OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's ***Ready Schools, Safe Learners*** guidance, each school[1] has been directed to submit a plan to the district[2] 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,[3] 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:

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[1] 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.

[2] 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.

[3] 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.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Willamette Leadership Academy
Key Contact Person for this Plan	Roberta L. Howard, Executive Director
Phone Number of this Person	541-246-2840 Cell: 602-622-2661
Email Address of this Person	rhoward@wlacademy.org

Sectors and position titles of those who informed the plan	Executive Director – Roberta Howard Corp Commander – Kathryn Nunes President Board of Directors and Springfield Business Owner– Richard Carlson Treasurer Board of Directors and Nurse – Stephen Oppenheimer (providing medical review) VP of Board of Directors and Attorney – John Roberts Board Member and Parent – Roseanna Barlow Board Member and Parent – Nicole DeGraff Financial Manager – Ms. Sheryl Moss Head Registrar – Ms. Melanie Green Executive Asst. – Ms. Jamie Sebold 1st Battalion Commander – Tyson Migliaccio 2nd Battalion Commander- Katharine Klontz Assistant Superintendent of Instruction Springfield Assistant Superintendent of Instruction– David D. Collins Springfield Instruction – Amy Stevens Springfield Special Programs Director- Brian Megert Springfield Nutrition Services – Gary Cole Springfield Nurse – Jenn Craig Alsea Superintendent – Marc Thielman People Sustaining King's Valley – Will Andrews People Supporting King's Valley Human Resource Manager – Reina Daugherty Sustainable Solutions Director – Scott Reed Lane Public Health Authority Liaison -Luis Pimentel Lane Public Health Authority Liaison – Jacqueline Moreno Alsea Transportation Director – Carmen Martin Alsea Transportation Supervisor – Jeff Johnson 1st Battalion Sergeant Major – Daniel Cayton 2nd Battalion Sergeant Major – James Brainard Sped Case Manager – Judy Thomas Sped Case Manager – Debra Artzer Savvy Duck IT Vendor – Woodrow Edwards Education Solutions IT – Stephen Peterson National Education Association Specialist – Erik Jotkoff Looking Glass Clinical Director - Lynn Booth Looking Glass Therapist – Crystal Clark 5th Corner Academy Telehealth Director – Roxanne Franklin Roseburg Therapy Clinical Coordinator – Cindy Reynolds ODE charter School Specialist – Kate Pattison Parent Student Association President – Ange Pomerleau Parent Student Association Student Rep. – Kyler Nelson

	1st Battalion English Officer – Stephen North
	1st Battalion English/Sped – George Frost
	1st Battalion CTE Officer- Satoshi Robertson
	1st Battalion Math Officer – Ryan Hovey
	1st Battalion Social Studies Officer – Jorin Hollenbeak
	1st Battalion School Secretary/Med Tech – Kammy Stam
	1st Battalion Custodian – Janet Bates
	1st Battalion Spanish Officer – Maria Geno-Gutierrez
	1st Battalion NCO – Shannon Ramey
	2nd Battalion Officer – Andy Potterf
	2nd Battalion Officer -Matthew Stemple
	2nd Battalion Officer – Sean-Ryan King
	2nd Battalion Sped Asst. – Kati Ruiz
	2nd Battalion NCO – Jason Schimonitz, Wade Moore, George Cabral
	2nd Battalion School Secretary – Faith Wolfe
	Uniform Specialist – Michelle Freng
Local public health office(s) or officers(s)	Jacqueline Moreno and Luis Pimentel
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kathryn Nunes – Corp Commander over the academy, Tyson Migliaccio and Daniel Cayton for 1st Battalion and Katharine Klontz and James Brainard for 2nd Battalion
Intended Effective Dates for this Plan	August 31,2020 – July 1, 2021
ESD Region	Lane ESD

2. 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.

Willamette Leadership Academy is dedicated to our community and focus on the needs of cadets across all our communities and it was a focus of our planning for 2020-2021 school year.
•	Conducted Weekly Facebook Meetings Tuesday Evenings
•	Parents and Guardians were called by phone to discuss how we could help and custom fit a schedule that worked for them to have their child engaged in school.
•	Held a Survey Monkey Survey of former enrolled and pre-enrolled families.
•	Conducted Zoom meetings for enrollment, registration, IEP, 504 and one to one meetings.
•	Planning Meetings that had many parents and guardians at both battalions attend via Zoom and Facebook.
•	Parent Student Association (PSA) meetings and attendance by Administration as well as hosting the Zoom meetings for PSA
•	WLA attended all Charter School Meetings through ODE/Kate Pattison
•	WLA attended all Public Health Meetings called for Tuesdays and Thursday by Lane PHA

Equity is a key component of our WLA.
WLA developed a Board approved Attendance Policy specific to COVID-19 (see Appendix #1) that provides equity to ensure fair and equitable treatment for all cadets, families, and staff regarding any type of absence. In developing the design of reopening, WLA and the Board Directors took the comments and concerns into consideration and weighed it through an equity lens to design a progressive reopening system in approach, implementation and practices both in and out of school, as well as, resourcing.

In looking at equity, we realize that not all cadets and their families have the ability to purchase, replace, or clean masks. WLA defines "masks" as any approved face covering, face shield, and/or mask. Heretofore, refer to in this document, a mask meets this definition. Any reference to face covering, face shield, or mask within this document refers back to the above definition of "mask" with the exception of speech pathologists and school nurses, who must wear face shield.

The Planning Team used the equity lens to examine every aspect of the plan. With a full understanding of equity many decisions were made for scheduling, individual and family planning for academics and social and emotional development and support.

The first lens used is fairness, which basically means making sure that personal and social circumstances – for example gender, socio-economic status, or ethnic origin – should not be an obstacle to achieving educational potential through a hybrid model or through distance learning. WLA has contracted with T-Mobile to provide hot spots to family with no internet access.

Some households are equipped with office supplies, art materials and clean and quiet places to work; some have none of these assets. WLA has created a longer list of needed school supplies due to COVID-19 and not being able to share. WLA is working with our PSA and local organizations like WalMart and Mecca to secure supplies for all cadets.

The second equity lens is inclusion, in other words ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure. Both equity and fairness are issues for WLA in a hybrid model.

WLA ensures that courses and classes have equal access for all cadets. WLA provides online and off-line options depending on preference and learning styles. Paper packets for supplementing lessons, to help guide parents, and provide for additional support including being able to write and answer versus print to reduce costs and access to printing issues, or barriers to lack of technical understanding on how to save, send etc.

WLA's third equity lens was to support and engage those who struggle at school as well as those who excel. One way of improving performance and preventing dropout is to identify at-risk cadets early and act quickly and intervene with needed supports. This means monitoring information on attendance, performance, and involvement lessons, and having a concrete response to improve outcomes and prevent dropping out. As part of meeting all needs, Remote Learning will be used for all absences. Attendance and performance will be monitored, online classes will be recording for downloading for those who miss a session, have conflicts with parents or sibling for use of technology, experience technical difficulties like computer crashes, outages, bandwidth issues, paper learning packets will be distributed as requested to any cadet, library books will be checked out and delivered through bus hub distribution along with food services and electronic readers are available as needed.

Rather face-to-face, using instructional packets or distance learning all cadets qualify for attendance incentive program to motivate learning and engagement to reduce the chances of dropping out.

The fourth equity lens was the social emotional support and engagement of cadets, especially during the COVID-19 period. WLA has aligned with and made referrals to three behavioral health agencies during the COVID-19 period and will continue. Early identification and intervention are key in reduce emotional break downs that affect school success. Offering at-risk cadets good career guidance and counselling, as well as making the curriculum more flexible and diverse is helpful, so Academic Advising is robust in our plan, as well as individualized tutoring and instruction. Peer Mentoring has been established with Peer Groups to allow for a support network as well as a needed connection to others. Additional learning support are in place and will continue.

The fifth equity lens was nutrition for all. WLA is aware that we draw from at least three counties and the ability for parents and cadets to get to a WLA campus for a daily meal is not equitable. For the Distance Learning portion (days or weeks) WLA will provide daily meals through distribution sites located in the cities cadets reside in. All meal distribution will follow social distancing guidelines and arrangements have been made with input from Public Health on food safety and transport. SPS and WLA have worked on a nutrition program that includes Free, Reduced, and Full-pay meals distribution. SPS and WLA will provide in class meals for all cadets unless the cadets opt out of the program due to dietary restrictions or preference. Meals will also be made available Monday through Fridays at the bus HUBS and distribution sites for cadets so families do NOT have to travel to school especially since some of our population live outside of Lane County. Parents provided feedback that getting to the distribution and bus HUBS was not an issue but traveling to Goshen or Mohawk campuses was a barrier and parents with cadets at both schools felt it was a huge burden, therefore, WLA worked to address this as an equity issue.

The sixth equity lens was cadets NOT on-track to graduate. A large percentage of cadets come to WLA off-track. Some cadets and new cadets coming to WLA did not participate in the COVID-19 period of distance learning March through June and are even more off-track. WLA will assess those cadets and plan to pace them in our recovery credit program. An Individualized Credit Recovery Timeline and Program will be established and monitored to help bring a cadet success and interventions in place to reduce a cadet from dropping out. This also considers Sped cadets, 504, and English Language Learners by meeting with and setting up individualized learning plans based on academic assessments, technology skills and assessments and needed one on one instruction with supplemental materials and technology devices.

Among our cadet population:
● 73% of middle school cadets access free and reduced lunch; 64% of high school cadets access free and reduced lunch for a combined 69%
● 37% identify as cadets of color
● 29% experience special needs at the middle school and 19% at the high school

> ●19% require accommodations from a 504 Plan at the middle school and 13% require accommodations from a 504 Plan
> ● 9% are emerging bilingual cadets

3. Indicate which instructional model will be used.

    Select One:
    ☐ **On-Site Learning**   ☒ **Hybrid Learning**   ☐ **Comprehensive Distance Learning**

4. 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).

5. 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) 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.
Please see Addendum for our Distance Learning Plan

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.
Please see Addendum for our Distance Learning Plan

> **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.**

Please see Addendum for our Distance Learning Plan

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.*

Currently according to Lane County Public Health Authority, WLA does not meet the Metric to reopen for WLA's in-person Hybrid Model. WLA has provided at addendum at the end of this Blueprint for Comprehensive Distance Learning.

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

☒ Implement measures to limit the spread of COVID-19 within the school setting.	The first consideration by the WLA School Board and Administration is the spread of C-19 and implementation of all possible measures to reduce the spread and infection rates. The Board has elected the Best Practice of slow transition into face-to-face learning with distance and remote learning.
	
	Social distancing will be implemented from buses to classes to outside activities for cadets and staff.
	
	Transportation
	• Cadets and Drivers will wear masks, face coverings and or face shields
	•Cadets will line up with 6 feet of distance for loading onto a bus with supervision by an NCO.
	    • Cadets will have temperatures taken before board the bus in the morning and use hand sanitizer before loading.
	    • Cadets will be seated 3 feet apart in a staggered pattern with windows open – weather permitting.
	• Staggered Bus arrivals and departure and off-loading in different areas and report to Company NCO in a different staging area for entrance to a Company classroom.
	*Buses will be cleaned between runs and use an electromagnetic disinfector at the school after the morning run and afternoon run.
	
	Entering the Building
	• Cadet will report to Company NCO outside the building and maintain social distancing in formation 6 feet apart
	• Cadet will perform hand sanitizing and enter the building from different entrance ways
	No outside formations or cadence – salutes will be done in the classroom
	
	Classrooms
	• All cadet desks will be 6 feet apart
	• Cohorts are by Company
	• Cadets will stay in the Company classrooms with the exception high school electives, CTE and Physical Training and at middle school Physical Training.
	
	Breakfast and Lunch
	Breakfast will be picked up by the Company Officer or Designee and brought to the Company Classroom for consumption.
	Lunch will be picked up by the Company NCO and brought to the classroom for consumption.
	
	Staff Workroom
	• The workroom has been moved to the school's cafeteria with better ventilation and having staff work areas more than 6 feet apart with barriers
	
	Outside Activities
	• Any outside activity will maintain a 6 feet distance between cadets and staff.
	• Physical Training (PE) will utilize activities that limit excessive exhalation: jumping jacks, running in packs, relay races, and any type of contact sport.
	• All equipment will be sanitized after use.
	
	Plan

OHA/ODE Requirements	Hybrid/Onsite Plan
	The first week of Reopening
	Grade 6 will meet at the middle school on Monday
	Grade 9 will meet at the high school on Monday
	Grade 7 will meet at the middle school on Tuesday
	Grade 10 will meet at the high school on Tuesday
	Grade 8 will meet at the middle school on Thursday
	Grade 11 will meet at the high school on Thursday
	Grade 12 will meet at the high school on Friday
	*Grades not meeting will conduct Distance Learning and taking assessments
	Distance Learning will continue weeks 2 and 3 with cadets needing Specialized Instruction, uniforms, assessments, Special Needs and Plan accommodations being served.
	This period will reveal any spread of COVID-19 introduced into the school population. If no COVID-19 cases are reported at the levels Lane Public Health Authorities deem a threshold for closure then WLA will proceed with its Reopening Plan.
	• Note – the School Board will convene specifically to address the plan and may increase the number or days or keep the planned days as is.
	Weeks 4-6
	Cadets will attend school on a Modified Block Schedule with Distance Learning.
	Grade 6 will meet at the middle school on Monday
	Grade 9 will meet at the high school on Monday
	Grade 7 will meet at the middle school on Tuesday
	Grade 10 will meet at the high school on Tuesday
	Grade 8 will meet at the middle school on Thursday
	Grade 11 will meet at the high school on Thursday
	• Grade 12 will meet at the high school on Friday and Sped cadets at both schools will have an IEP that clearly spells out their schedule and days of attendance.
	Weeks 7-9
	Cadets will attend two days a week on a modified block schedule and Distance Learning two days a week.
	The Middle School and high school will have Wednesday with no cadets on campus for planning and deep cleaning.
	• Note – the School Board will convene specifically to address the plan and may increase the number or days or keep the planned days as is.
	Weeks 10- 15
	Cadets will attend three days a week and one day a week of Distance Learning if the cadet is passing. Cadets not passing will receive additional Distance Learning and face-to-face instruction.
	The middle School and the high school will not have classes on Wednesday for academic planning and deep cleaning.
	See Appendix #2 for WLA's Board approved Communicable Disease
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	Plan specific to COVID-19.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Kathryn Nunes – Corp Commander over the academy, Tyson Migliaccio and Daniel Cayton for 1st Battalion, and Katharine Klontz and James Brainard for 2nd Battalion
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	Nurse and Board Member: Stephen Oppenheimer, Executive Director and former Clinical Director: Roberta L. Howard, SPS Nurse: Jenn Craig, Lane County Public Health Authority Liaisons: Luis Pimentel and Jacqueline Moreno, Lane ESD :Tony Scurto, CDC's School Guidelines and Resources, OHA meetings, Guidelines and Resources, NEA's Specialist: Erik Jotkoff. OEM: Erik Rau, Emergency Management Planner, Janine Mayer, Program Support & Compliance Coordinator, For LPHAs outside of Lane where cadets and staff may reside contacts are: Benton PHA-Jay Dixon, Douglass PHA -Lillian Shirley, Klamath PHA- Jennifer Little, Linn PHA – Todd Noble.
☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	WLA has a multi-prong approach for Training. 1. All staff will be trained using Lane County Public Health Authority COVID-19 training, 2 Safe Schools COVID-19 Trainings prior to returning for face-to-face instruction or meetings of any kind and to provide a common base. These trainings are NOT in person.

2. Every staff person will receive training specific to the protocols, procedures and needed cleaning, hygiene, social distancing, contact tracing logs and cleaning logs specific to WLA and their respective campus and job duties. These will NOT be face-to-face.

3. Additional and in-depth training Includes:
• WLA in collaboration and Cooperation with Lane Public Health Authority will use Lane PHA's training prior to the opening of school for all staff.
• CDC guidelines and PowerPoint will be provided to all staff before school reopens.
• School Secretaries/Med Techs, Battalion Commander and Corp Commander will receive training on revise Communicable disease plan and policy and protocols for reporting to SPS.
• All staff will be trained on identification of concerning or excludable symptoms to determine when a cadet should be referred to the office for symptom screening and isolation.
• All staff will be trained and advised on the logistical, operational, and physical changes in the building to maintain infection control and appropriate "cohorting" or physical distancing.
• Designated staff will be trained on appropriate procedures for complete symptom screening, isolation, and enforcement of social distancing.
• Custodial staff will be trained, under the direction of Battalion Commanders and Sergeant Majors facilities management to increase sanitation measures as appropriate in shared spaces and isolation spaces.
• Training will be conducted virtually or ensure that social distancing is maintained during training periods while social distancing orders are in place.
• Every staff person will receive training specific to the protocols, procedures and needed cleaning, hygiene, social distancing, contact tracing logs and cleaning logs. |
| ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. | WLA will follow the SPS reporting guidelines, direction, and actions. Our first steps is to report any suspected, parent reported, or positive communicable disease to SPS. The Nurse or Designee (generally Jenn Craig) will use the SPS protocol system and alert LPHA and then advise |

OHA/ODE Requirements	Hybrid/Onsite Plan
	WLA of the action needed to be taken. If other LPHA need notification, it was decided that Lane PHA would reach out to the Directors through PHA protocols in place and NOT have WLA reach out directly and action taken as advised by PHA. Protocol on notifying SPS Nurse regarding a sick cadet or staff suspected of COVID-19 School Secretaries, Battalion Commander and Corp Commander will be trained on the protocol for notification of a cadet or staff suspected with COVID-19. WLA is collaborating and coordinating with SPS Nurse. WLA will notify SPS Nurse and follow the procedures outlined by SPS. Notification of SPS Nurse will be through school secretaries. In accordance with SPS's Nurses instruction Lane PHA or the Public Health Authority the cadet or staff member suspected of COVID-19 is from. Plans and procedures for the systematic disinfection of classrooms, offices, bathrooms, common areas, learning materials and activity areas. In addition to the custodial practices mentioned previously, WLA has hired additional custodial staff at each school, purchased the recommended products and PPEs to reduce the spread of COVID-19. If a COVID-19 case from another county is identified then those cadets and staff in that county will be on Distance Learning until the LPHA for that county signifies it is safe to return to school.
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	Custodial Practices All custodial staff will watch a series of webcasts by the CDC specific to COVID-19. (https://healthyschoolscampaign.org/covid-19-resources-for-cleaning-staff/) • Each Battalion will have an assigned custodian to monitor restrooms, hallways and sanitize classrooms as needed after notification of use. • Restrooms will be cleaned hourly. • Custodians will deep clean the battalions daily including the use of electromagnetic disinfectors at the end of the day including all offices, classrooms, hallways, workstations, and areas, phones, restrooms, etc. • Officers and NCOS will clean the common touch points in a classroom several times per day with gloved hands using a bleach solution. • Support staff and custodians will clean offices, common areas, and touch points several times per day. • All cadets have their own water bottles and these will be refilled at water stations in every classroom. • WLA will be monitoring and enforcing strict hand washing. Hard (Non-porous) Surfaces WLA staff will be wearing disposable gloves when cleaning and disinfecting surfaces. Gloves will be discarded after each cleaning. If reusable gloves are used, those gloves will be used by only one person and dedicated for cleaning and disinfection of surfaces for COVID-19 and should not be used for other purposes. Staff will consult the manufacturer's instructions for cleaning and disinfection products used. Clean hands immediately after gloves are removed. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. For disinfection, most common EPA-registered household disinfectants should be effective and EPA-List N. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available here external icon. Follow manufacturer's instructions for all cleaning and disinfection products for (concentration, application method and contact time, etc.) Always

OHA/ODE Requirements	Hybrid/Onsite Plan
	read and follow the directions on the label to ensure safe and effective use. • Wear skin protection and consider eye protection for potential splash hazards • Ensure adequate ventilation •Use no more than the amount recommended on the label • Use water at room temperature for dilution (unless stated otherwise on the label) • Avoid mixing chemical products • Label diluted cleaning solutions • Store and use chemicals out of the reach of children and pets • Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered, fragrance-free household disinfectants should be effective • If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. Follow the manufacturer's instructions for concentration, application method, and contact time for all cleaning and disinfection products. • If possible, provide EPA-registered disposable wipes to childcare providers and other staff members so that commonly used surfaces such as keyboards, desks, and remote controls can be wiped down before use. If wipes are not available, please refer to CDC's guidance on disinfection for community settings. •You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. See EPA's 6 steps for Safe and Effective Disinfectant Special considerations should be made for people with asthma and they should not be present when cleaning and disinfecting is happening as this can trigger asthma exacerbations. To learn more about reducing asthma triggers: https://www.cdc.gov/asthma/reduce_triggers.html Additionally, diluted household bleach solutions (at least 1000ppm sodium hypochlorite, or concentration of 5%–6%) can be used if appropriate for the surface. Follow manufacturer's instructions for application, ensuring a contact time of at least 1 minute, and allowing proper ventilation during and after application. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing: 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water or 4 teaspoons bleach per quart of room temperature water Bleach solutions will be effective for disinfection up to 24 hours. Soft (Porous) Surfaces For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning: Launder items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19external icon and that are suitable for porous surfaces. Electronics For electronics such as cell phones, tablets, touch screens, remote controls, and keyboards, remove visible contamination if present. Follow the manufacturer's instructions for all cleaning and disinfection products. Consider use of wipeable covers for electronics. If no

OHA/ODE Requirements	Hybrid/Onsite Plan
	manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids. Linens, clothing, and other items that go in the laundry Wear disposable gloves when handling dirty laundry from an ill person and then discard after each use. If using reusable gloves, those gloves should be dedicated for cleaning and disinfection of surfaces for COVID-19 and should not be used for other household purposes. Clean hands immediately after gloves are removed. If no gloves are used when handling dirty laundry, be sure to wash hands afterwards. If possible, do not shake dirty laundry. This will minimize the possibility of dispersing virus through the air. Launder items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry from an ill person can be washed with other people's items. Clean and disinfect clothes hampers according to guidance above for surfaces. If possible, consider placing a bag liner that is either disposable (can be thrown away) or can be laundered. Healthy Environments for Learning and working Providing and maintaining healthy educational environments are crucial in reducing illness and promoting healthy learning and working environments. Cleaning and Disinfection Routine sanitation measures will be in full effect, including processes to respond to potentially infectious material as outlined in the WLA Exposure Control Policy • All frequently touched surfaces (e.g., equipment, door handles, sink handles, water dispensers and handwashing stations within the school and on school buses) will be clean and disinfected at least daily and between use as much as possible. As necessary, additional custodial staff will be deployed. • Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from cadets. Use products that meet EPA disinfection criteria. • Cleaning products should not be used near cadets, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes. • Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use. Shared Objects: • Discourage sharing of items that are difficult to clean or disinfect. • Keep each cadet's belongings separated from others' and in individually labeled bags, containers, and/or boxes and will be kept in Company classrooms. • Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each cadet their own art supplies, equipment) or limit use of supplies and equipment by one group of cadets at a time and clean and disinfect between use. • School designated technology will be sanitized between uses. • Ensure that at minimum, cadets who are immunocompromised will have their own supplies.
☒ Process to report to the LPHA any cluster of any illness among staff or students.	WLA will follow the SPS reporting guidelines, direction, and actions. Our first steps are to report any suspected, parent reported, or positive communicable disease to SPS. The Nurse or Designee

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocol to cooperate with the LPHA recommendations.	(generally Jenn Craig) will use the SPS protocol system and alert LPHA and then advise WLA or the action needed to be taken. It will be SPS and LPHA that will declare and identify the "cluster" or "outbreak" and the action to follow including all communication to county health authorities and the community. WLA through policy and training has all administrative staff aware of the need to fully cooperate with all LPHA'ies in the speediest manner according to the direction of the LPHA handling the matter. WLA will have: • Daily Visitor Logs • Daily Transportation Logs per bus that include contact tracing. • Daily cadet logs which include contact tracing by Company. • Daily staff logs that include contact tracing. Logs will Include: Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff: names and phone numbers who interact with a stable cohort or individual cadet. NO visitors, substitutes, guest speakers, parents or volunteers will be allowed face to face contact with cadets or staff on campus. Daily logs for transportation and Classrooms/Companies for contact tracing will be kept for a semester to assist the LPHA as needed. All logs are turned into the School Secretary daily and kept in reverse chronological order in a locked filing cabinet.
☒ Provide all logs and information to the LPHA in a timely manner.	
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	See above. WLA has provided policy, protocols, guidelines and training for parents and staff regarding screening and symptoms (See Communicable Disease Management Plan) Cadets and staff have been directed 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: • Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • 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 COVID19. More information about COVID-19 symptoms is available from CDC. • 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 OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: o Trouble breathing o Persistent pain or pressure in the chest o New confusion or inability to awaken o Bluish lips or face o Other severe symptoms All cadets will be screened before loading unto a bus at the beginning of the day:

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Temperatures with no touch thermometers will be taken before entering a bus. • Cadets with a temperature of 100.4 or higher will have parents called and not transported unless a parent can't be reached. • All cadets will have their temperature taken using a no touch thermometer at the beginning of the day by Company Officer or NCO. Cadets with a temperature of 100.4 or higher will be sent to the isolation room. Staff members will be screened using a touchless thermometer and any staff person with a temperature of 100.4 or higher will be instructed to go home. Anyone displaying or reporting the primary symptoms of concern must be isolated and sent home as soon as possible. A cadet or staff person must remain home for 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. Following LPHA advice on restricting any cadet or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days, the cadet or staff will be asked to quarantine for 14 days. All staff and cadets with the following symptoms will be asked to stay home for 72 hours until symptoms have improved for 72 hours or longer. • Staff or cadets 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 cadets who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. All classrooms have handwashing stations and staff will be required to wash hands before screenings. Hand hygiene on entry to school every day with hand sanitizer that is alcohol-based hand sanitizer with 60-95% alcohol and hand washing for cadet that cannot use sanitizer for 20 seconds with soap and water upon entry to the classroom. These cadets will not be allowed to touch any surface until hands are washed and will be closely escorted by an NCO.
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	Any staff person that is ill will leave the campus and go home. The Battalion Commander will collect the staff person's Contact Tracing Log and if needed retain the original and make a copy for use. Isolation WLA has designated personnel and designated isolation space at each campus. Readily available PPE for cadets, staff, visitors and those respective of position, school Med Tech and designated staff to use Standard and Transmission-Based Precautions, as per the WLA's Exposure Control Plan and WLA's Communicable Disease Policy. Cadets who are determined to require exclusion based on current rules and guidelines will be isolated under the following circumstances pending parent pick up:

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Identification of cades meeting exclusion criteria based on screening. • Cadets identified as having been ill and having a pending test for COVID-19, OR having tested positive for COVID-19 or having been exposed to someone with COVID-19 symptoms. CDC guidelines in the chart below should be visited with the following four requirements in mind: 1. Isolation space must be separate from routine health room if possible 2. cadets must be supervised while in isolation space. 3. Staff must have appropriate PPE while in isolation space. 4. Appropriate physical distancing, barriers and confidentiality must be maintained in the isolation space. Isolation Measures • Immediately separate cadets who are determined to have symptoms meeting exclusion criteria to the designated isolation area. • Calmly practice measures to maintain cadets' privacy, confidentiality and dignity to the highest extent feasible wile denoting symptoms and following procedures. • Cadets may be asked to double mask. • Do not leave the cadet unattended, however watching through glass, a see-though barrier to maintain distance is preferred. • If more than one cadet is in an isolation space, appropriate distance or barriers and privacy must be maintained between cadets (3 to 6 feet if feasible.) • Ensure cades are appropriately logged into Communicable Disease Surveillance Log. • Reinforce appropriate exclusion action with parents (e.g. if cadet has fever, they must remain home until 72 hours symptom free without use of anti-fever medications or 48 hours without vomiting and diarrhea, or/and until released by provider or LPHA) WLA will notify David Collins and Jenn Craig of potential COVID-19 case and Jenna McCulley of SPS will notify WLA of what communication is needed and approve any communication to be sent out. SPS and WLA have templates in place for the notification of parents, school community and community at-large.
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	Communication Systems WLA is a part of the SPS Communication System and all public information will be release from or have permission from SPS Media Specialist to be released. The district will implement and provide communications for multiple areas including health promotion, communication of policies and restrictions and communication regarding potential exposures or exclusions. WLA Communication Signs and Messages Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering where applicable. • Broadcast regular announcements on reducing the spread of COVID-19. • Messages will be included on websites, in newsletters and social media.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Direct Communication
• Health promotion material will be sent weekly during the summer in advance of school reopening specific to COVID-19 themes and subthemes.
• In addition to posting exclusion criteria on web pages an in newsletters families will be advised
on polices related to sick students, potential, home isolation criteria, and student exclusion criteria.
• Families and staff will have communication on logistical changes for arrival and departure, physical distancing, schedule changes, and non-pharmaceutical interventions employed.
• Age appropriate classroom curriculum will be used to encourage positive hygiene behaviors.

Families will be advised to report if:
• Their child(ren) has symptoms of COVID-19,
• Their child(ren) has had a positive test for COVID-19,
• Their child(ren) was exposed to someone with COVID-19 within the last 14 days.
o The point of contact, to the best of their ability should attempt to obtain:
▪ Date of onset of illness
▪ Date of positive test, if applicable
▪ Last day of exposure to confirmed case (for case contacts)
▪ For cadets, list of household contacts in the district.
▪ Last day present in the school building.
▪ Staff should not advise other staff or families of potential exposures.
▪ Confidentiality should be strictly observed.

Staff Communication
Staff will be given the opportunity to self-identify as high risk. Staff will be advised to report to administration if they:
• Have symptoms of COVID-19,
• Have had a positive test for COVID-19,
• Were exposed to someone with COVID-19 within the last 14 days.

Sick staff members or cadets should not return until they have met criteria to discontinue home isolation.

Communication Regarding Confirmed Cases
For a complete overview of communication and response of confirmed cases, refer to SPS's Communication & Response
• WLA will follow SPS District specific protocols and practices will be communicated by the Media Specialist.
• Building specific protocols will be communicated by the Corp Commander and/or Battalion Commander
• SPS will inform the Battalion Commander or Corp Commander of confirmed cases. The Battalion Commander will inform staff of exposures.

SPS's RN, Local Health Department or WLA Corp Commander will inform those who have had close
contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms.

Letters produced to the families will provide potential exposure dates and interventions advised by LPHA/OHA.

Public Health Communication |

OHA/ODE Requirements	Hybrid/Onsite Plan
	• The SPS district RN is the point of contact for the Local Public Health Authority (LPHA) Communicable Disease (CD) Division and the Deputy Health Officer. • The SPS district RN is subscribed to daily COVID-19 updates via Oregon Health Authority that reports the daily incident of disease and provides routine updates by region. • The SPS district RN has established connection with the LPHA School Reopening Coordinator. Continuity of Routine School Health Services Ongoing school health services must be provided in tandem with COVID-19 specific interventions. School Health Services should continue operations as per SPS School Health Services Procedure Manual.
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	Contact Tracing The purpose of contact tracing is to be able to identify those with the potential exposure risk of a communicable disease. This occurs on a small scale readily throughout the year with specific communicable disease exposures. Regarding COVID-19, schools are required to report data on close contacts to the local health department of the community the cadet or staff resides in addition to Lane PHA. OAR 333-003-0050 authorizes school districts release individually identifiable information relative to and Impending Public Health Crisis which includes a declared public health emergency, anyone exposed to a communicable disease, a reportable disease, or a condition of public health importance. COVID-19 response meets all these categories. A close contact is regarded as: Someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated (CDC, 2020). To be able to provide necessary information for the LPHA, each WLA campus has: • An easily accessible rosters of each stable Company/cohort. This is accomplished by accurate cadet rosters of each classroom and each intervention group. • If the roster is not prepopulated in Synergy, a roster must be created. • Having accurate attendance collected to determine who was present during potential exposures. • Reinforcing accurate attendance is crucial in provision of accurate information to the LPHA regarding exposures. This includes logging late arrivals and early departures. • Having a mechanism for sign in at headquarters. • Having a tracing log for each classroom tracking the staff and cadets entering each classroom. In relationship to LPHA request and to align with ODE/OHA guidance, each individual school must be able to produce: • A list of cadets and staff that would have an encountered a confirmed case if a member of the education community is diagnosed, this includes: o Classroom Company/cohorts o Intervention and cadet support cohorts (SLP groups) o Transportation roster • A list of all staff that encountered confirmed case. Required information for LPHA includes:

OHA/ODE Requirements	Hybrid/Onsite Plan
	1. Cadet name 2. Arrival and departure time 3. Parent contact and emergency contact information 4. A list of staff who have interacted with the infected cadet/Staff Items 1-3 can be produced via Synergy absence and attendance reports and rosters. Item 4 can be produced through sign in sheets in each classroom setting. Additional logs are also kept daily to further tracing. It is also important to consider whether this cadet visited the health room while ill. In this case, logs should be reviewed to determine at risk cadets. Logs As per OAR 166-400-0010 any cadet reporting to the health room should be logged into the cadet health room log. During this period, all cadets should be accounted for whether injured or ill or visiting the health room for alternate reasons. It is important to be able to determine potential exposures in the health room, thus all cadets visiting the health room must be logged in. Communicable Disease logs will be maintained for cadets who: • Are absent due to COVID-19 • Have been any symptoms and have been in contact with a confirmed case • Have compatible illness or symptoms associated with COVID-19 • Have been dismissed to home for symptoms associated with COVID-19 In the event of an outbreak of cluster respiratory outbreak lines listings will be used for case investigations.
☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	See Contact Tracing above
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	See Contact Tracing above All logs will be kept for a minimum of a semester or longer.
☒ 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.	See Contact Tracing above
☒ 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.	Both SPS and WLA staff will maintain Daily Contact Tracing Logs and the Master Log for each Administrator that goes among WLA sites will scan that day's Daily Log for all sites visited to be placed in the Contact Tracing Log files with the School's Secretary.
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	Lane PHA will ask that WLA be closed a minimum of 24 to 72 hours for deep cleaning and disinfecting according to the guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
	WLA will follow the policies and protocols for an Outbreak as declared and instructed by LPHA. Upon reopening, WLA would begin with Week One Plan for Reopening and follow the same Plan for transitioning back to face-to-face from Distance Learning to monitor and assess the spread of COVID-19.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	Lane PHA will ask that WLA be closed a minimum of 24 to 72 hours for deep cleaning and disinfecting according to the guidelines. WLA will follow the policies and protocols for an Outbreak as declared and instructed by LPHA. Upon reopening, WLA would begin with Week One Plan for Reopening and follow the same Plan for transitioning back to face-to-face from Distance Learning to monitor and assess the spread of COVID-19.
Medically Fragile, Complex and Nursing-Dependent Student Requirements ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	WLA does not have any medically fragile cadets and will not enroll any fragile cadets during the COVID-19 period since we do NOT have the ability to meet their needs and have NO on-site nurse.
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE.	See Above - NA

OHA/ODE Requirements	Hybrid/Onsite Plan

• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   o 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.
   o ODE guidance updates for Special Education. Example from March 11, 2020.
   o 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.'
   o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

<p align="center">1c. PHYSICAL DISTANCING</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	WLA's classrooms are 35 square feet or larger including the Sped/Resource rooms. The schools' cafeterias have been set up as the teachers' workstations since staff can maintain a distance greater than 10 feet apart and have better ventilation. Moveable partitions have been set up for more flexibility and to reduce spread.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	See section: Implement measures to limit the spreads of COVID-19 within the school setting.
☒ 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.	The lines for Loading the buses will maintain 6 feet apart or greater and supervised by Company NCOs. Lines leading into the building and exiting the building: Cadets will maintain a single file line of physical distance of 6 feet or greater and enter and exit in different entry and exit points from other cadets a time released interval to reduce the spread and increase social distancing measures. Fire Drills will NOT be full school evacuation drills or Timed but conducted using physical distancing with alphabetical room releases of classrooms. NCOs signaling release when time for the fire drill for their company. Single file lines with 6 feet of distance will be maintain exiting and entering the building and over 6 feet of distance between cadets in the outside "rescue" area.
☒ 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).	WLA's plan uses staggered days for face-to-face instructions on both campuses. See Plan WLA has reduced the number of enrolled cadets to maintain appropriate and manageable physical and social distancing. There will be NO passing periods.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	WLA has done the following: Establish the Sped/Resource room for individualized instruction with physical distancing and tabletop barriers as needed. At both schools, a "Mentoring" space is available that allows two individuals with 6 feet of distance for individualized instructions. The computer lab at the high school has been divided in two so one side can be used for individualized instruction and small group instruction NOT to exceed 5 cadets and 1 staff.
☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	All staff meetings, trainings, parent meetings, collaboration meetings, planning sessions, and such will be conducted using technology web-based conferencing for the first quarter and possibly the end of the 2nd quarter.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	Cohorts are WLA's Companies. Each Company has an Officer (teacher), an NCO (Educational Assistant) and a dedicated classroom by grade level that is always maintained.
☒ 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.	Companies at the Middle School will NOT exceed 22 cadets. Mixed Companies at the Middle School will NOT be conducted. Companies at the High School will not exceed 25 cadets. Mixed elective companies will NOT exceed 25 at the high school.
☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).	See Contact Tracing Logs
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	Restroom release times will be assigned by company. If special circumstances when it is NOT a release time an NCO will accompany a cadet to the latrine and notify the custodian upon leaving for disinfecting the restroom.
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	The classroom will be wiped down before class and breakfast daily (See Custodial Practices section). The classroom will be wiped down after breakfast and all cadets will wash their hands. The classroom will be wiped down while cadets are on Latrine break. Cadets will wipe down desks and wash hands before Lunch break and wiped down the classroom after lunch and wash hands. Cadets will wipe their desks and chairs before leaving at the end of the day and NCO/Officer will wipe door frames handles, etc. Custodians will clean each classroom and use a electromagnetic disinfectant in every area of the school at the end of the day.
☒ 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.	All grades 6 through 12 are inclusive by Company.
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Cadets at the High School will wash their hands before leaving for a mixed Company elective, wash their hands upon entering a mixed Company elective and wash hands before leaving the mixed company elective.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ 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. ☒ Provide all information in languages and formats accessible to the school community.	See Training section Any changes in protocols, policies, procedures will be conducted in a timely fashion via web-based instruction/training. See Communication section previously. WLA will follow SPS protocols for communication – See Communication Section. SPS will provide any needed language formats as needed by WLA.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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:
  • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
  • 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 from CDC.
  • 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 OHA/ODE Communicable Disease Guidance.
  • Emergency signs that require immediate medical attention:
    ○ Trouble breathing
    ○ Persistent pain or pressure in the chest
    ○ New confusion or inability to awaken
    ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    ○ Other severe symptoms
	WLA has screening protocols in place to address:
	Screening for and Identifying & Isolating Ill Cadets and Staff
	Identification of ill cadets and staff is crucial in illness prevention tin school buildings. All staff and cadets should have education provided on symptoms to self-identify when developmentally possible.
	
	Health Promotion, Prevention and at Home Screening
	Parents will be provided Exclusion Criteria and advised to screen their cadets prior to sending to school. Parents will be advised on all clinical circumstances in which cadets should not attend school and when cadets will be excluded from school.
	
	Checklist for Parents from CDC
	Parents: Get Your Children Ready for Coronavirus Disease 2019
	You can help protect your family from COVID-19 by practicing and promoting everyday healthy habits. If an outbreak occurs in your community, your school may dismiss students to prevent further spread of the virus.
	
	Use this checklist to plan and take action if a COVID-19 outbreak occurs in your community.
	PLAN AND PREPARE
	Practice and reinforce good prevention habits with your family.
	• Avoid close contact with people who are sick.
	• Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
	• Wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
	
	Keep your child at home if sick with any illness.
	If your child is sick, keep them at home and contact your healthcare provider. Talk with teachers about classroom assignments and activities they can do from home to keep up with their schoolwork. Be prepared if your child's school facility is temporarily dismissed. Talk with your employer about sick leave and telework options in case you need to stay home with your child. Consider planning for alternate childcare arrangements.
	
	IF YOUR SCHOOL PROGRAM IS DISMSSED
	• Keep track of school dismissal updates.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Read or watch local media sources that report school dismissals or stay in touch with your school.
	• Talk to your school about options for digital and distance learning.
	• Discourage children and teens from gathering in other public places while school is dismissed to help slow the spread of COVID-19 in the community.
	• Seek guidance from your school administrator to determine when students and staff should return to schools.
	• Duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific situation in your community.
	•Students and staff should be prepared for durations that could last several days.
	•Administrators should work with their local health authorities to determine duration of dismissals.
	Please screen your child by asking these questions:
	Is your child or anyone in your house sick with COVID-19?
	Is your child or anyone in your household being tested for COVID-19?
	Has anyone in your household been identified by LPHA/OHA as a positive case of COVID-19?
	Has your child had close contact with anyone considered positive for COVID-19?
	Does your child have symptoms or shortness of breath, difficulty breathing, or a persistent cough?
	Does your child have symptoms of fever, undiagnosed rash or sores, new loss of taste/smell, diarrhea, vomiting or unexplained behavior change?
	Recognize Signs and Symptoms
	• Ensure that all staff are aware of symptoms associated with COVID-19.
	• Cadets should be visually screened each day: during attendance to determine if illness is present and by an Officer and/or an NCO discretion throughout the day.
	• Any cadet ill during the day with respiratory illness or fever should be deferred to designated staff for screening.
	• Designated staff will specifically screen cadets as per the Symptom Screening Criteria to determine if symptoms are present that require isolation and dismissal as per Communicable Disease Plan and previously listed Exclusion Criteria.
	Cadets meeting exclusion criteria should be dismissed to home.
	• Ill cadets must be placed in separate isolation space until picked up by parents.
	• Cadets presenting to the office should be logged into the health room log.
	• Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
	If a cadet is positive for any items listed in Visual Screening, the cadet should be sent to headquarters to be screened by designated staff.
	Visual Screening
	• Unusual coloration (flushed, pale)
	• Unusual behavior (lethargy, fatigue)
	• New or significant coughing
	• Shortness of breath
	• Chills
	Symptom Screen Criteria

OHA/ODE Requirements	Hybrid/Onsite Plan
	Check temperature with touchless thermometer to assess for fever Identify if the following symptoms are present: • Chills • New onset of cough • Shortness of breath without any other underlying condition • New onset of loss of smell or taste Summary of Cadet Screening Process 1. Parents are presented with Exclusion Criteria. 2. Parents screen their child or children prior to sending to school. 3. Cadets are screened before loading unto a school bus for transport to school. 4. All cadets be screened with a thermometer check in their Companies each morning they report for instruction by Company Officer and/or NCO. 5. All cadets be screened visually when they report for instruction by Company Officer and/or NCO for changes in color, energy, coughing or general illness, as well as asking the 4 screening questions. 6. Cadets needing further screening will report to headquarters. 7. Cadets will receive further screening by designated staff in the Med Room. See Screen Protocols in the above section
☒ 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. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"	**Staying Home When Appropriate** It is crucial that school staff and families understand when individuals must stay home. It is important for all staff to role model appropriate behaviors. Communication will be made to regularly to advise families not to send children to school ill and remind staff not to report to work ill. Strict stay at home policies will be endorsed. In case of COVID-19

Circumstance	Action
Staff/ Cadet has tested positive for COVID-19, is awaiting test results or have signs and symptoms of COVID-19	Individuals should stay at home as directed by their physician and/or the local health department. This should be a minimum of 14 days since the onset of illness and 72 hours symptom free without the use of fever reducing medication
Individuals have Recently had close contact with a person with COVID-19	Individuals should stay home until 14 days after the last exposure and monitor for symptoms of illness.
If there has been COVID-19 currently identified in the school setting.	Follow public health guidance. Encourage cohorts to monitor for signs and symptoms regularly. Increase sanitizing of high touch surfaces in the

	affected cohort and notify community as instructed by SPS and LPHA.

Exclusion Criteria

Exclusion of illness and syndromes in the school setting should continue as per current guidance, rules and policy as outlined in the Communicable Disease Plan. As an overview applicable to COVID-19 the following symptoms associated with COVID-19 are excludable in the school setting as per ODE/OHA Communicable Disease Guidelines with the actions as noted.

EXCLUSION CRITERIA	EXCLUSION ACTION
Fever: a measured oral temperature of 100.4°F with or without the symptoms	Stay home until temperature is below 100.4°F for 72 hours WITHOUT the use of fever-reducing medication such as ibuprofen (Advil), acetaminophen (Tylenol), aspirin
Difficulty breathing or shortness of breath not explained by situation such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck	Seek medical attention; return to school when advised by a licensed healthcare provider.
Concerning cough: persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider OR any acute (non-chronic) cough illness OR cough that is frequent or severe enough to interfere with active participation in usual school activities.	Stay home until 72 hours after cough resolves. b) If pertussis ("whooping cough") is diagnosed by a licensed healthcare provider, cadet must be excluded from school until completion of a 5-day course of prescribed antibiotics or until cleared for return by the local public health authority. If COVID-19 is diagnosed, exclude until cleared for return by the local public health authority.
Diarrhea: three or more watery or loose stools in 24 hours OR sudden onset of loose stools OR cadet unable to control bowel function when previously able to do so.	Stay home until 48 hours after diarrhea resolves.
Vomiting: at least 1 episode that is unexplained	Stay home until 48 hours after last episode
Headache with a stiff neck and fever	Refer to provider, exclusion as per provider or after 72 hours of no fever.
Concerning eye symptoms: colored drainage from the eyes OR unexplained redness of one or both eyes.	Cadets with eye symptoms who have been seen and cleared by a licensed prescriber may remain in school after indicated therapy has been started

OHA/ODE Requirements	Hybrid/Onsite Plan	
	Behavior change: unexplained uncharacteristic irritability, lethargy, decreased alertness, or increased confusion.	Refer to healthcare provider and the cadet should not be at school until health and safety are addressed
	Cadet requiring more care than school staff can safely provide.	School staff should follow appropriate process to address reasonable accommodations and school health service provision in accordance with applicable federal and state laws.

See Exclusion criteria and section

☒ 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 other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.

☒ 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.

Hygiene
- Cadets and staff will hand sanitize and/or wash hands before entering the school building.
- Handwashing is required before and after eating meals.
- Desks will be sanitized after breakfast, before and after lunch and at the end of the school day.
- Non Company electives with mixed Companies will be sanitized before and after mixed Companies.
- Cadets will be encouraged to wash hands multiple times per day.
- Staff will wash hand before entering a classroom and hand sanitizer once inside the classroom. Staff will wash hands and/or use hand sanitizer as they move from one area of the school to another.
- Visitors and Vendors will be met at the door and provided a mask if they do not have one and hand sanitizer before entering the building. Exception, vendors already wearing a mask and having gloves on.
- Cadets will have single use of latrines and wash hands before rejoining the classroom and hand sanitizer once entering the classroom.
- Every classroom has a handwashing station.
- Staff is required to wash hands after using the restroom and re-entering the worksite.
- Staff taking a smoke-break must sign out and use hand sanitizer before re-entering the worksite.
- Handwashing posters are displayed in all handwashing stations.

Hand Hygiene and Respiratory Etiquette

OHA/ODE Requirements	Hybrid/Onsite Plan
	o Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among cadets and staff. ▪ If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). ▪ Cadets should be supervised with the use of hand sanitizer. ▪ Hand sanitizer should not be used with cadets that have a sensitivity or risk of ingesting sanitizer related to developmental or cognitive level. o Encourage staff and cadets to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. ▪ Cadets and staff may also be encouraging to cough into their elbow and away from other individuals when tissues and handwashing is not immediately accessible. **Respiratory Hygiene/Cough Etiquette** Respiratory hygiene and cough etiquette are terms used to describe infection prevention measures to decrease the transmission of respiratory illness (e.g., influenza and cold viruses). A respiratory infection is spread when a person who is infected with a virus coughs or sneezes. The droplets released from an ill person's cough or sneeze can travel for several feet reaching the nose or mouth of others and causing illness. Viruses can spread easily from person to person through direct contact via touching or shaking hands. Droplets can also live for a short time on a variety of objects such as high touch areas like doorknobs or desks. Because some individuals cough without having respiratory infections (e.g., persons with chronic obstructive lung disease), we do not always know who is infectious and who is not. Therefore, respiratory hygiene and cough etiquette are particularly important components to protecting yourself from illness and preventing others from becoming ill. Like hand hygiene, respiratory hygiene is part of the standard precautions that should be taught, practiced and role modeled to prevent the spread of disease.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.	There will be NO volunteers during the COVID-19 period. Guest Speakers will use video conferencing for presentation. Visitors will be restricted. Signing a cadet out can be done over the phone and through the office windows.
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors will be met at the entrance and a touchless thermometer used to take their temperature. Not admission will be given is one appears visually ill or has a temperature of 100.4 or above. Any visitor to the campus will be met outside with hand sanitizer and a mask if they are not wearing one before entry is allowed. Masks are mandatory and physical distancing will be maintained.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.	Everybody on a school campus MUST wear a face mask, covering or shield.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.	N/A

☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• 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;"
  o Students should not be left alone or unsupervised;
  o 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;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
	Replacement masks are available if needed. If a cadet needs to remove a face covering for a period the NCO will try to get the cadet to the Med Room. If this is not possible, to an outside area closest to the Company classroom.

☒ 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. • Additional guidance for nurses and health staff.	All Med/staff, Battalion Commanders and Sergeant Majors have face covering and face shields. Cadet displaying symptoms can be double masked and have a face shield.
Protections under the ADA or IDEA	
☒ 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: • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering;	Cadet unable to wear a face covering will be encouraged to use Distance Learning. WLA does not have the space available to meet cadets who medically cannot wear a face covering but can provide a greater distance between a cadet and the company. Face shields are available as an alternative to a mask.
☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.	All cadets and staff Must have written doctor's orders to NOT wear a face covering and just use a face shield.
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. • If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must: 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students.	Cadet unable to wear a face covering will be encouraged to use Distance Learning. WLA does not have the space available to meet cadets who medically cannot wear a face covering but can provide a greater distance between a cadet and the company.

OHA/ODE Requirements	Hybrid/Onsite Plan

• 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:
1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    o 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,
    o If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.	

☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	NA
☒ 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.	Staff can use Distance Learning options as much as possible and use a face shield.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	See Isolation section.
☒ 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. • 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. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff.	See Screening section
☒ 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	See Isolation section

OHA/ODE Requirements	Hybrid/Onsite Plan
symptom monitoring must wear appropriate face covering or face shields. • 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. • 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. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	WLA does NOT have the ability to transport a cadet home. A cadet MUST remain isolated until the parent can pick up their child(ren).
☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."*	See Exclusion section above and… Cadets with the above symptoms should be excluded from school and, should remain out of school until 72 hours following symptom resolution or with provider note. Provider's note, however, does not supersede public health law or restriction. Specific consideration should be made regarding spread of illness when students are being dismissed or returning to school: • Cadets meeting exclusion criteria due to illness should be separated from other cadets while waiting for dismissal. • Only a licensed health care provider can determine a diagnosis and/or prescribe treatment and provide instructions regarding the cadet's return to school. • Cadets who have been excluded for fever should not return to school until 24 hours without fever and any other symptoms. • Cadets who have been excluded for vomiting or diarrhea should not return until 42 hours' symptom free and no Fever. • Cadets with draining lesions should remain out of school until 24 hours after initiation of antibiotics and the dressing can remain dry and intact. • Cadets with conjunctivitis that has colored drainage should not return to school until 24 hours after initiation of antibiotics. • A variety of other conditions may not be excludable; however personal physicians may restrict a cadet from returning to school for a specific duration. In this case a provider's note is needed. Cadet Screenings should also include the following questions: Is your child or anyone in your house sick with COVID-19? Is your child or anyone in your household being tested for COVID-19? Has anyone in your household been identified by LPHA/OHA as a positive case of COVID-19? Has your child had close contact with anyone considered positive for COVID-19? Does your child have symptoms or shortness of breath, difficulty breathing, or a persistent cough? Does your child have symptoms of fever, undiagnosed rash or sores, new loss of taste/smell, diarrhea, vomiting or unexplained behavior change?

OHA/ODE Requirements	Hybrid/Onsite Plan
	Has anyone in your household traveled out of the county of out of state?
☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	SPS Nurse Jena Craig will be notified and follow SPS protocols and procedures as directed. Daily phone calls to cadets and staff will be maintained.

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
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	All enrollment is being done online and in the language of choice.
☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	See Attendance Policy in Appendix
☒ 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.	See Attendance Policy in Appendix
☒ 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.	See Attendance Policy in Appendix
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	See Attendance Policy in Appendix

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	See Attendance Policy in Appendix
☒ 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.	See Attendance Policy in Appendix

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	NA
☒ 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).	Attendance will be taken and entered in Synergy
☒ 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.	See Attendance Policy in Appendix
☒ 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.	NA
☒ 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.	Families will have written instructions, policies, and training. Staff will reach out and work with families to reduce barriers including technology conflicts.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	See Custodial Practices
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	See Custodial Practices

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	● **Handwashing:** See Hygiene section
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	● **Equipment:** See Custodial Practices
☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	● **Events: No events will be held until full day face-to-face instruction can be held.**
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	● **Transitions/Hallways:** No Passing Periods or Hallway Passing will

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	be used. ● **Personal Property**: All personal property will be placed in a large plastic bag with the cadet's name on it before entering the building. School Supplies will be kept in the classroom in a large plastic bag with their name on it. All bags will be kept in a designated storage area in the classroom.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
 	
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    ● Eliminate shared pen and paper sign-in/sign-out sheets.
    ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Physical distancing in companies with cleaning requirements and hygiene will be met before dismissal.
	
	Buses will have staggered times, different off and on loading areas and companies will enter the building in staggered single lines formation from various entry points.
	
	See Screening procedures
	
	The School Secretary will maintain the visitor logs which sign all visitors and cadets in and out of the building.
	
	Cadets and visitors entering the building will use hand sanitizer before entering and wear a mask.
	
	Sign in logs will have sanitized pens – sanitized after each use available.
	Each classroom and entry way will have hand sanitizer available.
	
	All buses, classroom, offices and workstations and restrooms will have hand sanitizers available.
	Designated drop off areas will be used and monitored for social and physical distancing.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces *s*o 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. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating: All seats will have six feet of distance.** ● **Materials: There will be NO sharing of materials or supplies.** ● **Handwashing: Each classroom has a handwashing station.** ● Signs are displayed at every handwashing station and restroom. ● Tissues are available in every classroom, workstation, and office area. ● Cadets and staff will be instructed to wash their hands after blowing their nose, wiping their face or eyes and sneezing.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	NA
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	Cadets will be instructed to wash hands and signage is displayed.
☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	NA
☒ 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 CDC guidance.	Any ball or Physical Training Equipment will be sanitized after use. Cadets will wash hands before leaving physical training
☒ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	See Custodial Practices
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Physical distancing and stable companies will be maintained.
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	NA
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	NA
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	NA – the Obstacle Course will NOT be used and is under construction to ensure it is not used during the COVID 19 period.
☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Staff workstations have been moved to the cafeteria for more than 6 feet of physical distancing and partitions. There will be no common staff lunch times. All dishes will be cleaned immediately or disposable.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry.	SPS and WLA have worked hard on a Nutrition Plan. All meals will be made at the high school following the SPS policies and protocols following C-19 guidelines.
☒ Prohibit self-service buffet-style meals.	Self-service buffet-style meals will be prohibited.
☒ Prohibit sharing of food and drinks among students and/or staff.	Students and staff will be prohibited from sharing food and drinks.
☒ 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.	Staff will monitor during designated meal times to ensure that cadets are following the appropriate protocol.
☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	Meals will be picked up by staff using gloves and having face covering to be distributed to cadets in a classroom. On Distance Learning days meals will be provided by staff at Distribution sites and bus hubs. Staff will use gloves and have face coverings
☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	All cadets will wash hands using hand washing protocols before and after meals served in the classrooms.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	All items will be disposable. All items will be emptied into rolling trash bins and removed from the classroom after mealtime. These will be emptied and sanitized by custodial staff after use. NA
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, 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.	Cadets will wipe down their desks before and after meals. Meals will be consumed in the Company classrooms and windows and outside doors will be open during mealtime. Meals will be consumed at the cadet's desk which is 6 feet from other cadet's desks.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Alsea School District and Carmen Martin the Transportation Manager has worked closely with WLA on Transportation, driver, cadet and bus policies and procedures to reduce the spread. Alsea has collaboratively worked with WLA for meal distribution and learning packet, library books, school supplies and electronic device distribution following the needed physical distancing and disinfection protocols. Alsea and WLA will plan together for the additional needs of cadets including bringing in small groups for small group and individualized instruction if needed and approved by ODE.
☒ 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 *Ready Schools, Safe Learners* guidance).	See transportation and Custodial Practices

☒ 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.
• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
  o The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
  o The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
• If arriving at school, notify staff to begin isolation measures.
  o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
	See transportation and Custodial Practices

☒ 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.	WLA continued a Communication process which began on a weekly basis as of March 2020 and has continued to dialog with parents. WLA called every parent of enrolled cadets and asked about the academic and social-emotional supports needed. WLA contracted with T-Mobile for households with no internet services.

OHA/ODE Requirements	Hybrid/Onsite Plan
	WLA is producing supplemental and learning packets to assist cadets and their parent in Distance Learning and Remote Learning.
	WLA discussed with every household transportation needs and the issues around masks, face coverings and distancing learning barriers to eliminate barriers.
☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.	All Drivers and staff on buses will be wearing a mask, face covering and/or shield.
☒ 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).	WLA is continuing a dialog with parents about bus distribution sites, bus Hubs, procedures, time needed for screening, difference in routes and times on an on-going and continuous basis since new enrollment may change this.

Bus routes, times, distribution sites, HUBS and times is also found on the WLA website. |
| ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. | All cadets will wear a face mask, face covering, or face shield while riding the school bus. |

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	No Playground equipment

Door handles and framework is cleaned 3 to 4 times a day.

Sink handles are cleaned hourly in the classroom wash stations.

Water dispensers are cleaned 3-4 times per day.

There are NO shared objects.

See Custodial Practices for further details. |
| ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. | NA |
| ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. | All cleaning supplies are clearly labeled and kept in a storage area away from cadets.

Hand sanitizer is an exception. Hand sanitizer is readily available throughout the campus. |
| ☒ 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. | All cleaning products follow the CDC guidelines for use in schools on the EPA list N.

Bleach is used in a diluted water solution as recommended by the CDC and NOT mixed with any other product – solely mixed with water. |
| ☒ 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. | At the Middle School, the doors to the outside will be opened to increase ventilation. SPS who leases the building to WLA stated they will be changing the filter every 3 weeks instead of two months.

At the High School, the windows to the outside will be opened to increase ventilation. |

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	Doors to the hallways will be shut as recommended to reduce the spread of COVID-19 to non-cohort areas.
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	Air purifiers are available is areas of special needs and can be moved into areas needing increased ventilation.

All job sites will be cleaned and disinfected daily. |
| ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). | No modifications are needed at this time and both campuses have been inspected for heating and cooling needs. |
| ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). | |

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	See Exclusion and Isolation sections
☒ 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).	WLA used Stephen Oppenheimer and Jenn Craig for input and review of the Plan.

WLA followed the CDC and OHA guidelines.

WLA followed the guidelines by the LPHAs and ODE.s Ready Schools, Safe Learners guidance. |

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff	NA
☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;	NA

OHA/ODE Requirements	Hybrid/Onsite Plan
• Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.	WLA in accordance with ORS.336.071 and OAR 582-022-2225 will be instructing all cadets and staff on emergency procedures. WLA has worked out systematic emergency procedures for drills for both campuses. Beginning with Alpha Company each classroom will be signaled to evacuate and use the designated escape routes that are mapped out in the school. Classes will drill at staggered intervals and report to the "rescue areas" in timed drills. Once attendance is taken the class will return. When exiting and re-entering the building and classroom, cadets will remain six feet apart. WLA will instruct and conduct drills in the Hybrid Model on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills will be conducted and documented monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) will be conducted with one in first Semester and another second semester and documented. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions are conducted two to four times per year.
☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill 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.	Fire drills will use the same designated escape routes as though mapped out and displayed in the school. Social distancing will be observed as much as feasible.
☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	Fire drill will be documented with times of each drill.
☒ Drills should not be practiced unless they can be practiced correctly.	WLA will adhere to timeliness and safety to be prepared for an actual emergency.
☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	All staff will be trained and conduct a staff simulated drill before cadets report for in-person instruction.
☒ 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).	Cadets will drill on their block day and in cohorts by company.
☒ 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.	Cadets will drill with masks on and upon returning to the classroom wash their hands at the hand washing station before retuning to their seat.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	WLA educational staff has been trained in and will implement Collaborative Problem Solving, Peer Tutoring and other methods to continually provide skill building to a cadet who demonstrates lagging skills and skills below benchmark.
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	WLA utilizes prevention and intervention strategies to reduce trauma, and event and triggers within the school environment.
☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.	WLA has worked with community partners Looking Glass, 5th Corner, and Roseburg Therapy to train educational staff and parents of behaviors that show high anxiety, trauma, and self-harm. All staff has been trained in trauma informed educational practices and how to intervene.
☒ 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.	WLA has Academic Advising daily for all cadets rather the cadet is in-person or on distance learning for the educational day. Educational staff has been trained on how to recognize issue through distance learning by community partners.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	Education staff has been trained on intervention and de-escalation techniques for in-person and distance learning. Techniques to remove a cadet in a safe and respectful manner have been trained and implemented.
☒ 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.	All staff has worked on Self-Care Plans. Staff has been trained on self-triggers and how to remain calm or remove self from the situation.

☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
• Student elopes from area
 o If staff need to intervene for student safety, staff should:
  ● 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.
  ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  ● Wash hands after a close interaction.
  ● Note the interaction on the appropriate contact log.
 o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 o If students leave the classroom:
  ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
  ● Ensure physical distancing and separation occur, to the maximum extent possible.
  ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  ● Wash hands after a close interaction.
  ● Note the interaction on the appropriate contact log.
	Roseburg Therapy and Roberta Howard has provided continuous and on-going training on behavioral techniques and intervention and de-escalation strategies. 5th Corner Academy will also be training staff and using Peer Mentor methods as part of intervention.
	
	Contact Logs for education or professional staff attending a situation will be noted if outside the Company.
	
	If an outside agency or SPS staff attends this will also be denoted in the Contact Log.
	
	WLA has a safe place to allow cadets to de-escalate should the cadet's behavior require removal from the Company and/or learning environment.
	
	Educational staff needing to touch, guide or escort a cadet for any reason all possible respect and preservation of dignity will be maintained.
	
	This will be denoted in the Behavior Log and the Contact Log.

OHA/ODE Requirements	Hybrid/Onsite Plan

o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• 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).
    o If staff need to intervene for student safety, staff should:
        ● Maintain student dignity throughout and following the incident.
        ● 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.
        ● Use the least restrictive interventions possible to maintain physical safety for the student and staff
        ● Wash hands after a close interaction.
        ● Note the interaction on the appropriate contact log.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	

☒ 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.	Areas for de-escalation and isolation are sanitized and remain clean at all times.
Protective Physical Intervention	
☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation).	Any and all protective equipment are cleaned and sanitized as soon as possible ensure safety.

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3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	WLA has reviewed the "Planning for COVID-19 Scenarios in Schools" toolkit.
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	WLA will follow SPS guidance. policy and procedures. Jacqueline Moreno and Luis Pimentel are our Lane PHA liaisons. Emergency response has been established with SPS, Lane PHA, and OEM. Any possible or positive communicable disease case of cadet or member of a household will be communicated to SPS and SPS will follow their protocols and policy regarding action, communication and WLA will follow the guidance provided by SPS.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	WLA has reviewed and will utilize the "Planning for COVID-19 Scenarios" toolkit. WLA has a short- and long-term Distance Learning Plan, a Transition Plan which calls the for slow integration of face-to-face education. Meals are provided daily in Distance Learning, Hybrid Model and face-to-face.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	WLA has reviewed and will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. See Custodial Practices and 2J above WLA uses several approaches to weekly communication with parents regarding all weekly instruction rater face-to-face, distance learning or remote learning and the options available.

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.

[icon]	**4. Equity**

[icon]	**5. Instruction**

[icon]	**6. Family, Community, Engagement**

[icon]	**7. Mental, Social, and Emotional Health**

[icon]	**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 *Include how/why the school is currently unable to meet them*

WLA Operation Comprehensive Distance Learning Addendum

Willamette Leadership Academy (WLA) will begin the year in Comprehensive Distance Learning. When the LPHA states Lane County has met the metric (matrix) for reopening, WLA will transition into our Hybrid Model Plan. The Hybrid Model is a slow transition plan to assess and monitor the disease spread after reopening.
Cadets and staff residing in another county will be included in the face-to-face instruction part of the Hybrid Model when the LPHA in that area declares the area has met the metric for reopening.
Comprehensive Distance Learning will be effective Sept. 9, 2020 until such time as the metric has been met.
Remote Learning will be used for absences and quarantines at a school level.
If a COVID-19 case, cluster, or outbreak occur, WLA will transition back to Comprehensive Distance Learning. When cleared by LPHA, WLA will follow the Hybrid Model for transitioning.

1A. Guiding Principles
WLA's Comprehensive Distance Learning
•   Will focus on cadet identity, belonging to the cadet's company, care, connection, well-being, and mental, social, and emotional health.
•   Will actively engage and nurture relationships with cadets, families, and communities.
•   Will center equity in all academics, outreach, and communication efforts with parents and caregivers.
•   Will provide high quality, well-rounded learning opportunities for cadets in grades 6 through 12.
•   Will encourage, support, and provide opportunities for active collaboration and communication among school leaders, cadet government, cadets, teachers, and all school staff.
•   Will ensure safety and wellness and base any decision to return to school settings is driven by health and safety considerations.
•   Will prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff through community and school resources.
•   Will cultivate connection and relationship with academic advising, peer mentoring, peer connections, and counseling and therapy.

- Will provide quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued.
- Will center all planning and decisions based on equity. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty.
- Will apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- Will provide innovative academics and activities and social and emotional innovations to handle complex circumstances in which learning is currently situated to assure deep learning for every cadet.

WLA's Comprehensive Distance Learning Model engages cadets, their peers, parents, and family in the educational process. Cadets will have access to standards-based, grade level-or-beyond Asynchronous educational materials. They interact in an ongoing manner Learning that occurs in elapsed time with one or more teachers who skillfully guide the between two or more people. Comprehensive learning will include email, online discussion forums, power points, pre-recorded videos, multimedia communication message boards, blogs, podcasts, and blended learning strategies like hard copy learning packets, electronic readers and supplemental materials and devices.
Synchronous learning in the field of distance learning, in the same time and in the same space via video conferencing will take place.

1B. Defining Comprehensive Distance Learning
WLA Comprehensive Distance Learning Summary
Overview:
Both Battalions (the middle school -referred to as 2nd Battalion and the high school referred to as 1st Battalion) will operate on a Modified Block Schedule during Comprehensive Distance Learning. Cadets will have classes, teacher-facilitated learning activities, and applied learning opportunities Monday, Tuesday, Thursday, and Friday. Wednesdays will be used for staff to check in with cadets, planning and developing rigorous Distance Learning materials, and ongoing professional development.
The Modified Block schedule will allow for more concentrated learning opportunities for cadets, and the subjects will be paired by content area. Math/Science classes will be held on the same days and Humanities classes will be held on the same days. This will allow for more collaborative learning, collaborative projects, and co-teaching opportunities. WLA Staff will also have consistent Office Hours to provide availability and support to cadets wishing to receive extra help. WLA plans to continue to offer electives and physical education to cadets during Distance Learning, as well as social emotional skill building, and academic support through Academic Advising and counseling/therapy with local behavioral health providers.
WLA Staff have decided to use a common set of digital learning tools for Comprehensive Distance Learning, and to supplement our Hybrid Learning plan. All Staff will post and collect assignments via Google Classroom. This allows for collaborative assignments by cadets, as well as a platform for teachers to deliver constructive and ongoing feedback on cadet work. Staff will use Zoom Video Conferencing to deliver live classes during the week. Staff will also use a communication tool called ClassTag to send out communications to parents, post weekly learning schedules, and provide for updates and reminders. (All three platforms can be accessed online or through apps on a smartphone.)
Cadets will be expected to participate in live Zoom classes daily, as well as other teacher-facilitated learning activities. Applied learning activities and assignments will also be given to cadets. To deliver Comprehensive Distance Learning with an equity focus, WLA will record all live Zoom classes and post them to Google Classroom so cadets who are not able to attend will be able to view the material anytime. Staff will also consolidate the weekly learning materials into printed packets to be delivered at bus hubs for cadets and families that prefer or need paper copies of work. These bus distribution times will also allow for cadets to check in (using appropriate physical distancing measures) with staff in person to receive social emotional support, or have questions answered regarding Distance Learning.

WLA will distribute ChromeBooks and T-Mobile mobile internet hotspots to families that need assistance with connectivity or technology for access. WLA staff will also host orientations for parents on how to use the digital tools, and what the Comprehensive Distance Learning expectations will be for both cadets and families with ongoing support offered on a weekly basis. Cadets will receive ongoing support and training on how to use the digital tools, as well as how to participate appropriately in an online environment.
WLA's Special Education Department will meet virtually (or over the phone) with all families that have Cadets receiving Special Education Services at the beginning of the school year. The SpED Team will cover the Cadet's IEP, accommodations, and will help families develop a plan of support for learning at home, as well as the ways that WLA staff will support their child in receiving services. Specialized scheduled will be developed as part of the I.E.P. Throughout the Comprehensive Distance Learning period, as well as during Hybrid Learning, our SpED team will offer one-on-one check ins, small group support, and in-class support for cadets. The team will develop a way for cadets and families to sign up for support sessions and will offer ongoing Office Hours and support times during each week. The SpED team will also work with teachers to develop and implement an accessible curriculum for all cadets. Cadets with 504 plans will also be met virtually (or over the phone) to address the accommodation needed to help their child with academic and social-emotional support.
All families were contacted ahead of time to assess needs and discuss individualized Family Plans. Families were provided weekly opportunities for input through virtual meetings, surveys, and phone calls. WLA has Onboarding Plans for each battalion, trainings for families, parents, and cadets on "How to's." WLA has set up some Best Practice standards for Distance Learning with a clear understanding these are Best Practices and NOT have to's and discussion with families and cadets on how to make the learning situation and environment the best for learning. WLA will assure families and cadets that WLA is flexible and will reach out to remove barriers.

1C. Safeguarding Student Opportunity Clause
WLA has used the U.S. Department of Education established the Privacy Technical Assistance Center (PTAC) as a "one-stop" resource for our school to learn about data privacy, confidentiality, and
security practices related to student-level longitudinal data systems and other uses of student data.
PTAC provides timely information and updated guidance on privacy, confidentiality, and security
practices through a variety of resources, including training materials and opportunities to receive

direct assistance with privacy, security, and confidentiality of student data systems. http://ptac.ed.gov.

Additional emphasis was given to equity and consideration of the disproportionate and severe impact of the pandemic on cadets and families, WLA made every assurance to safeguard cadets from further harm or marginalization.

WLA shall not decide for any cadet that limits opportunity to progress within a course
sequence, or to determine grade promotion or retention, placement in an advanced course (AP), access to clubs and Career and Technical courses, cadet government, or other opportunities, including modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.

WLA did not retain or hold back any cadet due to impacts of the spring 2020 school closure (final term of 2019-20 school year). All cadets were provided an equal opportunity to achieve and a summer plan to continue through the summer for all Seniors. A summer credit program was offered to cadets for Incompletes and credit to "get back on-track."

WLA has developed Credit Recovery and Credit Earning Assurance Plan pursuant to Distance Learning for All requirements that can be completed with cadets and families by the end of September 2020, for any student who has received "Incomplete(s)" (or local equivalent) during the final term of the 2019-20 school year. Each parent and cadet have been provided a plan on how to make up incompletes and non-pass credit courses. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school online, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities.

All cadets who received an "Incomplete" (or local equivalent) during the final term of the 2019-
20 school year have the same (not higher) standards of essential learning for any course. The Learning Packets are the same as though for cadets during the 2019-2020 period and all Distance Learning for All is available as a supplement to those packets.

1D. Services for Students During Comprehensive Distance Learning
Services for cadets during Comprehensive Distance Learning include those provided under the Every
Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Americans
with Disabilities Act (ADA). This may include, but is not limited to, Titles I-A, I-C, I-D, Title II-A, Title III, Title IV-A, IV-B, Title V-B, Title VI, students protected under the McKinney-Vento Act, and students who
experience disability protected through Federal laws (e.g., ADA, IDEA, Section 504 of the Rehabilitation
Act of 1973).

Services provided under ESSA through Federal Title Programs include but are not limited to:
● Services outlined in Targeted Assistance and School-wide Title I-A Plans
● Services and supports for English language development
● Small group and individual intervention
● Social Emotional Learning and supports
● Services for cadets who are neglected, delinquent, or at-risk (as defined by Title I-D)
● Services and supports for cadets experiencing homelessness
● Extended school time (included evening hours as requested)
● Equitable services for cadets enrolled in private schools
Services provided under IDEA include any and all services and supports written in an IFSP or IEP, including but not limited to:
● Specially Designed Instruction (SDI)
● Related Services
● Supplemental Aids and Services, including:
○ Accommodations,
○ Modifications, and
○ Program Modifications/Supports for School Personnel
● Transition Services/Activities
● Extended School Year (ESY) SDI and Related Services
● Any other services required to enable the student:
○ To advance appropriately towards attaining the annual goals,
○ To be involved in and make progress in the general education curriculum and to
participate in extracurricular and other nonacademic activities, and
○ To be educated and participate with other children with disabilities and nondisabled
children in extracurricular and other nonacademic activities.

There is no single plan that will meet the needs and strengths of all cadets and all services.

Service Delivery for All ESSA, IDEA, and ADA Services
These requirements and recommendations are for all cadets receiving services or supports provided
under ESSA, IDEA and/or ADA. Cadets learn at highest levels when access to general education peers

and grade level content is sustained. Comprehensive Distance Learning allows for creative exploration around co-teaching, integrated services within the general education setting, and strategic balance of asynchronous and synchronous learning opportunities. While small group and individual instruction may be a necessary component of any cadet's learning day, invest in as many opportunities for inclusionary practices as possible.

Each cadet's services under ESSA, ADA, or IDEA is mainly synchronously (i.e., with the teacher/service provider and cadet working together through direct, simultaneous communication). The amount of instruction that is synchronous vs. asynchronous is determined by each school and parent but should overwhelmingly lean towards a synchronous nature.

This includes in inclusive virtual settings using synchronous instruction.
○ This requirement is met through a variety of modalities, including but not limited to:
■ Online video or audio conferencing,
■ Phone calls while using shared points of reference (i.e., the cadet and teacher are each working with the same learning materials (Learning Packets) as they engage in discussion around them via the phone), or
■ Collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation.

When a majority of synchronous service delivery is not appropriate, the relevant team must convene to ensure appropriate services can be provided and include this in an Education Plan.
○ Asynchronous learning opportunities may be helpful instructional tools when planned and used appropriately but cannot be considered provision of special education and related services or Title services.
If asynchronous services are recommended, the parent or guardian must provide written consent to shift from synchronous to asynchronous service delivery. (This may be at parent's request, especially as WLA moves in and out of Hybrid learning.)
•   If the parent provides written consent for asynchronous services recommended during an appropriate meeting, these services may be provided asynchronously.
•   If the parent does not provide written consent, or does not respond to the request for consent, services will need to be provided synchronously.
Synchronous services will not be used as the justification for denial of access to general education settings.
Synchronous learning is not resulting in strong evidence of cadet learning growth, as determined by their progress or by specific parent input, the school works with the parent and relevant team to provide alternative means by which the cadet can successfully access distance learning.
WLA collaborates with families to design mutually acceptable means to provide special education and related services, documents these meetings and includes the recommendations in a learning plan. Specific modalities of instruction continue to be at the discretion of the school and teachers as agreed.
All cadets will have the opportunity to access these services for synchronous learning opportunities under section 2a and WLA has made arrangements with families and cadets to ensure that all cadets have regular synchronous access to general education instruction, teachers, educators, and peers.

WLA Teams work to plan cohesive, inclusive, holistic plans for instruction that enable cadets to both receive needed services and meaningfully engage with their classroom learning community including asynchronous opportunities to support and supplement synchronous service provision.
Asynchronous learning opportunities may include:
•   Posting assignments and conversations through a Learning Management System (LMS) (Google Classroom)
•   Email exchanges between the full education team and cadets
•   Working on assignments in a cloud-based – Google Classroom and G suite at the same time absent simultaneous two-way communication
•   Text messaging and emails using school equipment
Federal Title Programs & Services
The Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act
(ESSA), provides various grant programs designed to assist student groups who the system historically underserves while accelerating learning. ESSA outlines specific requirements for the various Title programs, including the completion of comprehensive needs assessments and implementation of specific school plans.

WLA receives funding through SPS for various Title grant programs will continue to provide supplemental supports and services to cadets during Comprehensive Distance Learning.

WLA will implement the strategies as outlined in their approved plans, regardless of the instructional model chosen for the 2020-21 school year and has a transition plan to move between the models.

Cadets who receive support and services under Title grant programs must continue to receive these same supplemental interventions as articulated in plan narratives.

Family engagement activities will be ongoing and weekly and will be adjusted as appropriate.

WLA's Financial Manager is monitoring and tracking expenditures and supplement not supplanting and monitored by SPS.

SPS's Sped Dept. will continue to review, monitor WLA's and cadet's needs to determine if any plan adjustments are needed.

WLA's Professional Development activities will be on-going and continuous and aligned with current school and cadet needs.

English Language Development
Cadets who are identified to receive English language development services (Title III) will be provided with language assistance services and supports that allow the cadets access to grade level academic content and scaffolded language experiences during Comprehensive Distance Learning.

WLA will provide most language services to English Learners in a synchronous manner with specialized individualized session to maintain adequate progress. WLA's English Language Specialist will connect with families of cadets receiving these services weekly to ensure that families are feeling supported and have a point of connection within the school.

WLA maximizes collaboration, co-planning, and co-teaching between the English Language Specialist, academic content area certified classroom teacher, and the parent or guardian.

WLA performs assessments, reviews, and considers the cadet's language proficiency in planning for instruction.

WLA works with SPS, vendors, school staff on the best strategies, approaches, and methods for cadets in accessing materials and language services, including:
•   Building on the cadet's native language and honor home culture
•   The English proficiency level (ELP) of the cadet; and
•   The English Language Proficiency Assessment (ELPA) domains on which the cadet showed strengths and/or needed additional support.
WLA will review and adjust content, delivery, or materials to meet the cadet's strengths, needs and abilities to access materials and demonstrate proficiency.

Students Protected under IDEA
All IDEA requirements apply during Comprehensive Distance Learning. These requirements include, but are not limited to all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc.

WLA will continue to have full Child Find obligations, including timely evaluation and eligibility determinations. When using a Comprehensive Distance Learning model, most services required by an IEP must be provided synchronously.

Cadets receiving special education services are guaranteed a full educational experience (academic and functional learning, as appropriate) through a Comprehensive Distance Learning model and are entitled to a Free Appropriate Public Education (FAPE).

WLA meets all Child Find obligations as described in OAR Chapter 581, Division 15.

Each eligible cadet has an appropriately developed IEP in effect that enables the cadet to receive FAPE under a Comprehensive Distance Learning model at the beginning of the school year.

WLA provides FAPE to each cadet who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP).

WLA's services provide academic services under IDEA as written in each eligible cadet's IEP in order to provide the cadet with the opportunity to make progress.

WLA conducts IEP meetings virtually and provides as many services as possible synchronously to the extent possible.
•   Asynchronous access is allowable for learning opportunities as SDI or related services under the following two conditions: 1) The IEP team reviewed the cadet's present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that and and/or all needed instruction to provide FAPE can be delivered in asynchronous conditions, and 2) The parent/guardian provides written consent for the shift from synchronous instruction for any and all academics.
Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is forthcoming, but will not be received in time for this blueprint and will not be the focus primarily on managing the IEP process and administrative concerns associated with special education in a Comprehensive Distance Learning instructional model.

Students Protected under Section 504 of the Rehabilitation Act of 1973
WLA fully serve cadets who experience a disability and are protected with a 504 plan during Comprehensive Distance Learning by ensuring that appropriate accommodations are provided to meet the unique needs arising from their disability.

WLA will conduct an electronic review and a virtual meeting of the cadet's current 504 plan with parents and cadet.

WLA will adjust a cadet's 504 plan for distance learning context, as necessary.

WLA's Team will meet with the parent/guardian to develop or revise the 504 plan.

WLA will ensure all accommodations and supports are available to cadets through all remote courses and remote learning.

WLA has NO cadets who Receive Talented and Gifted (TAG) Services

SECTION TWO: Academic Conditions for Comprehensive Distance Learning
In WLA's Comprehensive Distance Learning, academic activities are available across all instructional areas, so each cadet participates in a well-rounded educational experience. Cadets need ample instructional time, predictable routines and schedules, meaningful relationships that promote a sense of belonging, and feedback as they strive to meet learning goals.

WLA and its educational staff strive hard to create virtual learning spaces that support high levels of learning and engagement, building from common mental models and shared definitions can help schools create coherence and system-wide alignment. For additional resources and tools that may help support alignment to a common vision and strong implementation of Comprehensive Distance Learning.

2A. Teaching and Learning
The familiar domains of teaching practices (i.e., preparation and planning, purpose, cadet engagement, classroom environment and culture, curriculum and pedagogy, and assessment of learning) apply to teaching in distance learning models. WLA embraces the State's content standards guides instruction. Educators are encouraged to design purposeful learning experiences that build on cadets' identity and strengths.

WLA will provide a virtual orientation to ensure all cadets and parents know and understand virtual tools and procedures.

WLA's instruction is based on grade-level (or above grade-level) State content standards.

WLA provides at least one synchronous opportunity for every cadet each day (though not necessarily for every course or content area) as reflected in the cadet's academic schedule.

WLA provides access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences through various virtual and non-virtual opportunities.
WLA provides consistent and timely cadet feedback and documented assessment of learning toward State content standards. WLA provides academic assessments at the beginning of the WLA academic experience to identify strengths and weaknesses in a cadet's academic skills base and leverages formative assessment-practices to grow cadet's ability for independent learning.
WLA incorporate time for Academic Advising, check-ins, peer interactions, peer mentoring and develops a classroom "Company" culture, even when the "classroom" is remote.
WLA clearly defines roles and responsibilities of educators, cadets and families and provides training to help define and set boundaries around these roles.

WLA honors the cadet's learning environment, building on assets including home language, family (siblings and extended family), and culture and places this honor in the lesson plans, training for cadet and families and any and all individualized lessons and plans.
WLA uses assessments to plan and strategize how to accelerate learning and the exposure to grade-appropriate work.
WLA and the educational staff allows for cadet choice and voice and integrate culturally sustaining practices through learning projects and academic career plans.
WLA front load learning through asynchronous videos and resources which parents and cadets have been trained to access as needed and desired and this includes Remote Learning assignments for absences.
WLA's educational staff has prioritized complex learning during synchronous teacher-facilitated learning with supplemental virtual and hard copy materials.
WLA will provide additional small group or individualized synchronous and asynchronous learning experiences for cadets who may benefit from additional learning time.
WLA has created opportunities for interdisciplinary, well-rounded learning synchronously, in hard copy learning packets, in learning projects and asynchronous (e.g., project-based learning).
WLA utilizes differentiate and adjust distance learning to include correspondence-based delivery models to include paper packets, online experiences, blended learning, phone, etc. to match a cadet's learning needs as well as technology and connectivity capacity.
WLA provides an Academic Career Plan that provides connection to career and college planning.

Instructional Best Practices for Comprehensive Distance Learning
Comprehensive Distance Teaching and Learning Aspirations
● Cadets and teachers continue to be engaged daily in teaching and learning
● All cadets access grade-level content

● Unfinished learning is addressed in service of grade-level content including Incompletes, unfinished assignments and missed assignments, especially those encountering technology issues.
● Teacher checks for understanding and misconceptions
● Cadets receive immediate and timely feedback on their work
● Cadets own their learning

Education staff has been trained on the below standards

Create the Conditions for Connection	1. WLA prioritizes connection and deep learning over content coverage. 2. WLA builds from cadet's base of knowledge (e.g., strengths, culture, background, interests, heritage, and language). 3. WLA promotes peer-to-peer connection through a series of learning experiences.
Provide Clear Learning Purpose	1. Be clear when explaining cadet learning targets and outline the purpose for the learning; include families in the communication. 2. Be clear about what support cadets can expect from the teacher during distance learning, as well as how and when it should be requested. 3. Honor individual cadet experiences, building from them to sustain learning and inquiry. Incorporate culturally responsive and sustaining practices in lessons and learning projects.
Show What Success Looks Like	1. Provide cadets and families an idea of what success looks like; co-create success criteria when possible. 2. Provide exemplars of performance at multiple levels so cadets can see their path to success in terms of intended outcomes and design rubrics that describe proficiency/sufficiency and individual pathways. 3. Have cadets define what success looks like, identify exemplars, design rubrics, and identify their own growth and progress.
Establish a Feedback Loop	1. WLA will focus on descriptive feedback, which gives cadets and families actionable information that is relevant to the task, pointing out strengths and offering specific information to guide improvement. 2. Education staff will ask cadets and families for feedback: What is working best for you? What could improve? What can we do to make the learning experience better for you?
Collect a Variety of Evidence	1. WLA provides essential learning activities that are culturally relevant, meaningful, and aligned to grade level or above content standards; consider the context of learning at home when designing activities to leverage the assets of the home environment. 2. WLA educational staff incorporates multiple opportunities to collect evidence of learning over time (e.g., project-based learning, voice recordings, artifacts, self-assessment, community service projects, interdisciplinary work, cadet-designed projects, rubrics, anecdotal observations from asynchronous or synchronous classes). 3. WLA will pursue multiple pieces of evidence of cadet learning in relation to learning topics to avoid making a judgment based on a single piece of evidence.

2B. Instructional Time
WLA will operate with a Comprehensive Distance Learning instructional model until the LPHA metric (matrix) states it is safe to go into our Hybrid Model. WLA will meet the Ready Schools, Safe Learners requirements for instructional time. For the 2020-21 school year, WLA will comply with the instructional time requirements in OAR 581-022-2320 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

Instructional time is defined in OAR 581-022-0102 as:
● Time during which cadets are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

Instructional time shall include:
● Time that a cadet spends traveling between the cadet's school, a drop-off site, a CTE center, internship, work experience site, or post-secondary education facility;

● Up to 90 hours of professional learning (pending State Board of Education action);
● Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
● Time that a cadet spends in statewide performance assessments and individualized assessments;
● Up to 15 minutes each day of the time that a cadet spends consuming breakfast in the classroom if instruction is being provided while the cadet is consuming breakfast;
● Instructional time shall not include time that a cadet spends passing between classes, at recess (4-12), in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

WLA meets and exceeds the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022-23204 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

At least 50% of instructional time for WLA (as defined above) meets the criteria for teacher/facilitated learning.

WLA teacher-facilitated learning is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to State content standards. Teacher-facilitated learning is often used when the teacher is planning for all cadets to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or
learning packets, each being structured to create strong learning progression.

Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, individualized instruction and mentoring or individual office hours.

WLA Educational Staff-facilitated learning may include time that supports cadets beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
WLA's applied learning experiences allow for cades to apply knowledge and skills that extend
from the educational staff-facilitated learning. Cadets have access to instructional support during
applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen cadet engagement, allow for peer interaction, and to support due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.

WLA works hard to involve family and community involvement and applied learning experiences that likely require scaffolding and supports so that cadets can engage with them independent of
teacher or adult support. Applied learning experiences are designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

WLA will be working with cadets and families to understand the boundaries around Homework and Instructional time differentiation.

WLA began in the summer providing additional professional development opportunities to staff, especially for those who may be teaching remotely for the first time, modifying curricula for online delivery, and/or developing new modes for providing feedback to cadets and parents.

WLA is providing training and additional support to help parent guide parents through the Distance Learning and Hybrid processes and provide needed guidance, support, communication, and parent/teacher conferences (virtual and/or on the phone) or virtual home visits in order to develop and sustain relationships with parents, who are critical partners in learning.

WLA has and will continue to have weekly virtual meetings for parent input and guidance as the year continues and to address issues parents encounter in the process.

WLA is mindful of implications of screen time as it relates to instructional time, working to balance interactions and consider limiting time for younger cadet on devices, as well as, the technology conflicts that may occur in the household and has performed a household assessment to help guide each cadet, the family and instructional staff.

WLA considers the environments and ages of the cadets when planning instructional time, activities, and connections, as well as the other siblings both enrolled in WLA and not enrolled to adjust times and schedules and increase as much synchronous time as possible.

WLA strives to provide well-rounded education (health, arts, CTE, physical education, music, etc.), while monitoring progress through academic content standards in English language arts, math, science, and social science.

WLA has trained and provided guidance on specially designed instruction (SDI) and how it can be included in instructional time through intentional design and planning (i.e., co-teaching). Educational staff collaboration time has stress collaborative projects and assignments to advance progress in academic based areas while allowing for greater creativity.

Comprehensive Distance Learning has required a shift in WLA thinking and approaches on how instruction is structured. The time educators spend directly interacting with cadets, planning, and designs for distance learning, centering in cadet engagement. WLA educational staff spent a great deal of time examining the data from March of 2020 to June of 2020 to align instruction, approaches, strategies and methods with the strengths and successes found during that period and to build on the cadet's strengths. Cadets will be provided numerous opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. WLA spent the summer investing in building community partnerships and opportunities to bring virtual opportunities into a cadet's learning path.

Learning Day
WLA education staff will spend time directly interacting with cadets in a high quality, focused on complex learning activities, and centered in cadet engagement. Cadets will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

The Learning Day Overview (below) provides a snapshot of the most essential components of a learning day and encourages intentional design and thoughtful planning. The overview below shows the schedule of live classes for scheduled days. In addition to the scheduled live Zoom classes, staff will have asynchronous teacher facilitated learning opportunities during the day as well.

1st Battalion Overview

minutes)	**Monday/Thurs (Technical Classes)**					
	1230-1300	**1315-1345**	**1415-1445**	**1500-1530**	**1545-1615**	
A - Hovey (Bravo cmdr)	Algebra II	Algebra II	Technical math		Astonomy	
B - North						
C - Steckler	Algebra I	Algebra I	Pre-Algebra	Geometry	Geometry	
D - Newhire	Earth Science	Earth Science	Physical Sci	Biology	Biology	
E - Frost						
F - Hollenbeak				F - Mil Sci/Dig Cit		
G - Martin	Incompletes	Incompletes	Incompletes	G - Mil Sci/Dig Cit		
H - Gutierrez						
I - Robertson (Alpha cmdr)			Intro to Autos	Small engines I	Small Engines II	
Virtual - Lengele	Intro to / CJ			Intro to / CJ		
9th	10th	11th	12th/mixed DL			
-------------- Alternate scheduling possibility for Monday/Thurs Classes --------------------------------						
	Algebra II	Algebra II	Technical math	Astronomy		
	Pre-algebra	Algebra 1	Algebra 1	Geometry	Geometry	
	Biology	Biology	Physical Sci	Earth Sci	Earth Sci	
			Intro to Autos	Small Engines 1	Small Engines 2	
	Intro to/CJ	Intro to / CJ				

Classes (30	monday/thursday 0900-0930	0945-1015	1030-1100	1115-1130	1145-1215	tuesday/friday 1230-1300	1315-1345	1415-1445	1500-1530	1545-1615	wednesday		
Alpha			and Wellness	Science	BRAINARD			Science	Arts GRIFFIN	Studies KING	Alpha Check in	Family) Check	Resource Time
Bravo			Science	BRAINARD	and Wellness			Arts GRIFFIN	Studies KING	Science	Bravo Check in	Family) Check	Resource Time
Charlie			BRAINARD	and Wellness	Science			Studies KING	Science	Arts GRIFFIN	Charlie Check in	Family) Check	Resource Time
Delta	BRAINARD	Science	Citizenship			Arts GRIFFIN	Studies KING	Science			Delta Check in	Family) Check	Resource Time
Echo	Science	BRAINARD	Citizenship			Studies KING	Arts GRIFFIN	Science			Echo Check in	Family) Check	Resource Time
Foxtrot	KNOEDLER	Citizenship		Science		POTTERF	Science		Studies		Foxtrot Check in	Family) Check	Resource Time
Golf		KNOEDLER		Citizenship	Science	POTTERF		Science	Studies		Golf Check in	Family) Check	Resource Time

Resource Time will be added according to family schedule needs

WLA learning time meet and exceed the 50% teacher-facilitated threshold of Division 22 instructional time requirements. Together, teacher-facilitated learning and applied learning provide every cadet the opportunity for direct instruction, guided instruction, and independent practice.

2C. Assessment, Grading, and Reporting Progress
WLA will be assessing every cadet upon enrollment to help the educational staff identify strength, weaknesses, and gaps in learning to set up a cadet's Academic Career Plan. These assessments for learning, including formative assessment practices and appropriate uses of interim/benchmark assessments. These assessments play a critical role in Comprehensive Distance Learning, where direct contact with cadets may be limited. WLA's has a mastery grading policy for Comprehensive
Distance Learning. Cadets must maintain a 70% proficiency, maintaining the best interest of every cadet and safeguarding a cadet's opportunity for those disproportionately impacted will have additional supports including but not limited to mentoring, individualized session and supplemental materials that and apply to local context. WLA provides many opportunities beyond the virtual instructional academic time to engage with instruction and cadets. WLA uses a mastery grading system in which letter grades A-C for credit are issued and F for lack of proficiency are used. WLA's grading lets cadets and parents know where a cadet stands in relation to Oregon's content standards.

WLA has an equitable grading policy for Comprehensive Distance Learning based on mastery learning.

WLA monitors cadet learning, especially for younger cadets and cadets showing major learning gaps.

WLA evaluates goals and objectives based on progress markers for cadets supported with emergent bilingual supports, an IEP, and/or 504 plan with multiple and on-going assessments.

WLA regularly report weekly progress to cadets and families, in alignment with Division 22 requirements.

WLA provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

WLA employs equitable approaches to grading.

WLA provides multiple opportunities for descriptive feedback that provides cadets with action steps and plans that align with a cadet's Academic Career Plan.

WLA utilizes innovative approaches and leverages curriculum-embedded classroom or program-based assessments for learning and develops and adjusts the Academic Career Plan for a cadet that includes benchmarks, milestones, or progress markers about learning and/or developmental progress.

WLA collects and monitors a variety of data and evidence of learning related to cadet's strengths and interests; Provide multiple ways for cadets to show what they know.

WLA's educational staff considers multiple opportunities for credit attainment available in Oregon that allow for flexibility in meeting a cadet's needs toward graduation including but not limited to Credit Recovery, work for credit, internships, etc.

2D. Statewide Balanced Assessment System

WLA collaborates with Springfield Public Schools and ODE taking several actions to support the implementation of a balanced assessment system, providing evidence of learning at the cadet, classroom, school, district, and state levels. ODE is making a statewide Interim Assessment System and Tools for Teachers (formerly known as the Digital Library) available to all districts and Springfield Public Schools has made this available to WLA. The system is designed by Smarter Balanced and available through our Oregon Statewide Assessment System portal. Professional learning to support appropriate uses of the Interim Assessment System and Tools for Teachers will also be provided. These supports provide teachers with the assessment resources needed to make instructional adjustments based on evidence of learning.

ODE's statewide summative assessments continue to inform systems-level decisions annually. In 2020-21, the summative assessments will be more efficient, as plans are underway to reduce testing time by
adjusting test blueprints in English language arts and mathematics. Secure summative online test
administration presents unique challenges for schools that function entirely online, as the process
requires direct supervision of cadets, secure technology, and internet connectivity. Schools using a
Comprehensive Distance Learning instructional model must arrange for sufficient space, technology, and
supervision to participate in statewide assessments. WLA does arrange for these resources requires advanced planning and preparation. Updates will be shared with District Test Coordinators throughout
the year.

WLA s formative assessment practices to inform in-the-moment instructional decision-making.

WLA plans for cadet participation summative assessments at required grade levels in English Language
Arts (ELA), mathematics, and science.

WLA uses assessment to celebrate a cadet's strengths, identify needs, document learning as it progresses, and verify a cadet's performance in comparison to levels of expectation or proficiency.

WLA's educational staff uses the interim assessment system and Tools for Teachers (formerly known as the Digital Library) to support classroom instruction, accessible through the Oregon Statewide Assessment System (OSAS).

WLA actively participates in professional learning opportunities regarding appropriate uses of Oregon's interim assessment system and Tools for Teachers through Springfield Public Schools.

WLA uses the statewide interim assessment system to identify learning strengths and needs in math and
ELA; address results using Tools for Teachers, which are viable instructional units available within the
system.

SECTION THREE: Operational Conditions for Comprehensive Distance Learning
WLA's Board of Directors and staff had thoughtful consideration of WLA's operations which will be an essential aspect of operating WLA under Comprehensive Distance Learning and a transition to WLA's Hybrid Model. Many design features of operational structures and functions that are present in a brick and mortar setting will require redesign for a virtual context.

3A. Nutrition
WLA in collaboration with Springfield Public Schools will be providing secure, guaranteed access to nutrition services which remain a critical public service in the context of this health pandemic. Nutrition must be prioritized and sustained, regardless of whether cadets are learning on or off site.

WLA will provide access to meal services for all cadets.
WLA works closely with Springfield Public Schools nutrition services staff to develop meal service plans.
WLA adheres to all applicable public health requirements in Ready Schools, Safe Learners for meal service delivery and food safety.
WLA communicates nutrition plans to families.
WLA in collaboration with Springfield Public Schools develops a plan for delivering food services during periods in which cadets are engaged in Comprehensive Distance Learning, which could include:
○ Grab and Go options
○ Delivery options with appropriate transportation methods
○ Offering multiple meals at one service time
WLA communicates nutrition plans to families in preferred language.
WLA will offer multiple meal service models to ensure all cadets have consistent access.

3B. Attendance
WLA is following the guidance for the submission of days present and days absent for the purposes
of state reporting.

WLA has developed a system to continue to monitor attendance, as a proxy for engagement and a cadet's wellbeing during a pandemic across any instructional model. The primary rationale for documenting cadet's engagement with high-quality attendance data is the relationship between a cadet's attendance and the cadet's achievement.

As WLA transitions from Comprehensive Distance Learning to WLA's Hybrid Model for on-site instruction, prior attendance and reporting practices will carry forward unchanged and will meet the requirements described in this section.

For WLA's Hybrid Instructional Model or Comprehensive Distance Learning, WLA will follow:

● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.

● Interaction can be evidenced by any of the following or reasonable equivalents:

○ Participating in a virtual and video class(es);

○ Communication from the cadet to the teacher via chat, text message and/or email;

○ A phone call with the cadet, or with the parent;

○ Posting completed coursework to a learning management system or web-based platform or via email; or

○ Turning in completed coursework on a given day and turning in or learning packets.

● When there is no evidence of cadet's interaction during a 24-hour period surrounding a scheduled school day and the parent or educational staff do NOT see remote Learning options on a technological platform, the cadet will be reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to cadets.

WLA's approach to attendance Hybrid and CDL models will be consistent, trackable, and monitored for the 2020-2021 academic year.

WLA for grades 6-12: Attendance must be taken at least once for each scheduled class on a modified Block Schedule that day for all cadets enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).

WLA will provide information and training to families with clear and concise descriptions of cadet 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.

WLA has built a meaningful opportunity for cadet engagement into learning as possible. For example, attendance is NOT measured by merely logging on to a computer session could lead to non-engagement but measured through active and meaningful engagement in learning activities and consider to conflict in technology.

WLA looking through an equity lens and technology needs in implementing Hybrid and Comprehensive Distance Learning models, WLA prioritized funds toward providing access to technology and internet access for cadets and communities most marginalized by the system and invested in Hot Spots through T-Mobile, purchased Chromebooks, built multiple platform bases and hard copy learning packets for issues around technology crashes, bandwidth issues, cadets needing supplemental materials and more.

WLA has used and will use on an on-going and continuous basis positive outreach through multiple media as a mechanism to build strong engagement and attendance patterns and relationships with families.

WLA will monitor and address chronic absenteeism.

WLA will update school early indicator and intervention systems (or early warning systems) to account for changes in attendance policies and provide an attendance incentive program to increase cadet engagement.

WLA promotes cadet's engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole cadet wellness and enhances engagement through Peer Mentor and Attendance Incentive programs.

3C. Clubs and Extracurricular Activities
Enrichment activities and participation in clubs or organizations outside of the school day reinforce cadet leadership, encourage cadet attendance, and promote strong school culture.

WLA will provide additional activities as LPHA deem activities are allowed and safe.

WLA will amplify the cadets voice by ensuring opportunities to participate in cadet government and identity-affirming cadet virtually activities.

SECTION FOUR: Cadet and Family Support for Comprehensive Distance Learning
WLA's Comprehensive Distance Learning creates the environment and conditions that allow for cadets and families to engage in school from home. WLA's planning instruction and curriculum ensures equity and access to learning, partner with families, and attend to cadets' social-emotional and mental health. WLA has implemented a social-emotional program that includes community partnerships for counseling and therapy.

4A. Equity and Access

All WLA's levels collaborate on solutions and strategies to support cadets' long-term success and wellbeing. WLA's collective effort must leverage the assets, roles, and strengths of cadets, families, and educators. This effort strengthens relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners.

WLA complies with Federal and State Civil Rights laws. Review FERPA guidance documents.
• WLA provides accommodations for cadets identified as Talented and Gifted by offering Advanced Placement and additional opportunities.
• WLA provide a full range of English Language Development services for cadets who qualify.
• WLA provides Free Appropriate Public Education (FAPE).
o WLA in collaboration with SPS fully implements cadets' IEPs and 504 Plans and make appropriate modifications in consultation with a cadet's IEP team, if necessary
o WLA does not enroll cadets who have health conditions that require additional nursing services, per Oregon law (ORS 336.201) since we do not have the ability to provide though services.
• WLA does not receive Title Grant Awards of any kind, not solely Title VI, but WLA has on-going consultation with tribal organizations and on-going activities with several tribal organizations.
o WLA has timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)
WLA emphasize strengths-based strategies to support cadet learning and partnering with families.

WLA uses the tenets of the Universal Design for Learning (UDL) Framework to plan resource development to ensure the greatest access for all cadets.

WLA has carefully considered the disproportionate impact of COVID-19 on the nine federally recognized tribes in Oregon and considered the historical impact the spread of disease has had on Oregon Indigenous populations.

WLA recognizes the "digital divide" that disproportionately affects our cadets from migrant and farmworker families, cadets experiencing homelessness, those in transition or in foster care, and cadets in poverty. WLA has worked with community partners and community resources to help support those cadets and families greatly affected by the digital divide. WLA is working with community partners and vendors to address the digital divide and lack od school supplies and materials.
4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning
WLA places a high priority and attention to cadets' mental, social, and emotional health in all learning models, including Comprehensive Distance Learning.

WLA ensures the safety, belonging, and mental health of each cadet as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity with a robust SEL program founded in equity.

WLA prioritizes care and connection and ensure that each cadet is consistently connected to teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.

WLA provides health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. WLA meets the legal requirements of Erin's Law (see Erin's Law Toolkit for Distance Learning).

WLA's daily opportunity for peer interaction including peer sessions, cadet government and activities, advisories, study groups, and peer tutoring.

WLA implements a strong and comprehensive school counseling programs utilizing Looking Glass, 5th Corner Academy and Roseburg Therapy for grades 6 to 12. WLA is committed to identifying cadets in need of services and connecting them to the appropriate service provider.

WLA established set routines for building connection, relationships, and sense of belonging for cadets and parents.

WLA has trained staff in and applies a trauma-informed lens when providing instruction, recognizing the inherent trauma experienced during COVID-19 and understanding the disproportionate harm and impact that COVID-19 has caused for certain communities, especially communities who identify as Black, Indigenous, and/or people of color and included this in professional development prior to school opening.

WLA implements a trauma-informed, evidence-based or field-tested multi-tiered system of mental health and social supports in addition to WLA's comprehensive school SEL program which provides culturally and linguistically appropriate mental health and counseling services.
WLA also implements Universal Design for Learning suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

WLA uses multiple resources available in the DACAmented/Undocumented Toolkit, available in English and Spanish, to help create, maintain, and nurture an equitable, inclusive, and welcoming environment for all cadets, families, and employees in Oregon's schools.

WLA partners with community-based organizations to provide support services to cadets and families.

WLA will consider school spirit days, college and career events, inclusive cultural celebrations, or service projects to build community and increase cadet engagement virtually when possible and face-to-face activities when LPHA states it is safe to do so and allowable.

4C. Partnering with Parents, Families, and Caregivers

WLA places great importance on relationships in a cadet's life and understands the anchoring of learning in a culture of care and belonging, the role of educators and administrators as adults assuming active interest and involvement in the lives of cadets is essential in a Comprehensive Distance Learning environment.

WLA acknowledges that some cadets may have different levels of access to familial support. This may be especially true for cadets who are unaccompanied youth, living in the foster care system, or experiencing homelessness and partners with agencies like DHS, People of Color, Youth Support Youth to wrap services and supports around cadets to help in their academic and social-emotional support.

WLA has begun the year with virtual and telephone family conferences, as a proactive way to re-engage families and learn about cadet and family needs and to identify family/cadet strengths and needs relative to engaging with Comprehensive Distance Learning and WLA hybrid Model.

WLA provides virtual family and cadet orientation, training and necessary meetings that specifically addresses distance learning tools, scheduling, and procedures.

At least four times a year WLA will conduct virtual family conference/home visits, honoring home language and translation needs.

WLA clearly communicates roles and responsibilities during Comprehensive Distance Learning for staff, cadets, and families on a weekly basis through a variety of ways: Academic Advising, weekly virtual meetings, weekly Q&A/support sessions, and weekly cadet progress reports.

WLA ensures that policies allow for telephone and electronic communication with cadets by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals McKinney-Vento Liaisons and TAPP Family Advocates) to facilitate the educational experience. In revising and developing these policies, families should be consulted and training in and purpose for communicated. COSN Privacy Considerations Checklist.

WLA communicates often, and uses multiple channels (e.g., text, letters, email, social media).
o A weekly time is set when communication will be sent, such as a weekly newsletter or video announcements, virtual meetings, etc.
o Ensures parents and caregivers understand the roles in Comprehensive Distance Learning
o Provides communication support to families in preferred home language
o Uses digital tools, such as a texting platform to provide information, reminders, and learning tips.
o Discuss important routines and school structures, including supplemental learning resources, how to access meals at bus HUBS and Drop-off sites, and what community supports and services are available for cadets and families
o Discuss what IEP, 504, or TAG services will look like in a distance learning model, during transition and Hybrid Model

WLA has develop and implement a plan for administrators to be consistently "visible" to parents & cadets in a virtual setting (e.g., weekly "Battalion Commander Talk" session or "mailbox" video or weekly newsletter to respond to questions or concerns).

WLA has established educator office hours, posted publicly, for cadets and families to access (include a process to request and schedule translation services as needed).

WLA collects feedback multiple times a year (at least four) from cadets and families regarding the experiences during virtual learning. WLA has a continuous feedback loop established for cadets and parents to provide input on how distance learning is working for them, the resources needed, the support needed, etc.

WLA engages families as critical partners in designing and implementing special education processes to meet cadet needs and support cadet growth.

WLA, in onboarding cadets and families, uses a whole school and/or individual classroom back-to-school virtual "open house" and a "meet & greet" for sharing mission, vision, and expectations; making sure that the messages are consistent; and engaging parents and community members from the start.

WLA specifically reached out to families who did not access Distance Learning for All in spring 2020 to ensure they are connected for the 2020-21 school year and discuss their enrollment with WLA or return to the cadet's homebased school or other alternative program.

WLA utilizes the NCO's (Educational Assistances as liaisons with whom families can communicate and establish a preferred method of communication (e.g., text, video conference, phone, email).

WLA coordinates the flow of information utilizing a communication system to families to avoid overwhelming them with repeated messages and multiple messages per cadets per day.

WLA provides professional development/training for all staff who reach out to communicate directly with families to ground conversations based upon cadet/family needs, especially around social-emotional needs and supports.

WLA has developed a community network and support system in the communities cadets reside and continues to seek resources, community liaisons, and community-based organizations where possible to
personalize and contextualize support. Families may have a wide range of questions and concerns
related to this crisis rooted in their own perspectives and experiences and often a lack of services which WLA has the ability through community partners to leverage for cadets and families.

WLA will provide opportunities for cadets and families to connect as a school community and build positive school culture (i.e., virtual assemblies, promotions, and guest speakers).

SECTION FIVE: Digital Learning Needs for Comprehensive Distance Learning
WLA works hard to ensure our history of equality continues for every cadet, no matter the location or situation, is the foundation of the WLA military model that carries into the instructional model.

WLA educators and cadets must have equitable access to the resources to ensure that a virtual classroom is consistent for all cadets in both battalions and in all classes. It is important to note that
each of the elements of digital learning is essential for both the cadet and the educator, and the elements must be available both during and after school hours. Each of these digital learning needs include considerations for security and privacy.

5A. Privacy and Security
WLA uses educational products that facilitate (and often require) the collection of vast amounts of
cadet data. The scope of these data makes them vulnerable to misuse by the entities that collect them and more vulnerable to identity theft. Some providers of virtual educational products understate the dangers associated with the collection of cadets' data and overstate the extent to which they protect the data they collect. WLA has utilized only licensed and certified vendors to ensure the highest level of security and privacy.

WLA will pay close attention to and monitor FERPA, COPPA, CIPA, and OSIPA laws and look specifically for references to how cadet data is used.

WLA and Springfield Public Schools secures ownership of their cadet and student data.

WLA insist on protecting cadet and family data privacy by requiring companies to:
o Clearly share in writing what kinds of data it proposes to collect from cadets, how it proposes to store the data and for how long, who will be allowed access, and what educational purpose all data collected will serve;
o Limit data collection to data directly relevant to an agreed-upon specified educational purpose and not use any data, including de-identified data, collected for any purpose other than the agreed-upon specified educational purpose; and,
o Provide a complete explanation of what data are collected in such activities as "improving" or "personalizing" users' experience; structure data agreement so cadets opt in to (rather than opt out of) such data use to outside vendors.

5B. Infrastructure
WLA is aware there are many infrastructure elements to consider, including but not limited to: urban/rural availability and viability for streaming live video (bandwidth and speed), cost and data limits, and distance from home to location(s) where wireless access is available.

WLA makes every attempt, effort and uses reliable Internet access for every cadet; if not at their home, other flexible solutions provided. WLA is aware from the period March through June of 2020 that video streaming, bandwidth and speed had variability by time, number of cadets using, etc. and spent the summer researching and training staff on best practice methods, especially encountering technology issues.

WLA has reliable Internet access for every teacher; if not at their home, other flexible solutions which WLA has provided.

WLA has negotiated with local Internet Service Providers to ensure Internet infrastructure (e.g., fiber, routers, satellite dishes) is deployed in local communities as much as possible. Providers such as Century Link and Xfinity are laying fiber optics in many of the rural areas we serve but this is not enough. WLA has reached out to all school districts in the area to negotiate "shares" where possible.

WLA has negotiate discounted service access pricing for cadets on Free and Reduced Lunch and WLA has signed with T-Mobile to provide free hot spots to families without internet services.

WLA has been unable to partner with philanthropy and businesses to provide vouchers for Internet service access.

WLA has collaborated and partnered with several school districts on the following actions:
o Assess the number of cadet's households without internet access or computing device access.
o Assess Wi-Fi in school parking lots or outdoor areas near school as potential learning spaces or future Homework Hotspots.
o Purchase and install mobile wireless equipment for school buses and park buses in strategic areas as remote Homework Hotspots.
o Purchase mobile wireless hotspots and check them out to families who may need them.
o Create common area Homework Hotspots where students can stay in vehicle and access the internet.
o In rural areas, purchase and install high bandwidth fixed-base wireless equipment to provide internet sharing from the school building(s) to community centers, libraries or other spaces that can host Homework Hotspots.
o In urban areas, work with terrestrial and wireless internet service providers to provide low cost, pay-by-the-month internet access.
o Optional resource: Infrastructure Project Plans

5C. Devices For Comprehensive Distance Learning
WLA is Identifying the most appropriate devices for cadets and staff is a critical element in planning for
Comprehensive Distance Learning. WLA has a system which inventories current devices and ensure all cleaning protocols are carefully followed. Once inventory is assessed, purchasing decisions must be carefully considered.

- Every cadet has a computing device capable of using digital learning software and accessing the internet.
- Every teacher has a computing device capable of using digital learning software and accessing the internet.
- Every device must be equipped with a filtering mechanism for compliance with the Children's Internet Protection Act.

WLA devices are configured, with appropriate apps, and maintained by the WLA's IT department.
WLA prioritize the acquisition of computing devices as a use for CARES Act ESSER funds.
WLA will work with local charities and philanthropies to purchase new computers and/or refurbish donated computers and provide to cadet households that are without a computing device.
WLA is involving local companies and having cadets trained for tech support. The Eugene and Springfield libraries has a program geared for using technology K-12 and we have sent this information out to families during the summer to better use technology.

5D. Software Systems for Comprehensive Distance Learning
WLA has a software system that provides the means to interface the curriculum and learning tools with teachers and cadets. Together, a learning management system (LMS) and an online meeting platform comprise the software system for Comprehensive Distance Learning.

WLA's LMS provides:
- A secure online meeting platform for synchronous learning experiences.
- A system that can mimic interactions familiar to educators and cadets (access to whiteboards, discussion forums, shared authoring spaces, videos, ebooks, or articles).
- WLA is age appropriate.
- WLA has video and virtual conferencing system for the whole school; the quality of the digital learning experience is enhanced when a single system is used across a school for consistent cadet and parent experience.
- WLA has a list of all the software solutions and communicate with parents and cadets, including their options for consent and participation.

5F. Professional Learning & Training for Comprehensive Distance Learning
For WLA Professional Development is paramount for the successful implementation of Comprehensive
Distance Learning. The WLA educational staff has been preparing all summer for distance learning and trauma-informed education, especially around COVID-19. WLA educators have been faced with learning entirely new ways of teaching that require new approaches to technology and sustaining cadet engagement and using co-teaching, collaborative project, cross curriculum designs and more to enhance engagement.

WLA has provided and will continue to provide on a continuous and on-going basis professional learning and training to all school staff around best practices in comprehensive distance learning as well as technical "how-to" trainings for operational functions.

WLA has identify educators within WLA who have expertise in areas of digital learning and harness their expertise to build collective capacity as well as other technology expertise.

WLA considered the assignment of an online learning coach(es) to regularly drop-in and support real-time feedback and instructional support to teachers.

WLA established virtual professional learning communities that include early adopters of digital tools to build and develop teaching practices.

WLA has created virtual learning and collaboration time to share and build professional practice.

WLA developed, implemented, trained, and shared our understanding for high quality teaching using common frameworks for virtual instruction (i.e., NIET Instructional Strategies for Virtual Learning).

SECTION SIX: Preparing for Comprehensive Distance Learning
6A. Evaluating Strengths and Areas for Improvement Reflecting on Distance Learning for All

WLA is fully prepared for the provision of Comprehensive Distance Learning, districts should reflect on the learning across spring 2020. WLA along with Springfield School District has:

● Review the spring 2020 Distance Learning for All process within the Comprehensive Distance Learning Capacity framework and reflect on the following questions:

○ How was success determined during the time of Distance Learning for All? Define how this will change moving forward to Comprehensive Distance Learning – This data was collected and teams of WLA educational staff met throughout the summer to address the areas of strengths and weaknesses identified.

○ Which cadets and staff were successful during Distance Learning for All? Cadets identified were reached out to specifically look at building a successful academic plan. Staff has been provided additional training and partnered with another staff for professional help and support.

○ What factors led to their success, and how can we expand on or support those factors? The Academic Advising daily and additional staff support was a key factor to success.

● Identify areas of success to enhance, and areas for improvement. Six key areas of success have been identified and expanded and 3 areas of weakness were identified and addressed including lack of connectivity.

● Plan for how to improve the quality of the learning experience through the fall to ensure that every cadet's experiences high-quality, educator-facilitated learning.