency Rating Value) 8 to MERV 13, which is considered sufficient to filter out bacteria and respiratory droplets and are typically used in health care settings.
- If necessary, setting HVAC systems to “flush” a building with fresh air and completely replace all air within a facility in about ten minutes.

Vaccination

On Wednesday, March 31, Gov. Inslee announced that all Washingtonians age 16 and up would be eligible to receive a COVID-19 vaccine under the state’s vaccination plan.

RSD students will not be required to be vaccinated against COVID-19. The district will share information about vaccination opportunities and other resources with students and families, including potential onsite vaccination clinics.

Families should contact their child’s health care provider with their questions about COVID-19 vaccination and whether it is recommended for their child.

COVID-19 Response Protocols

Presumptive & Confirmed COVID-19 Exposure/Symptoms

If a student or staff member is undergoing testing for COVID-19, has tested positive for COVID-19 or their daily health attestation responses indicate they have been exposed to a positive COVID-19 case or are showing symptoms, they must contact their school or supervisor and take the following precautions:

- Close contact with a positive case, **student/staff member is fully vaccinated and has no symptoms**: student/staff member may resume normal activities while monitoring for symptoms.
- Close contact with a positive case, **student/staff member is unvaccinated/not fully vaccinated and has no symptoms**: Student/staff member will quarantine 14 days after last contact with positive case
- Close contact with a positive case, **student/staff member is symptomatic**:
 - Student/staff member will quarantine for 10 days after symptoms started **and**
 - At least 24 hours fever free (without use of fever-reducing medications) **and**
 - Other symptoms have improved
- Student/staff member displays COVID-like symptoms or illness
 - If PCR testing for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved

- and symptoms are improving (people with severe disease or immunocompromised may need to be isolated at home for longer).
- If PCR testing for COVID-19 is negative, stay home until 24 hours after fever resolves and symptoms are improving.
 - If PCR testing for COVID-19 is positive, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms are improving.
 - If a student or staff member tests positive for COVID-19, BFHD will work with the appropriate school or district to identify close contacts and ensure quarantine procedures.

The Centers for Disease Control and Prevention (CDC) has indicated that fully vaccinated persons with an exposure to someone with COVID-19 are not required to quarantine if they meet all the following criteria:

- Are fully vaccinated.
- Have not had symptoms since current COVID-19 exposure.

People are considered fully vaccinated:

- 2 weeks after their second dose in a 2-dose series, like the Pfizer or Moderna vaccines, or
- 2 weeks after a single-dose vaccine, like Johnson & Johnson's Janssen vaccine

Requesting a medical provider to "clear" someone to return to school outside of these requirements will not eliminate these outlined precautions and timelines.

All contact tracing of close contacts will be conducted by Benton-Franklin Health District. Health district staff will advise close contacts what steps they must take. An individual is considered to be a close contact if they have spent 15 minutes or more within six feet of someone undergoing testing for COVID-19 or has tested positive for COVID-19.

School and district staff will support contact tracing efforts by providing student and staff attendance records, school visitor logs and contact information of those who may have been exposed.

Students required to quarantine in response to presumptive or confirmed COVID-19 exposure or symptoms will have the opportunity to access online learning resources and support while unable to attend school.

Staff members required to quarantine in response to presumptive or confirmed COVID-19 exposure or symptoms will have the opportunity to work remotely if appropriate to their role and responsibilities. Substitutes will be assigned as necessary.

Responding To Onset Of COVID-19 Symptoms In Schools

Any student or staff member who develops COVID-19 symptoms while at school will be provided a surgical mask to wear and sent to a designated space in the school until they are able to go home. This space will be separate from a school's health room so as not to disrupt the health services provided to students. It will also be stocked with any additional PPE needed by staff.

Closing Classrooms/Schools In Response To COVID-19 Outbreak

Per BFHD, a COVID-19 outbreak occurs in a school when there are two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

In case of an outbreak, the district will work with BFHD to determine if transmission is occurring in the school. The following will be considered to determine the need to close a classroom or school and switch to remote learning for 14 days:

- There is a rapid increase in cases
- A prolonged chain of transmission (two or more outbreak generations) is believed to occur in the school.
- School cannot function due to insufficient teaching or support staff.

Response Cleaning For COVID-19 Contaminated Classroom

The main purpose of this protocol is to thoroughly clean and disinfect any suspected COVID-19 contaminated classroom or other areas reported by a school or district administrator so they are readily available for the next school day. This includes all Touch Points, student desks, and any other potentially contaminated surface.

1. Facilities & Operations management team examines site(s), works with Building Foreman to close and control areas as needed. Doors to potentially contaminated areas will be closed, locked, and tagged "No Entry".
2. Facilities & Operations management team contacts HVAC (Heating, Ventilation, Air Conditioning) staff to initiate controls to facility ventilation systems to minimize spread.
3. Custodial management team activates COVID-19 Custodial Response Team, which is a group of custodians who have received special training and PPE (Personal Protective Equipment) and is tasked with performing the initial thorough cleaning and disinfecting of all suspected COVID-19 contaminated areas.

4. Custodial Response team arrives on site and is briefed by Facilities & Operations managers regarding the areas needing disinfecting and any special considerations regarding student/facility conditions.
5. Custodial Response team stages needed equipment and begins preparations for disinfecting work. The team will follow established district cleaning procedures and enhancements for COVID-19 as necessary.
6. When all cleaning/disinfection activities are complete, remove disposable gloves and other PPE, and put them into the trash. All microfiber cloths used in the cleaning process will be isolated in a designated bag and provide to the district's laundry service.
7. Custodial Response team notifies Facilities & Operations managers that disinfection process is complete. Managers perform spot surface testing to confirm effective disinfection. Any surfaces determined to not be sanitized effectively will be re-cleaned.
8. Maintenance team replaces all air filters associated with the contaminated/disinfected area.
9. Affected area is cleared for use.

Response Cleaning For COVID-19 Contaminated School Facility

The main purpose of this protocol is to thoroughly clean and disinfect any significant portion of, or entire facility suspected to contain a COVID-19 contamination such that the area or facility are readily available for the next operating day. This includes all touch points, student desks, and any other potentially contaminated surface.

1. Facilities & Operations management team examines site(s), works with Building Foreman to close and control areas as needed. Doors to potentially contaminated areas will be closed, locked, and tagged "No Entry". This may be all exterior doors depending on severity of contamination.
2. Facilities & Operations management team contacts IT Door security operations and sets building access to limit all non-essential personnel access.
3. Facilities & Operations management team contacts HVAC (Heating, Ventilation, Air Conditioning) staff to initiate controls to facility ventilation systems to minimize spread.
4. Custodial management team activates COVID-19 Custodial Response Team, which is a group of custodians who have received special training and PPE (Personal Protective Equipment) and is tasked with performing the initial thorough cleaning and disinfecting of all suspected COVID-19 contaminated areas. When dealing with an entire facility or a major portion of a facility the Response team will be augmented with additional custodial staff drawn from other assignments within the district. Those facilities "donating" staff to the Response team will be placed on a modified cleaning regimen such that their facility will receive a minimum acceptable cleaning during the duration of the Covid Response event.
5. Facilities & Operations management team activates COVID-19 Response Laundry Service. This service will consist of one custodial staff who will pick up

used microfiber towels from the cleaning/disinfection action site, transport the towels to the Richland High School laundry facility, launder the towels, and return them to the cleaning/disinfection action site. This process will repeat as needed to ensure the cleaning process is not compromised by a lack of microfiber towels.

6. Custodial and Laundry Response team arrives on site and is briefed by Facilities & Operations managers regarding the areas needing disinfecting and any special considerations regarding student/facility conditions.
7. Custodial Response team stages needed equipment and begins preparations for disinfecting work. The team will follow established district cleaning procedures and enhancements for COVID-19 as necessary.
8. Laundry Service establishes a single transfer point at the facility. This will most likely be the main front vestibule area. This will provide an “airlock” transfer point so that clean and dirty laundry bags can be transferred into and out of the facility while minimizing exposure and potential spread of contamination.
9. When all cleaning/disinfection activities are complete, remove disposable gloves and other PPE, and put them into the trash.
10. Custodial Response team notifies Facilities & Operations managers that the disinfection process is complete. Managers perform spot surface testing to confirm effective disinfection. Any surfaces determined to not be sanitized effectively will be recleaned.
11. Maintenance team replaces all air filters associated with the contaminated/disinfected facility.
12. Affected facility is cleared for use.

Community Notification Of COVID-19 Exposure & Response

Any student or staff member determined to be at risk from a potential COVID-19 exposure at school from being a close contact will be notified by Benton-Franklin Health District. The district also has established the following guidelines to keep the community informed of any incident involving COVID-19 in schools:

- For any instance of a classroom being closed for cleaning in response to COVID-19, all families at that school will be directly notified by email.
- For any instance of a school being closed for cleaning in response to COVID-19, all RSD families will be directly notified by email.
- All classroom and building closures for cleaning in response to COVID-19 will be posted in real time to a COVID-19 dashboard at www.rsd.edu
- A tally of confirmed positive cases of COVID-19 among students and staff will be posted to a COVID-19 dashboard at www.rsd.edu.

Staff Specific Protocols

Staff Personal Protective Equipment

The Washington Department of Labor & Industries (L&I) has issued [guidance and requirements for personal protective equipment](#) and safety for staff working in schools during the COVID-19 pandemic. These requirements are based on transmission risk levels for specific staff roles in schools and range from negligible to extremely high risk. Work conditions for most RSD staff fall in the low- to moderate-risk range.

PPE Requirements By Transmission Risk Level

- **Negligible** (Working alone in an office)
 - Reusable cloth face mask covering mouth and nose except when working alone.
- **Low** (general instructional setting, office settings with six feet of distance, or in food service with six feet of distance)
 - Reusable cloth face mask covering mouth and nose
- **Moderate** (individual/small group instructional setting with six feet of distance or in transportation settings with six feet of distance mostly maintained)
 - Face shield with a cloth face covering OR
 - Non-cloth disposables: dust mask, KN95 or other non-approved foreign-system NIOSH-style filtering facepiece respirators, or non-FDA approved procedure masks.
- **High** (different in-person educational settings with sustained close contact)
 - Elastomeric half- or full-face respirator with particulate filters OR
 - Powered-air purifying respirator (PAPR) with particulate filter. OR
 - Industrial use N95, R95 or P95 or foreign-system non-NIOSH approved filtering facepiece respirator (or other particulate respirator) OR
 - Face shield plus an FDA-approved KN95 mask, surgical mask, dust mask, or procedural mask (if a respirator cannot be reasonably obtained).
- **Extremely High** (health or isolation room)
 - FDA-approved surgical mask or healthcare N95 filtering facepiece respirator OR
 - Elastomeric respirator with particulate filters OR
 - Face shield plus an FDA-approved KN95 mask, surgical mask, dust mask, or procedural mask (if a respirator cannot be reasonably obtained).

The district acquired and began distributing reusable cloth face masks to district staff during the summer of 2020. Additionally, the district has acquired enough plastic face shields for staff members needing them for their roles.

Some staff members may require additional PPE depending on their role in schools. The district has secured supplies of additional PPE for staff whose work conditions put them in a transmission risk level higher than moderate-risk. Questions about those PPE

resources and how they can be obtained as well as training and fitting requirements should be directed to a staff member's supervisor or building principal.

Staff Health & Safety Training

It is crucial for staff to be properly trained in any new protocols, procedures and processes as students return to in-person learning while COVID-19 continues to affect the RSD community.

District administrators and staff are developing training staff will need in regards to the proper use of PPE, cleaning, health attestations, hygiene, school operations and more. These will be provided through a variety of training options, such as SafeSchools/Vector online training modules or direct training with an instructor via Zoom or in-person, and will be assigned depending on a staff member's role.

School Safety Committees & COVID-19 Supervisors

Every principal will be their school's designated COVID-19 Supervisor with the responsibility to monitor the health of employees and enforce COVID-19 public health requirements and safeguards. They will receive specific training to carry out this role.

Principals will also form and lead their school's safety committee. These committees of school staff will be tasked with establishing any school-specific protocols needed in response to COVID-19 and implementing them while also supporting public health requirements and safeguards.

Supporting Documents

[RSD Return to School Plan](#)

[RSD Return to School FAQ](#)

[RSD Continuous Learning 2.0](#)

[RSD Instructional Stages Chart](#)

[RSD Stage 2 Implementation, Guidance & Supporting Documents](#)

[RSD Stage 3 Implementation, Guidance & Supporting Documents](#)

[Reopening Washington Schools 2020 Planning Guide](#)

[Reopening Washington Schools 2020 Special Education Guidance](#)

[Summary of Reopening Washington Schools 2020: Special Education Guidance](#)

[Q&A: Provision of Services to Students with Disabilities during Covid-19 in Summer and Fall 2020](#)

[Special Education Reopening Guidance: Least Restrictive Environment \(LRE\) Case Studies](#)

Special Education Guidance Summary for In-Person Learning: Spring 2021 (Published Jan. 20, 2021)

DOH Decision Tree On Resuming In-Person Instruction

DOH K-12 Schools Fall 20-21 Guidance (updated March 25, 2021)

BFHD Updated Guidance For Schools In Benton & Franklin Counties (Sept. 2020)

BFHD COVID School Flowchart

BFHD Phase and Risk Assessment

Proclamation by the Governor

Science Brief: Transmission of SARS-CoV-2 in K-12 schools (CDC)

Operational Strategy for K-12 Schools through Phased Prevention (CDC, updated 3/19/2021)

Third Party Review of Richland School District Implementation of Revised Social Distancing Guidelines for Schools (NV5)