

**HEMINGFORD SCHOOL**  
**Return to Learn Plan Guidelines**  
*Drafted 7-2021*

**Universal and correct wearing of masks:** Hemingford Schools will follow the state and local (PPHD) requirements for the wearing of face coverings. This protocol has been established in a multi-level chart based on the risk level of the panhandle region. This protocol is subject for modification based on changes in CDC, state, or local guidelines. See "Return to Learn" plan for more detail.

**Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding):** Hemingford Schools will cohort students by grade level and class structure to reduce interaction. This will be based on a multi-level plan in alignment with current panhandle risk level(PPHD). Desks will be spaced apart at 3' or more when possible.

**Handwashing and respiratory etiquette:** Hemingford Schools will increase instruction on proper hand washing and respiratory etiquette. Teachers will encourage more breaks for handwashing, particularly after interaction with other students or sharing of materials, prior to lunch, etc.

**Cleaning and maintaining healthy facilities, including improving ventilation:** Surface areas will be cleaned no less than two times per day in high traffic areas including bathrooms, locker rooms, and classrooms. Cleaning intensity and routines based on Return to Learn protocol will be guided in level by PPHD risk dial. See Return to Learn Plan for greater detail.

**Contact tracing in combination with isolation and quarantine, in collaborations with the state, local, territorial, or Tribal health departments:** Hemingford Schools personnel (office staff and/or admin) will comply with all contract tracing requirements established by the Panhandle Public Health Department.

**Diagnostic and screening testing:** Hemingford Schools will encourage all close contacts or those identified as needing a Covid test to seek medical personnel consultation. Students and staff will follow all requirements for

returning to work/classroom as established by the state and local (PPHD) level.

**Efforts to provide vaccinations to school communities:** Hemingford Schools will promote and encourage all eligible students and staff to participate in vaccination and/or seek medical professional advice concerning vaccination. The district is open to hosting vaccination clinics for required vaccinations and will continue to do so as supported by the local health agencies. Effort to coordinate these clinics will be managed through the school nurse.

**Appropriate accommodations for children with disabilities with respect to health and safety policies:** Students requiring additional services or accommodations based on medical (504 plan) and/or special education services will be arranged on an individual basis.

**Coordination with State and local health officials. Including the needs for support and technical assistance to implement strategies consistent to the greatest extent practicable, with relevant CDC guidance:** The superintendent and/or appointed staff will participate in meetings with the state (Department of Education/Governor) and local health agency (PPHD) as scheduled by such agencies. Additionally, the school will work in conjunction with these agencies as the Return to Learn plan is developed and implemented. All plans will be reviewed by PPHD.

# 2021-2022 Hemingford Return to Learn Plan

<b>CDC Guidance</b>	Implementation of prevention strategies should be intensified if indicators worsen. Intensifying prevention might also involve imposing restrictions on sports and extracurricular activities to protect in-person learning. To make decisions about preventive actions, school and health officials should take the following information into account: The numbers of COVID-19 cases among students, teachers, and staff, and number of people in quarantine Compliance with prevention strategies Levels of community transmission			
<b>NAHLD: Updated Recommendations to Limit COVID-19's Impact on Schools</b>	<p><b>The Basics: Schools Can Avoid COVID-19 Outbreaks</b>  <b>Actively encourage students and staff to get vaccinated for COVID-19.</b>  <b>Encourage and enable frequent hand washing and sanitizing by staff and students.</b>  <b>Continue to follow enhanced cleaning and disinfecting protocols.</b>  <b>Ask students and staff to screen daily for COVID-19 symptoms.</b>  <b>Require students or staff who are sick to stay home.</b>  <b>Full Document: <a href="https://nahld.org/files_download/inline/c4b6a90-4782-476c-9ba1-86c420f12e31">https://nahld.org/files_download/inline/c4b6a90-4782-476c-9ba1-86c420f12e31</a></b></p>			
<b>Vaccination Efforts</b>	Actively encourage students and staff to get vaccinated for COVID-19; and work with local provider to promote and host vaccination clinics as needed. <i>"We have a solution for COVID; we just need to use it." Dr. Matthew Donahue, Acting State Epidemiologist, DHHS</i>			
<b>Risk Level</b>	Based on 1) PPHD Risk Dial, 2) # of COVID-19 cases among students, teachers, and staff, and number of people in quarantine, 3) compliance with prevention strategies			
	<b>Low Risk of COVID-19 Spread</b>	<b>Moderate Risk of COVID-19 Spread</b>	<b>High Risk of COVID-19 Spread</b>	<b>Severe Risk of COVID-19 Spread</b>
<b>Physical Distancing</b>	<p>Cohort students to limit exposure and subsequent quarantine</p> <p>Maintain 3-foot distancing from others.</p> <p>Arrange or limit seating in classrooms, break rooms, conference rooms, meeting room, stadiums, and gyms to keep people 3 feet apart.</p> <p>Place tape or markings on the floor to define the 3-foot distance where applicable.</p> <p>When the workspace is not 3-feet from others in high-traffic, confined spaces, install barriers and/or shields.</p> <p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p> <p>Define and identify appropriate social greetings between adults and students. ie air hug, air high five, happy dance, American sign language around social greetings for hi and how are you, I care about you, I am so glad you are here etc.</p>	<p>Cohort students to limit exposure and subsequent quarantine</p> <p>Maintain 3-foot social distancing from others.</p> <p>Break rooms, conference rooms, meeting room, stadiums, and gyms closed for non curricular activities practicing strict distancing.</p> <p>Place tape or markings on the floor to define the 3-foot distance where applicable.</p> <p>When the workspace is not 3-feet from others in high-traffic, confined spaces, install barriers and/or shields.</p> <p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p> <p>Define and identify appropriate social greetings between adults and students. ie air hug, air high five, happy dance, American sign language around social greetings for hi and how are you, I care about you, I am so glad you are here etc.</p>	<p>Cohort students to limit exposure and subsequent quarantine</p> <p>Maintain 3-foot social distancing from others.</p> <p>Break rooms, conference rooms, meeting room, stadiums, and gyms closed for non curricular activities practicing strict distancing.</p> <p>Place tape or markings on the floor to define the 3-foot distance where applicable.</p> <p>When the workspace is not 3-feet from others in high-traffic, confined spaces, install barriers and/or shields.</p> <p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p> <p>Define and identify appropriate social greetings between adults and students. ie air hug, air high five, happy dance, American sign language around social greetings for hi and how are you, I care about you, I am so glad you are here etc.</p>	<p>Cohort students to limit exposure and subsequent quarantine</p> <p>Maintain 3-foot social distancing from others.</p> <p>Break rooms, conference rooms, meeting room, stadiums, and gyms closed for non curricular activities practicing strict distancing.</p> <p>Place tape or markings on the floor to define the 3-foot distance where applicable.</p> <p>When the workspace is not 3-feet from others in high-traffic, confined spaces, install barriers and/or shields.</p> <p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p> <p>Define and identify appropriate social greetings between adults and students. ie air hug, air high five, happy dance, American sign language around social greetings for hi and how are you, I care about you, I am so glad you are here etc.</p>
<b>Entering/Exiting School Buildings (For Staff, Students, and Visitors)</b>	<p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p>	<p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p>	<p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p>	<p>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households. (i.e. assign seating)</p> <p>Establish a protocol for student pick/drop off: staggered entry and release (by grade, class, or bus), marked spacing for pickup</p> <p>Mark spaced lines to enter the building and designate entrance and exit flow paths</p> <p>Door is either propped open or held by assigned door monitor.</p>
<b>Transportation</b>	Utilize spaced seating to maintain 3-foot distancing from other families.	Utilize spaced seating to maintain 3-foot distancing from other families.	Utilize spaced seating to maintain 3-foot distancing from other families.	Utilize spaced seating to maintain 3-foot distancing from other families.
<b>Classroom Rooms</b>	Arrange classroom to accommodate 3-foot distancing. Tape or mark the floor to visualize distancing.	Arrange classroom to accommodate 3-foot distancing. Tape or mark the floor to visualize distancing.	Arrange classroom to accommodate 3-foot distancing. Tape or mark the floor to visualize distancing.	Arrange classroom to accommodate 3-foot distancing. Tape or mark the floor to visualize distancing.
<b>Recess</b>	Stagger recesses - to maintain distancing.	No shared recess with other classrooms.	No shared recess with other classrooms.	No shared recess with other classrooms.
<b>Meals/Snacks</b>	Stagger meal times between classes and allow for 3-foot distancing. Mark spaced lines to enter the cafeteria and serving lines	No congregating dining with other classrooms	Mark spaced lines to enter the cafeteria and serving lines	No congregating dining with other classrooms
<b>Home Visits</b>	Designate entrances and exit flow paths. Maintain 3-foot distancing from others. Visitors may come to the building, and is open for leaders to Visitors must sign-in and provide a contact phone number (for Capacity of meeting rooms is adjusted to ensure physical Meeting leaders must keep track of participants in case it is Meeting requirements for PPE and physical distancing and Utilize Zoom meetings as much as possible.	Designate entrances and exit flow paths. Restrict nonessential home visits. Restrict nonessential visitors and volunteers.	Designate entrances and exit flow paths. Restrict nonessential home visits. Restrict nonessential visitors and volunteers.	Designate entrances and exit flow paths. Restrict nonessential home visits. Restrict nonessential visitors and volunteers.
<b>Face Covering</b>	Face coverings optional for unvaccinated. Fully vaccinated people do not need to wear a mask.	Optional face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.	Mandatory face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.	Mandatory face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.
<b>Transportation</b>	Face coverings optional for unvaccinated.	Optional face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.	Mandatory face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.	Mandatory face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.
<b>Home Visits</b>	Unvaccinated persons should wear a mask.	Optional face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.	Mandatory face coverings required for all employees, students, and family members, that are not vaccinated.	Mandatory face coverings required for all employees, students, and visitors that are not able to maintain a 3-foot distance from others, and are not vaccinated.
<b>Risk Level</b>	<b>Low Risk of COVID-19 Spread</b>	<b>Moderate Risk of COVID-19 Spread</b>	<b>High Risk of COVID-19 Spread</b>	<b>Severe Risk of COVID-19 Spread</b>
<b>Hand Washing</b>	Sanitize in and out. Increased frequency/scheduled times throughout the day for hand washing/sanitizing. Provide hand washing or hand sanitizer in common areas near high-touch surfaces such as copiers, workrooms, time clock areas, and break rooms.	Sanitize in and out. Increased frequency/scheduled times throughout the day for hand washing/sanitizing. Provide hand washing or hand sanitizer in common areas near high-touch surfaces such as copiers, workrooms, time clock areas, and break rooms.	Sanitize in and out. Increased frequency/scheduled times throughout the day for hand washing/sanitizing. Provide hand washing or hand sanitizer in common areas near high-touch surfaces such as copiers, workrooms, time clock areas, and break rooms.	Sanitize in and out. Increased frequency/scheduled times throughout the day for hand washing/sanitizing. Provide hand washing or hand sanitizer in common areas near high-touch surfaces such as copiers, workrooms, time clock areas, and break rooms.
<b>Transportation</b>	Sanitize in and out	Sanitize in and out	Sanitize in and out	Sanitize in and out
<b>Meals/Snacks</b>	Practice handwashing or sanitizing before and after meal service, handwashing preferred.	Practice handwashing or sanitizing before and after meal service, handwashing preferred.	Practice handwashing or sanitizing before and after meal service, handwashing preferred.	Practice handwashing or sanitizing before and after meal service, handwashing preferred.
<b>Home Visits</b>	Sanitize in and out.	Sanitize in and out.	Sanitize in and out.	Sanitize in and out.
<b>Illness Monitoring</b>	Provide education and instructions that staff and students are screened daily before leaving for school. Stay home if sick. Instruct employees, students and visitors who experience symptoms to go home immediately and follow public health guidelines for return to work/school and Covid-19 testing.	Provide education and instructions that staff and students are screened daily before leaving for school. Stay home if sick. Instruct employees, students and visitors who experience symptoms to go home immediately and follow public health guidelines for return to work/school and Covid-19 testing.	Provide education and instructions that staff and students are screened daily before leaving for school. Stay home if sick. Instruct employees, students and visitors who experience symptoms to go home immediately and follow public health guidelines for return to work/school and Covid-19 testing.	Provide education and instructions that staff and students are screened daily before leaving for school. Stay home if sick. Instruct employees, students and visitors who experience symptoms to go home immediately and follow public health guidelines for return to work/school and Covid-19 testing.
<b>Home Visits</b>	Provide education and instructions that staff and families are screened daily before a home visit. Cancel visit if sick.	Provide education and instructions that staff and families are screened daily before a home visit. Cancel visit if sick.	Provide education and instructions that staff and families are screened daily before a home visit. Cancel visit if sick.	Provide education and instructions that staff and families are screened daily before a home visit. Cancel visit if sick.
<b>Transportation</b>	Conduct illness monitoring for staff and students before boarding the bus for the first time that day	Conduct illness monitoring for staff and students before boarding the bus for the first time that day	Conduct illness monitoring for staff and students before boarding the bus for the first time that day	Conduct illness monitoring for staff and students before boarding the bus for the first time that day
<b>Illness Onset</b>	Establish a protocol for students/staff/visitors who feel ill/experience symptoms at school.	Establish a protocol for students/staff/visitors who feel ill/experience symptoms at school.	Establish a protocol for students/staff/visitors who feel ill/experience symptoms at school.	Establish a protocol for students/staff/visitors who feel ill/experience symptoms at school.
<b>Positive Case</b>	Individual will be excluded and allowed to return based upon current guidance from CDC at the time. Work with LHD to determine level of exposure and the number of other students, staff, and visitors who will need to be quarantined.	Individual will be excluded and allowed to return based upon current guidance from CDC at the time. Work with LHD to determine level of exposure and the number of other students, staff, and visitors who will need to be quarantined.	Individual will be excluded and allowed to return based upon current guidance from CDC at the time. Work with LHD to determine level of exposure and the number of other students, staff, and visitors who will need to be quarantined.	Individual will be excluded and allowed to return based upon current guidance from CDC at the time. Work with LHD to determine level of exposure and the number of other students, staff, and visitors who will need to be quarantined.
<b>Quarantine &amp; Fully vaccinated people do not need to quarantine.</b>	<p><b>Follow Process for Contact Tracing that Involves a School Student or Staff. Case investigation will be completed, close contacts will be quarantined/self-monitor based on current local public health guidelines.</b></p> <p><b>Close contact</b> = a person that is less than six feet for 15 minutes accumulatively or more with a person that is positive for COVID-19.</p> <p><b>Self-monitor</b> = confirmed as a close contact and must wear a mask and monitor for symptoms for 14 days since the last exposure to prevent the spread. If symptoms appear, get tested.</p> <p><b>Self-quarantine</b> = confirmed as a close contact and must follow current quarantine guidelines. If symptoms appear, get tested.</p> <p><b>Self-isolate</b> = confirmed with COVID-19 and must stay home and away from others for at least 10 days from when symptoms first appeared, at least three full days with no fever, and all other symptoms have improved.</p>			
<b>Disinfecting</b>	Provide a cleaning solution in common areas (i.e., breakrooms, Custodial services will follow recommendations established with Provide hand soap and hand sanitizer with at least 60% alcohol, Conduct deep cleaning of schools prior to students/staff	Provide a cleaning solution in common areas (i.e., breakrooms, Custodial services will follow recommendations established with Provide hand soap and hand sanitizer with at least 60% alcohol, Conduct deep cleaning of schools prior to students/staff	Provide a cleaning solution in common areas (i.e., breakrooms, Custodial services will follow recommendations established with Provide hand soap and hand sanitizer with at least 60% alcohol, Conduct deep cleaning of schools prior to students/staff	Provide a cleaning solution in common areas (i.e., breakrooms, Custodial services will follow recommendations established with Provide hand soap and hand sanitizer with at least 60% alcohol, Conduct deep cleaning of schools prior to students/staff
<b>Transportation</b>	Clean and disinfect frequently touched surfaces on the bus at Tables/desks should be disinfected before food is placed on them.	Clean and disinfect frequently touched surfaces on the bus at Tables/desks should be disinfected before food is placed on them.	Clean and disinfect frequently touched surfaces on the bus at Tables/desks should be disinfected before food is placed on them.	Clean and disinfect frequently touched surfaces on the bus at Tables/desks should be disinfected before food is placed on them.
<b>Engineering Controls</b>	Set the Heating Ventilating & Air Conditioning (HVAC) systems to enhance fresh air throughout the facility. Water filling stations are encouraged.	Set the Heating Ventilating & Air Conditioning (HVAC) systems to enhance fresh air throughout the facility. Water filling stations are encouraged.	Set the Heating Ventilating & Air Conditioning (HVAC) systems to enhance fresh air throughout the facility. Water filling stations are encouraged.	Set the Heating Ventilating & Air Conditioning (HVAC) systems to enhance fresh air throughout the facility. Water filling stations are encouraged.
<b>Meals/Snacks</b>	No self-serve salad bar/buffet. Meals should be plated and handed to students	No self-serve salad bar/buffet. Meals should be plated and handed to students	No self-serve salad bar/buffet. Meals should be plated and handed to students	No self-serve salad bar/buffet. Meals should be plated and handed to students
<b>Diagnostic and screening testing</b>	Work with LHD in an outbreak for testing options.	Work with LHD in an outbreak for testing options.	Work with LHD in an outbreak for testing options.	Work with LHD in an outbreak for testing options.

\*All guidelines are in place unless medically contraindicated with notice from a medical provider.

Hemingford Schools received \$442,822 through ARP Act ESSER III. Hemingford Schools has held public hearings and had discussions during board meetings. The staff has had discussion on the use of the money.

Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

1. The district had a public hearing on July 12, 2021, ahead of our regular board meeting to engage stakeholders. The board will review the information as we continue to move forward. Staff and administration have continued discussions on what areas of need we have. As we continue to move forward on this, we will be asking for public input at hearings and discussions at the board level.

How will 20% of the allocation be used to address student learning loss?

3a. The focus of our program is improving curriculum in all instructional areas. The district will evaluate programs that fit our needs. The plan will be to work with ESU, NDE and stakeholders to develop the best plan possible. The district will continue to grow our summer school program to help all students to continue to gain back learning loss.

Professional Development to help staff with understanding the learning loss impact. Mental health of everyone is also an area that we work on.

How are these resources providing support for students that missed instructional time?

Curriculum that has been proven to help in learning loss/recovery will be the focus. All student learning will be a focus and those that are traditionally marginalized will be given opportunities to be successful.

The district will run a summer school to help continue to focus on learning loss.

How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). [Learning Loss Document](#)

Updated curriculum will allow staff to provide the most up to date information to students. Professional development for staff to help understand best practice to help recover from learning loss.

The district will focus on High Quality Instructional materials in ELA and other core subjects as needed. We will expand our CTE programs: One example is to develop a low voltage program.

Technology is also an area of focus. The need to update delivery of materials for on-line learning is an area that we will continue to work on.