



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Northwest Academy
Key Contact Person for this Plan	Sharon Weir
Phone Number of this Person	503-223-3367 ex. 402
Email Address of this Person	sweir@nwacademy.org
Sectors and position titles of those who informed the plan	Bonnie Auguston, Teacher Julia Cain, Director of Student Services Jack Ciolli, MS Activities & EA Coordinator Joanne Kim, Teacher Kate Legere, Teacher Paul Mallon, CFO Mark Lighthiser, Teacher Tamara Lindsay, Operations Manager Chris Schuck, Head of School John Storhm, Director of Systems & Technology Rachael Torchia, Head of Middle School Sharon Weir, Assistant Head of MS & Teacher
Local public health office(s) or officers(s)	Gregory Belisle
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Chris Schuck
Intended Effective Dates for this Plan	Sept. 2, 2020
ESD Region	Multnomah ESD

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

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

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

- Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

We are collecting survey data regarding Distance Learning for all successes and struggles, technology availability/needs for next school year, preference of parents and students for structure of learning for 2020- 2021 school year and intent to send students to school next year.

Surveys have been administered to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups.

Monthly letters from the Head of School are also being sent to the Parent Community with periodic updates on the evolving thoughts and plans being developed by our staff at Northwest Academy. A series of Town Hall meetings provide ongoing information and opportunities for questions and feedback from the community.

- Indicate which instructional model will be used.

Select One:

On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

- If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
- If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

\* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

Per the state metrics announcement by Gov. Brown on 7/28, our country does not yet meet the baseline metrics to re-open on campus September 2, 2020. We hope to be back on campus as soon as possible, so have completed the Hybrid Blueprint so that we are prepared for reentry as soon as it is determined safe.

When determined by our school's leadership, we plan to implement limited in-person instruction per the plans listed below, and will move forward with other hybrid schedules as metrics allow and school leadership determines viability.

In completing this portion of the Blueprint, you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

2 schedule variations on the hybrid model to help us smooth the transition between [CDL](#) (comprehensive distance learning) and on-campus learning. Our metrics tracker provides a 3 week look back of the state metrics guidelines, providing time to prepare between schedules and to communicate transitions with the community in a timely manner. Our [Low-Residency](#) model (½ day on campus) can be implemented for 2 weeks (or more) before committing fully to the [2-day Hybrid](#) schedule. During the Low-Residency model, online learning continues essentially unchanged from the CDL schedule, with the added benefit of allowing students, faculty, and staff to build comfort with implementing new safety procedures while not interrupting the CDL. The 2-day Hybrid moves us closer to our typical fully on-campus schedule, allowing us to seamlessly transition into that schedule should the metrics allow us to do so during the 2020/2021 school year.

See below for details about reopening in either Limited In-Person or Hybrid model.

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

*This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.*

*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

#### EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d (1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d (2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d (3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d (4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d (5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d (6) of the *Ready Schools, Safe Learners* guidance).



### 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school</li> </ul>	<p>Northwest Academy (NWA) follows the published <a href="#">Communicable Disease Guidelines</a> from the Oregon Department of Education and the Oregon Health Authority.</p> <p>NWA follows the published <a href="#">Ready School, Safe Learners Guidance</a> from the Oregon Department of Education and the Oregon Health Authority.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>• Child’s name</li> <li>• Drop off/pick up time</li> <li>• Parent/guardian name and emergency contact information</li> <li>• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.</li> <li><input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.</li> <li><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<p><b>Screening/Isolation:</b> Visual screening of all students and staff is outlined in 1f.</p> <p>Potentially symptomatic students will be isolated following guidance outlined in 1i.</p> <p><b>Contact Tracing:</b> Contact tracing logs will be kept for each student/cohort. Staff and faculty will keep individual logs as they move in/out of classrooms and between buildings.</p> <p><b>Outbreak plan:</b> The Northwest Academy Outbreak Protocol is outlined in section 3a.</p>

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially</li> </ul>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities,</li> </ul> </li> </ul>	<p>1) All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p><b>Staff *Plan includes classified and teachers self-identifying.</b> Consistent with the Centers for Disease Control (CDC) and Department of Labor (DOL) guidance, Northwest Academy has adopted a High-Risk Worker Policy for responding to requests for accommodation to reduce exposure to COVID-19 in the workplace. For requests for Reasonable Accommodation unrelated to High-Risk status due to COVID-19, please continue to refer to the existing policy.</p> <p><b>High Risk individuals are people at high-risk from exposure to COVID-19, and are defined as:</b></p> <ul style="list-style-type: none"> <li>• <u>Older Adults</u>: Generally, this means persons over age 65, but may be lower or higher depending on individual circumstances.</li> <li>• <u>People of any age with the following underlying medical conditions are</u> at increased risk of severe illness, including: <ul style="list-style-type: none"> <li>• <u>Chronic kidney disease</u></li> <li>• <u>COPD (chronic obstructive pulmonary disease)</u></li> <li>• <u>Immunocompromised state (weakened immune system) from solid organ transplant</u></li> <li>• <u>Obesity (body mass index [BMI] of 30 or higher)</u></li> <li>• <u>Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies</u></li> <li>• <u>Sickle cell disease</u></li> <li>• <u>Type 2 diabetes mellitus</u></li> </ul> </li> <li>• <u>People of any age with the following medical conditions might be</u> at an increased risk of severe illness: <ul style="list-style-type: none"> <li>• <u>Asthma (moderate-to-severe)</u></li> <li>• <u>Cerebrovascular disease (affects blood vessels and blood supply to the brain)</u></li> <li>• <u>Cystic fibrosis</u></li> <li>• <u>Hypertension or high blood pressure</u></li> <li>• <u>Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines</u></li> <li>• <u>Neurologic conditions, such as dementia</u></li> <li>• <u>Liver disease</u></li> <li>• <u>Pregnancy</u></li> <li>• <u>Pulmonary fibrosis (having damaged or scarred lung tissues)</u></li> <li>• <u>Smoking</u></li> <li>• <u>Thalassemia (a type of blood disorder)</u></li> <li>• <u>Type 1 diabetes mellitus</u></li> </ul> </li> </ul> <p><b>On request for accommodation because of High-Risk status, NWA will:</b></p> <ul style="list-style-type: none"> <li>• Implement any requested accommodation on a temporary basis if easy to adapt,</li> <li>• Engage in a reasonable accommodation analysis, and</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>outlines authority and responsibilities for school exclusion.</p>	<ul style="list-style-type: none"> <li>• Memorialize the request for accommodation and school’s response, including any schedule or location changes, anticipated end date, and any other requirements, in writing within thirty (30) days of the request. Advise employees they are required to provide five (5) days advance written notice of any decision to report to work or return to work.</li> </ul> <p><b>When an accommodation is requested by a High-Risk worker, NWA will:</b></p> <ul style="list-style-type: none"> <li>• To the extent feasible for the job assignment and to safely allow the worker to perform the essential functions of the job while reducing exposure to COVID-19 to others in the workplace or while commuting, will consider: <ul style="list-style-type: none"> <li>• physical distancing (including staggering shifts),</li> <li>• telework,</li> <li>• alternative or remote work locations,</li> <li>• temporary reassignment to a different position or job duties,</li> <li>• modification of schedule or shift assignment, and/or</li> <li>• alternative work assignments.</li> </ul> </li> </ul> <p><b>When an accommodation is requested by a High-Risk worker but alternative work is not feasible, NWA will:</b></p> <ul style="list-style-type: none"> <li>• Permit a high-risk worker to use any of their accrued leave benefits in any order the worker elects without retaliation, <b>or</b></li> <li>• Permit the employee to apply for specific unemployment benefits without needing to exhaust all leave available and without retaliation.</li> <li>• Maintain all employer-related health insurance benefits for employees already eligible for benefits until the employee is deemed eligible to return to work, even if the employee has exhausted all their own paid time off during the period of leave.</li> </ul> <p><b>When an accommodation is requested by a High-Risk worker, NWA will not:</b></p> <ul style="list-style-type: none"> <li>• terminate, suspend, or discipline, or</li> <li>• take any other adverse employment action against an employee seeking accommodation under this policy or otherwise retaliate, or</li> <li>• take action against the worker for exercising their rights under the law that would result in loss of the high-risk worker’s current position by permanent replacement.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with digital access to on campus classes via zoom.</li> <li>• Students who experience disability will continue to receive specially designed instruction.</li> <li>• Students with language services will continue to receive English Language Development.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p><b>Visitors/Volunteers</b></p> <ul style="list-style-type: none"> <li>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</li> </ul>

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</li> <li><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p><b>Facilities:</b> Classes have been moved into spaces large enough to provide a minimum of 35 square feet per person while also prioritizing outside air flow. "High Risk" classes will be in rooms large enough to accommodate physical distancing at or beyond the required 121 sq. ft per person.</p> <p>Signage will direct movement within buildings to minimize space sharing between cohorts, and maintain 6 feet between individuals with one-way traffic flow and bathrooms will be assigned to specific cohorts.</p> <ul style="list-style-type: none"> <li>- Classes will be dismissed in waves to mitigate choke points.</li> <li>- All in-person schedules include limiting students on campus.</li> <li>- When possible, stable cohorts will remain in the same room with adult staff/faculty transitioning.</li> </ul> <p>Staff meetings will occur in facilities large enough to accommodate 6 ft. distance and/or will move to an online format.</p>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p><b>Daily Logs:</b> Daily logs will be maintained and any cohort mixing will prompt a new log for that group.</p> <p><b>Limited In-Person Cohorts:</b></p> <ul style="list-style-type: none"> <li>- Students placed in cohorts of 8-10.</li> <li>- Students will not come in contact with more than 2 cohorts in a day or week.</li> <li>- Teachers will not interact with more than 3 different cohorts in a day, and not exceed 5 in a week.</li> <li>- No more than 250 students will be on campus in a week.</li> </ul> <p><b>Hybrid Cohorts:</b></p> <p><b>* Middle School:</b> Depending on the hybrid model in use, grade levels are divided into stable cohorts of 12-18 students with limited and strategic mixing of otherwise stable cohorts, never exceeding contact with more than 75 students within a week.</p> <p style="padding-left: 40px;">6th grade = 37 (2 groups of 18) 7th grade = 50 (3 groups of 16-17) 8th grade = 53 (3 groups 17-18)</p> <p><b>*High School:</b> Grade levels are divided into cohorts of 12-17 students. Cohorts experience limited cohort mixing, never exceeding contact with more than 75 students within a week.</p> <p style="padding-left: 40px;">9th grade = 35 (2 groups of 16 - 17) 10th grade = 28 (2 groups of 13 - 14) 11th grade = 26 (2 groups of 12 - 13)</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	12th grade = 28 (2 groups of 13 - 14)

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li>☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li>☒ Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures, has been shared with all families through email communication.</p> <p>Additional communication regarding protocols and metrics being used to determine safety of returning to campus, will be shared with families and staff in August prior to the start of instruction through emails and a series of Town Hall meetings with the community.</p> <p>Updated communication will be shared with families regularly and as updated information is available throughout the school year.</p>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have</li> </ul>	<p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>• Each student will be assigned an entrance point (i.e., a specific door) to the school building based on the door closest to their classroom.</li> <li>• Cohorts are spread out to different entry points to mitigate clumping.</li> <li>• Staff will be present at each entry point to visually screen students for symptoms.</li> <li>• They will go directly to their first cohort classroom and handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands upon arrival.</li> </ul> <p><b>Screening Students Upon Entry</b></p> <ul style="list-style-type: none"> <li>• Staff will be assigned to each entry door to <a href="#">visually screen</a> (results to be cross referenced with <a href="#">information provided by parent/caregiver/guardian</a>).</li> <li>• When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).</li> </ul> <p><b>Logging for Contact Tracing</b></p> <ul style="list-style-type: none"> <li>• Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry.</li> </ul> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>• Staff are required to report when they may have been exposed to COVID-19.</li> <li>• <a href="#">Staff are required to report when they have symptoms related to COVID-19.</a></li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> <li>Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <p><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></p> <p><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p> <p>Essential visitors must wash or sanitize their hands upon entry and exit.</p> <p>Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</p> <p><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</p> <p><input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> <li>Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> <li>Students should not be left alone or unsupervised;</li> <li>Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>Provide additional instructional supports to effectively wear a face covering;</li> <li>Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> <li><a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <p><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> <li>Offering different types of face coverings and face shields that may meet the needs of the student.</li> </ul>	<p><u>Facial Shields</u></p> <p>Plexi or face shield <b>required</b> and will be provided for:</p> <ul style="list-style-type: none"> <li>Front office staff</li> </ul> <p>Facial coverings are <b>required</b> and will be provided, if needed, for:</p> <ul style="list-style-type: none"> <li>All adults and students on campus</li> </ul> <p>Cloth face coverings should not be worn by:</p> <ul style="list-style-type: none"> <li>Those with a disability that prevents them from comfortably wearing or removing a face covering or prevents them from communicating while wearing a face covering.</li> <li>Those with certain respiratory conditions or trouble breathing.</li> <li>Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.</li> </ul> <p>Persons who require an accommodation, such as a face shield, in place of a mask should contact the COVID Site Supervisor.</p> <p>All meetings with colleagues, visitors, students shall be conducted with masks and six feet physical distancing.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> <li>☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li>☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> <li>• If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>• Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> <li>○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,</li> <li>○ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.</li> </ul> </li> <li>3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</li> </ol> </li> </ul> </li> <li>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</li> <li>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</li> <li>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> <li>• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</li> <li>• After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.</li> <li>• If able to do so safely, a symptomatic individual should wear a face covering.</li> <li>• To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li> </ul> </li> <li>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li>☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in <a href="#">"Planning for COVID-19 Scenarios in Schools."</a></li> <li>☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> <li>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>A designated primary isolation area will be used for students and staff who are symptomatic.</p> <ul style="list-style-type: none"> <li>• Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>• Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>• Secondary isolation areas may be identified if/as needed.</li> <li>• Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> </ul> <p>Symptomatic individuals will be subject to NWA's Covid-19 Exclusion Planner.</p>



## 2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the *Ready Schools, Safe Learners* guidance).

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	Not applicable

### 2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li><input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.</li> </ul>	

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<p>Students can request a school computer for at-home use.</p> <p>Students can bring their personal computers from home for use on campus.</p> <p>The school's laptop carts are available for on-site classroom use on a first come first served basis. Laptops in the school's laptop carts will be cleaned and sanitized between each use.</p> <p>CDL schedule created with wellness in mind, with built in breaks between synchronous classes, specified time for completing homework during school hours, and limiting homework outside of school hours.</p> <p>Digital citizenship curriculum will be a part of both MS and HS curriculum.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input checked="" type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input checked="" type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</li> <li><input checked="" type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input checked="" type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If</li> </ul>	<p><b>Handwashing:</b> Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.</p> <p><b>Equipment:</b> materials such as school supplies, art supplies, Science Lab supplies</p> <ul style="list-style-type: none"> <li>• Sharing of supplies will be restricted whenever possible. All shared equipment will be cleaned between users.</li> </ul> <p><b>Events:</b> Safety drills at the start of the school year will be scheduled as on campus dates are determined for both cohorts of students to participate.</p> <p>Off-site field trips and events requiring visitors or volunteers have</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</p>	<p>been canceled or modified to accommodate ODE requirements.</p> <p>Any in-school events will be modified to follow cohorting and social-distancing guidance.</p> <p><b>Transitions/Hallways:</b></p> <ul style="list-style-type: none"> <li>• Hallways and stairwells will include clear traffic markings to reduce contact outside of the cohort.</li> <li>• Transitions by grade-level cohort groups will be staggered to reduce contact.</li> <li>• Student cohorts (with a teacher) will remain in the same classroom when possible.</li> <li>• Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day.</li> <li>• Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions.</li> </ul> <p>Personal Property:</p> <p>Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag.</p> <p>Personal property must be labeled with a student name and will only be used by the student.</p> <p><b>Restrooms:</b> Are assigned based on cohort rooms and mops posted around buildings.</p> <p>Visual reminders will be used in all restrooms to encourage hygienic practices including:</p> <ul style="list-style-type: none"> <li>• Handwashing techniques</li> <li>• Covering coughs/sneezes</li> <li>• Social distancing</li> <li>• Facial coverings</li> <li>• Covid-19 symptoms</li> </ul> <p>Restrooms have further been retrofitted with auto flush sensors and automatic soap dispensers. Soap will be readily available in all restrooms and any staff room or classroom that has a sink. In classrooms with no sink, hand sanitizer will be provided to all. Every room with a sink will have signage on proper hand-washing technique.</p>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students</li> </ul>	<p><b>Arrival and Entry</b></p> <ul style="list-style-type: none"> <li>• Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>• There will be late arrival for some cohorts.</li> <li>• Upon entry, students will go directly to their first cohort (i.e., the students in their first period class).</li> <li>• Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</li> <li>• Students identified as potentially symptomatic will be directed to the office. *follow plans outlined in 1f and 1e.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>entering school after arrival times must be screened for the primary symptoms of concern.</p> <ul style="list-style-type: none"> <li>Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <p><input checked="" type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<p><b>Sign-In / Sign-Out Procedures</b></p> <ul style="list-style-type: none"> <li>Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.</li> <li>Arrivals will be greeted at the door by a staff member to reduce office traffic.</li> <li>All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> </ul> <p><b>Dismissal</b></p> <ul style="list-style-type: none"> <li>Students will be released exiting through multiple doors to avoid clumping.</li> <li>There will be early dismissal for some cohorts.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p><input checked="" type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input checked="" type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> <li>Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Seating:</b> Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times.</p> <p><b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.</p> <p><b>Hand Washing:</b> All students will wash their hands upon building entry. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.</p> <p><b>Furniture:</b> All upholstered furniture and soft seating will not be available for use.</p> <p><b>Classroom Procedures:</b> All students will keep on their persons, their individual student belongings at all times.</p> <ul style="list-style-type: none"> <li>Seating: Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.</li> <li>Environment: When possible, windows will be open in the classroom before students arrive and after students leave. When possible, classes will move outside and remind students to spread out.</li> </ul>

## 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</p> <p><input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p><input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Our facilities do not have playground equipment.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> . <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a> . <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	<p>Our facilities do not have a cafeteria and we do not offer meal service.</p> <p>Low-Residency schedule does not have MS students on campus for meals. 33 HS students will be on campus for lunch and eat with their stable cohorts.</p> <p>Hybrid 2-day schedule includes 2 days of on-campus lunch for each student. Students will either stay in their cohort designated classroom or be distributed to other spaces (outdoors when possible) for eating and remain within their stable cohorts.</p> <p>Faculty will have access to multiple empty rooms in which to eat their lunch.</p>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> <li>• If a student displays COVID-19 symptom, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple</li> </ul> </li> </ul>	<p>We have not offer bus service.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>windows should be opened to allow for fresh air circulation, if feasible.</p> <ul style="list-style-type: none"> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> <li>● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> <p><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</p> <p><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</p> <p><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</p>	

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</li> <li><input checked="" type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</li> <li><input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.</li> <li><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> </ul>	<ul style="list-style-type: none"> <li>● All frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g. art supplies) will be cleaned between uses at least 3 times a day.</li> <li>● Door handles, desks, and tables will be cleaned between cohort groups.</li> <li>● Ventilation systems will be checked and maintained monthly by maintenance staff.</li> <li>● Doors will remain open whenever possible to limit touching of surfaces.</li> <li>● Windows will remain open in classrooms and hallways wherever possible.</li> <li>● Air filters have been replaced with the highest MERV rating appropriate for maximum air quality and efficiency.</li> <li>● Air purification ionization devices have been installed in the HVAC rooftop units for Century Plaza, Studio buildings, Main, and in Buchan</li> <li>● Room Air Purifiers will be purchased and placed in the Art and Science Labs in the Century Tower Building to maximize air quality.</li> </ul>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a> ). <input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a> ).	

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<p>NWA will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion.</p> <ul style="list-style-type: none"> <li>● NWA will practice appropriate communicable disease isolation and exclusion measures.</li> <li>● Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>● COVID-19 specific infection control practices for staff and students will be communicated.</li> <li>● Review of SNAAPs will continue as usual.</li> <li>● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</li> <li>● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</li> </ul>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> </ul>	Not applicable.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>• Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>• Configure common spaces to maximize physical distancing;</li> <li>• Provide enhanced cleaning;</li> <li>• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	

### 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> </li> <li>☒ Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</li> <li>☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li>☒ Drills should not be practiced unless they can be practiced correctly.</li> <li>☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li>☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</li> <li>☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</li> </ul>	<p>A revised <a href="#">drill calendar</a> has been created to accommodate changes between online and Hybrid learning.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</li> <li>☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li>☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new</li> </ul>	<p>Schedules support reliable and consistent daily routines with built in frequent breaks. Coursework in Learning Lab &amp; Advisory support this work.</p> <p>School counselor attended training for Protecting Student Mental Health Under Covid-19 Conditions. Per this training, the Northwest Academy School Support Team, consisting of the school counselor, head of middle school, head of high school, and director of</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <ul style="list-style-type: none"> <li>☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li>☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li>☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</li> <li>☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> <li>• Student elopes from area <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> <li>○ If students leave the classroom: <ul style="list-style-type: none"> <li>● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff</li> <li>● Ensure physical distancing and separation occur, to the maximum extent possible.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff.</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> <li>• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> <li>○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> <li>● Maintain student dignity throughout and following the incident.</li> <li>● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.</li> <li>● Use the least restrictive interventions possible to maintain physical safety for the student and staff</li> <li>● Wash hands after a close interaction.</li> <li>● Note the interaction on the appropriate contact log.</li> </ul> </li> <li>○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</li> </ul> </li> </ul> </li> </ul>	<p>student services, have created a comprehensive Action Plan to address student support during the digital learning period.</p> <p>The Action Plan documents a framework for identifying vulnerable students and warning signs and provides protocols for three tiers of interventions (primary, secondary, and tertiary). It also outlines mental health education that staff and faculty, students, and parents will be offered throughout the year.</p> <p>Community Resources:  <a href="#">Resources for Parents &amp; Guardians</a>  <a href="#">Resources for Staff &amp; Faculty</a>  <a href="#">Adolescent Wellness &amp; COVID-19</a></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. <b>Protective Physical Intervention</b> <input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).	



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>Northwest Academy (NWA) follows the published <a href="#">Communicable Disease Guidelines</a> from the Oregon Department of Education and the Oregon Health Authority.</p> <p>Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the LPHA.</p> <p>A school response team will review identified cases and follow an established emergency response framework.</p>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>Confirmed cases and any clusters of 2 similar symptoms will be communicated immediately to LPHA by calling their 24-hour hotline at 503-988-3406.</p> <p><a href="#">Multnomah Education Service District Communicable Disease Plan</a> (draft released through EOC Liaison as of July 16, 2020).</p> <ul style="list-style-type: none"> <li>• Weekly review of attendance data and reported symptoms by staff and students to determine a potential increase in rates.</li> <li>• Report to and consult with LPHA with all confirmed COVID-19 cases.</li> <li>• Temporarily dismiss students in the cohort of infection from attending in-person learning; consider potential shift to distance learning for all students.</li> <li>• Communication with families regarding criteria that must be met in order for on-side instruction to resume - these criteria will be consistent with metrics determined by the state of Oregon.</li> </ul> <p>CDL will be implemented through the first quarter, with reassessment in October. CDL will also continue for the most part unchanged under the Low-Residency hybrid schedule, allowing us to move back and forth seamlessly between in-person and CDL as local metrics allow without much disturbance.</p> <p>Our school does not offer any meal service.</p>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<p>NWA follows the updated <a href="#">Multnomah Education Service District Communicable Disease Plan</a> (draft released through EOC Liaison as of July 16, 2020).</p> <p>Multiple schedule options serve to allow for implementation of a gradual reentry to campus.</p>



## ASSURANCES

*This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.*

*This section does not apply to private schools.*

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)
  
- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
  - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
  - The [Comprehensive Distance Learning](#) guidance,
  - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
  - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

### 4. Equity

### 5. Instruction

### 6. Family, Community, Engagement

### 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>