

# School Reopening Requirements Template

Name of LEA

Navigator Pointe Academy

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state in their planning process. This document can be used in conjunction with the USBE School Reopening Handbook, which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to [coronavirus@schools.utah.gov](mailto:coronavirus@schools.utah.gov). Submission of the template serves as an assurance only (the Board is not approving local plans).

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**Attestation:**

*Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by **August 1, 2020**.*

 Yes No

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Insert the link to your public-facing school reopening plan on your LEA website here:

<http://www.navigatorpointeacademy.org/pdfs/SchoolReopeningRequirements2020.pdf>

# School Reopening Requirements Template

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## Repopulating Schools

### Communication and Training

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff education and training on school’s reopening protocol and action plans</p> <ul style="list-style-type: none"> <li>Educate and train students and caregivers on school’s protocols and action plan; post and/or make accessible to school communities</li> <li>Make materials available to families in their respective preferred/primary language</li> </ul>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>Develop administrator/teacher/staff education and training on school’s reopening and action plans               <ul style="list-style-type: none"> <li>Administrators will provide training to educate educational staff on the action plan</li> <li>Administrators will make the school plan available to the community (Plan will be posted on school website August 1)</li> <li>Teachers and other support personnel will provide training to students on the action plan</li> <li>Educational and training information created and provided using the methods outlined below</li> <li>All materials and communications will be translated as necessary, to support our stakeholders</li> </ul> </li> <li>The Director and Administrative Assistants will be the points of contact for the school and available for questions or specific concerns.</li> </ul> <p><b>Charter School Recommended:</b></p> <ul style="list-style-type: none"> <li>Communicate best practices</li> </ul>

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	<ul style="list-style-type: none"> <li>• The following communication methods will be used             <ul style="list-style-type: none"> <li>○ Posters (physical distancing, restrooms, handwashing etc...),</li> <li>○ Videos (handwashing, hygiene etc...)</li> <li>○ Symptom Checker (Both students and staff)</li> <li>○ Website up to date resources</li> <li>○ Resources to students and families to be equity-driven</li> <li>○ Lesson plans and prompts suggested to staff to support community building circles to counter stigma and discrimination, as needed</li> </ul> </li> <li>• The following communication methods will be provided by School Office             <ul style="list-style-type: none"> <li>○ Print/Hard Copy Materials Provided:                 <ul style="list-style-type: none"> <li>▪ Postcard Notices for employees: Expectations, Updates, reminders, FAQs, link to HR representative for COVID questions</li> <li>▪ Posters for the front doors of the schools (translated)</li> <li>▪ Flyers for parents sent via weekly email</li> <li>▪ School letterhead for school communications</li> <li>▪ Symptom checklist posters for offices</li> <li>▪ Poster for health room</li> </ul> </li> <li>○ Online Materials Provided:                 <ul style="list-style-type: none"> <li>▪ Update, rebrand to the COVID-19 portal</li> <li>▪ The Plan</li> <li>▪ Video: kid-oriented video, i.e. how to physical distance, wash your hands, how the school may look different, etc.</li> </ul> </li> <li>○ In Person Materials Provided:                 <ul style="list-style-type: none"> <li>▪ Virtual Open House Info (K-6)</li> <li>▪ 7th Grade Orientations</li> </ul> </li> <li>○ Crisis Communication:</li> <li>○ Be prepared for locally-driven crisis response communications</li> <li>○ In consultation with county health, prepare/draft statements for varying situations regarding outbreaks, positive cases, etc.</li> </ul> </li> </ul>
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• Appoint a point of contact for each school available for

**Indicate assurance:**  
 Yes

# School Reopening Requirements Template

questions or specific concerns.	<input type="checkbox"/> No
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## Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement (“What”)	Implementation Plan (“How”)
<p>Create a process for students/families and staff to identify as high risk<sup>1</sup> for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments</p>	<p><b>School Required:</b></p> <p>High Risk Identification Process:</p> <ul style="list-style-type: none"> <li>• Work with Special Education staff to systematically review all current 504 and health care plans and work with each family to ensure appropriate accommodations are in place</li> <li>• Creating clear protocols for when to use short term Home &amp; Hospital vs Long Term Home &amp; Hospital</li> <li>• Identify staff with high-risk needs and provide supports and referrals as needed to maintain wellness for themselves as well as supporting student wellness</li> </ul> <p>Alternate Learning Option:</p> <ul style="list-style-type: none"> <li>• Students will attend in person or enroll in NPA’s online learning option</li> <li>• Accommodations for students receiving SPED or ELL services will be worked out with individual families</li> <li>• Online teachers will be allocated by enrollment patterns               <ul style="list-style-type: none"> <li>○ K-8<sup>th</sup> Grades—Curriculum &amp; Structure                   <ul style="list-style-type: none"> <li>▪ Core Classes</li> <li>▪ Educator Support</li> <li>▪ Online Daily Interactive Expectations                       <ul style="list-style-type: none"> <li>• Google Meets – daily one hour google meets for elementary students</li> <li>• Instruction – recorded lesson on topic discussed in class</li> <li>• Office Hours – teachers will post</li> </ul> </li> </ul> </li> </ul> </li> </ul>

<sup>1</sup> High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

## School Reopening Requirements Template

- Teachers will support students with regular check-ins
- Student enrollment in online or in-class instruction requires a commitment of at least on quarter in order to support staffing and facility needs
- Students/families surveyed for technology support to participate in distance learning
- English Language Learners
  - Will be accommodated as needed
- Students Receiving Special Education Services
  - Requires a licensed special education teacher to provide specially designed instruction
  - Online learning is a change in placement and requires an IEP meeting to consider appropriate placement and service pattern

Minimizing and mitigating risk for employees who identify as high-risk:

- Employees have completed a self-reporting At-Risk of COVID-19 form based on The Medical Advisory Team to the Public Health and Economic Emergency Commission defines high-risk individuals as those likely to require a hospital bed. Utah – specific data and CDC guidelines identify the following as high-risk individuals:
  - Age – People aged 65 years and older
  - Group quarters – People who live in a nursing home or long-term care facility
  - Lung Disease – People with chronic lung disease or moderate to severe asthma
  - Heart conditions – People who have serious heart conditions
  - Immunocompromised – People under cancer treatment, who smoke, who have bone marrow or organ transplants, HIV or AIDS, and who have prolonged use of corticosteroids and other immune weakening medications
  - Obesity – People of any age with severe obesity (body mass index > 40)
  - Underlying medical conditions – People with diabetes, kidney disease, and liver disease, particularly if not well controlled
- NOTE: Individuals who are pregnant should be monitored since they are known to be at risk with severe viral illnesses, however, to date data on COVID-19 has not shown increased risk
- Work Re-Assignments:

# School Reopening Requirements Template

	<ul style="list-style-type: none"> <li>○ If an employee self-identifies as a High-Risk Individual, they may submit a written request through the school’s Human Resources Office requesting a reassignment or modified schedule</li> <li>○ Requests will be evaluated on a case-by-case by the HR Administrator and School Director and will be dependent upon what positions are available</li> <li>○ NOTE: Some positions in the school cannot be worked remotely or reassigned when school is operational and/or students/employees are present.             <ul style="list-style-type: none"> <li>▪ Teachers – must be physically present to address student learning and supervision, provide social and emotional support, as well as address safety/emergency situations</li> <li>▪ Administrative Assistants – must be physically present to address student, patron, educator, and supervisor needs/concerns as well as address safety/emergency situations</li> <li>▪ Para Educators – must be physically present to address student learning and supervision as well as address safety/emergency situations</li> <li>▪ Custodial – must be physically present to clean, sanitize, and maintain the facility</li> </ul> </li> <li>● Employees will be trained on COVID-19 during the Critical Policy Training using information provided by NPA, the state and county Health Departments, and USBE</li> </ul>
<p>Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk</p>	
<p>Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19</p>	<p><b>Indicate assurances:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

# School Reopening Requirements Template

## Enhanced Environment Hygiene & Safety

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop protocols for implementing an increased cleaning and hygiene regimen</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible</p>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>• Custodial staff have been provided correct protocols for implementing an increased cleaning and hygiene regimen (see below)</li> <li>• Faculty and staff wear face coverings (e.g., face covering or shields) required as of 7/17/2020</li> <li>• Exceptions will be considered on a case by case basis</li> <li>• Hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant will be readily available to staff/students/visitors in controlled environments to ensure safe use. (All chemical agents utilized for sanitizing and disinfecting are approved and maintained through CSD material data sheets)</li> <li>• Each staff member will be provided a cloth face covering.</li> </ul> <p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>• The following custodial protocols have been established:               <ul style="list-style-type: none"> <li>○ All custodians will be required to wear face coverings when in public areas or closer than 6 feet when working with coworkers</li> <li>○ Restroom checks will be performed three times daily to ensure adequate soap and paper products are available</li> <li>○ All facility High Touch Points (HTPs) will be sanitized daily and disinfected two times per week after facility occupants leave to reduce exposure to toxic disinfectants</li> <li>○ All High-Risk areas (e.g., restrooms and sick room) and any body-fluid spills will be disinfected daily or at the time of incident</li> <li>○ Hand sanitizer dispensers are located in all classrooms and multi-purpose room. There will be portable dispensers located at the main entrance, main office and playground entry/exit areas</li> <li>○ Custodial Services following directions of                   <ul style="list-style-type: none"> <li>▪ Body Fluid Spill Protocol</li> </ul> </li> </ul> </li> </ul>

# School Reopening Requirements Template

- Disinfecting Protocol
- High Touch Point Cleaning Protocol
- Universal Precautions Protocol
- Custodians will disinfect all cafeteria tables after school each day (cleaning of each table will take place by lunch staff after each use using the provided materials as has been practiced)
- Custodial Services is in regular contact with Salt Lake County Health Department
- The following services protocols have been established:
  - Contact Tracing – Required
  - Attendance (taken daily)
  - Health Room Logs (digital platform)
  - Visitor Logs (digital platform)
  - School Administrators will coordinate with the local health department when needed and all communication with them will go through
  - The School Director and the front office staff work together to identify individuals who had been in direct contact with confirmed individual
    - The School Director coordinates with front office to notify identified individuals and send them home with letter from health department which included instructions for return
    - Attendance secretary marks attendance
    - Classroom teacher notified to continue blended learning
  - Every precaution should be taken to protect HIPPA of individuals testing positive of COVID-19
  - Any information from health department regarding whole class or school closures will be communicated immediately with school board

\*Disclaimer – based on information as of July 8, 2020 and subject to change if required by health department

- COVID-19 Transition Plan
  - Symptomatic and/or Positive Test Results for COVID-19
- NPA may provide partial or fall school closure



# School Reopening Requirements Template

Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use	<b>Indicate assurance:</b>
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## School Schedules

State Requirement ("What")	Implementation Plan ("How")
<i>Due to the unique nature of school schedules, USBE has not provided state-wide requirements.</i>	<b>School Recommended:</b> <ul style="list-style-type: none"> <li>• Returning to school in the fall</li> <li>• School Specific Plans               <ul style="list-style-type: none"> <li>○ In person learning option</li> <li>○ Distance learning option</li> </ul> </li> <li>• COVID-19 Transition Plan               <ul style="list-style-type: none"> <li>○ School will provide school level blended learning plan</li> </ul> </li> <li>• Full School Closure               <ul style="list-style-type: none"> <li>○ School would transition to 100% remote learning</li> </ul> </li> </ul>

## Monitoring for Incidences

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring	<b>School Required:</b> <ul style="list-style-type: none"> <li>• Employees will be trained on COVID-19 during the Critical Policy Training               <ul style="list-style-type: none"> <li>○ Practice physical Distancing (ideally 6+ feet)</li> <li>○ Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands</li> <li>○ When in public, wear a cloth face covering over your nose and mouth</li> <li>○ Clean and disinfect frequently touched objects and surfaces</li> <li>○ Stay home when you are sick, except to get medical care</li> <li>○ Wash your hands often with soap and water for at least 20 seconds, or use hand sanitizer if water is unavailable</li> <li>○ Employees will be provided one cloth face coverings</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ PPE equipment will be available as required provided by CARES ACT funding</li> <li>○ Latex gloves will be provided as needed</li> <li>○ Cleaning supplies will be available through the custodian</li> <li>○ Alcohol based hand sanitizer and dispensers are installed in all classrooms and offices</li> <li>○ The custodial department has increased their cleaning efforts continuing to use hospital grade sanitizers and disinfectants on a more frequent basis</li> <li>○ Employees are annually trained on how to engage the ADA Interactive Process</li> <li>● Administration will train each staff member on symptoms and encourage sick staff to stay at home</li> <li>● Each staff member will complete a symptom screener daily to create a digital audit trail and reinforce employees to stay home if sick</li> </ul>
<p>Establish a plan to assist families in conducting symptom checking at home</p>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>● Send home self symptom screener</li> <li>● Staff will help screen a symptomatic student in the parking lot if needed</li> <li>● All volunteers will be required to enter the main office to be screened</li> <li>● If screening is passed the volunteer will sign in and document screening before being allowed into the rest of the building</li> <li>● Once inside the building volunteers will be required to wear a mask</li> <li>● School will monitor attendance and reach out to families to problem solve and provide intervention support when needed</li> <li>● School will be lenient in terms of compulsory education as students and families navigate COVID risk levels. Students still required to complete work at home if well enough</li> </ul>
<p>Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements</p>	<p>Kinsa thermometers and app for students and staff</p>
<p>Monitor staff/student symptoms and absenteeism carefully</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p>

# School Reopening Requirements Template

	<input type="checkbox"/> No
Educate and promote to staff/students: “If you feel sick; stay home”	<b>Indicate assurance:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider	<b>Indicate assurance:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## Containing Potential Outbreaks

### Preparation Phase

State Requirement (“What”)	Implementation Plan (“How”)
Develop administrator/teacher/staff education and training on school’s protocol for containing potential outbreaks	<b>School Required:</b> <ul style="list-style-type: none"> <li>• Work with health department to have clear guidelines on containing potential outbreaks and training for staff before school begins</li> <li>• Attendance, digital health room logs and documented screening will be required to assist with contact tracing</li> </ul>
Consult with local health department regarding procedures for tracing a positive COVID-19 case by an employee, student, visitor, or those who have come into contact with an individual testing positive	

### Quarantine/Isolation Protocol<sup>2</sup>

State Requirement (“What”)	Implementation Plan (“How”)
Designate quarantine rooms at each school to temporarily house students who are unable to return home	<b>Indicate assurance:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<sup>2</sup> “Quarantine” refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. “Isolation” refers to the recommendations regarding someone who has a confirmed infection.

# School Reopening Requirements Template

<p>Communicate health and safety issues transparently, while protecting the privacy of students and families</p>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>• Health room will be identified as the quarantine room and will temporarily isolate students until parents can pick them up</li> <li>• Limit and document on the health room log anyone who enters this room to assist with contact tracing</li> <li>• Signage will be provided to reminding individuals to not enter the health room unless absolutely necessary</li> <li>• Identify a secondary location for students with unrelated COVID symptoms if the health room is already occupied. (wait in the main office)</li> <li>• Any communication regarding positive cases of COVID will be coordinated with the local health department and school administrator</li> </ul>
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## Temporarily Reclosing (if Necessary)

### Preparation Phase

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff education and training on school’s protocol for temporarily reclosing schools if necessary</p>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>• Training will be coordinated on the school’s protocol for temporarily reclosing schools if necessary</li> <li>• Any communication regarding positive cases of COVID will be coordinated with the health department to see if school closure is recommended</li> </ul>
<p>Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school</p>	
<p>In the event of an outbreak, contact the local health department in order to trigger the pre-established plan which may include: class dismissal, school dismissal, longevity of dismissal based on community spread, cleaning/sanitization, communications, contact tracing, etc.</p>	

# School Reopening Requirements Template

## Transition Management Preparation

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop a communication procedure for students and faculty in the case there is a temporary reclosure</p>	<p><b>School Required:</b></p> <ul style="list-style-type: none"> <li>• Communication procedure for students and faculty in the case there is a temporary reclosure has been created</li> <li>• Our original Continuity of Education Plans that were implemented during the spring 2020 soft closure have been reviewed and updated</li> <li>• All other parent meetings and events may also need to be temporarily postponed/canceled or transitioned to virtual</li> </ul> <p><b>Alternative Learning Arrangements:</b></p> <ul style="list-style-type: none"> <li>• Students will attend in person or enroll in online learning</li> <li>• Families who are not comfortable sending their children back to school will have the option to participate in Online Learning.</li> <li>• Guidelines for appropriate transition in and out of online learning will be established</li> </ul>
<p>Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Analyze remote learning capabilities</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual</p>	

## Mitigation Tactics for Specific School Settings

### LEA Mitigation Strategies for Specific School Settings

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*Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in **purple, bold font**. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.*

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Classrooms	- <b>Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting</b>	- Assign seats and/or small groups to support contact tracing	- Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting - Keep the same students and teachers or staff with each group to the greatest extent practicable	- Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible for most Utah classrooms) - Identify and use larger spaces (auditoriums, gyms, and outdoors) to maximize distancing - Move nonessential furniture and equipment out of classrooms to increase distancing footprints	- Students wear face coverings when engaged in contact longer than 15 minutes within 6 feet - Seat students facing forward	-

## K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Transitions	<ul style="list-style-type: none"> <li>- Identify high traffic areas and apply floor markings or signage to direct traffic</li> </ul>	<ul style="list-style-type: none"> <li>- Stagger or limit transitions to support contact tracing and minimize interactions with multiple groups</li> </ul>	<ul style="list-style-type: none"> <li>- Adjust time for transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate floor marking materials will be identified and marked in appropriate areas</li> <li>- Minimize and monitor congregation of students</li> </ul>	<ul style="list-style-type: none"> <li>- Students and staff wear masks during transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Provide water bottle s or students bring their own</li> <li>- Install and establish procedures for the no-touch refillable water stations</li> <li>- Prop doors open to reduce touch</li> <li>- Clean high-touch surfaces after transition periods</li> </ul>



## K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Entry/Exit Points	<ul style="list-style-type: none"> <li>- Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings</li> <li>- Establish protocols for drop-off/pick-up and communicate updates and expectations to families</li> <li>- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential</li> </ul>	<ul style="list-style-type: none"> <li>- Establish protocols for drop-off/pick-up and communicate updates and expectations to families</li> <li>- Use staggered arrival and drop off times and plan to limit direct contact (drivers stay in vehicle, etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential</li> <li>- Establish protocols for essential visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings</li> <li>- Consider protocols for essential visitors, including sign-in and sign-out, locations being visited, screening, calling front office before entering, use of face coverings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Designate entry/exit flow paths to minimize congestion</li> <li>- Post visible signage to encourage physical distancing</li> <li>- Use both entrance and exit to avoid clustering at single points of entry</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Make available hand sanitizer and/or hand washing stations upon exit/entry</li> </ul>

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
	<ul style="list-style-type: none"> <li>- Designate entry/exit flow paths to minimize congestion</li> </ul>					
Transportation	<ul style="list-style-type: none"> <li>- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces</li> <li>- Implement strategies to</li> </ul>	<ul style="list-style-type: none"> <li>- Ask parents if they have checked students health and temperature</li> <li>- Assign seating to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Students go to designated area once they walk into building and wait for support staff to take them to their classroom</li> <li>- Follow NPA Arrival &amp; Departure Procedures with</li> </ul>	<ul style="list-style-type: none"> <li>- Face coverings for students, staff, other passengers before exiting the car; LEAs may make exceptions for unique student circumstances</li> <li>- Support staff will wear gloves to</li> </ul>	

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
	<p>ensure driver safety</p> <ul style="list-style-type: none"> <li>- Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances</li> </ul>			<p>allotted times and car lanes</p> <ul style="list-style-type: none"> <li>- Maximize physical distancing, acknowledging that physical distancing of 6 feet or greater is not feasible in many instances</li> </ul>	<p>open vehicles and face coverings</p>	
Restrooms	<ul style="list-style-type: none"> <li>- Provide education and display signage on proper hand hygiene</li> <li>- Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles)</li> <li>- Ensure PPE (gloves, masks) is</li> </ul>	<ul style="list-style-type: none"> <li>- Designate restroom for each cohort</li> </ul>	<ul style="list-style-type: none"> <li>- School will provide custodian with Custodial Services Best Practices Manual</li> <li>- Systems to reduce simultaneous, multiple users and thus reduce contact with others</li> </ul>	<ul style="list-style-type: none"> <li>- Minimize number of individuals in a restroom</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure proper airflow and ventilation through building engineering</li> <li>- Place markings on floor to encourage physical distancing when waiting to use facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Provide education and display signage on proper hand hygiene</li> <li>- Create schedule for cleaning high-touch areas</li> <li>- Ensure PPE (gloves, face coverings) is available for staff providing</li> </ul>

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
	<p>available for staff providing support in restrooms, including custodians</p> <ul style="list-style-type: none"> <li>- Provide training for proper cleaning protocols for COVID-19</li> </ul>				<ul style="list-style-type: none"> <li>- Encourage mask use while in restroom</li> </ul>	<p>support in restrooms, including custodians</p> <ul style="list-style-type: none"> <li>- Provide training for proper cleaning protocols for COVID-19</li> <li>- Restroom checks will be performed three times daily to ensure adequate soap and paper products are available</li> <li>- All facility High Touch Points (HTPs) will be sanitized daily and disinfected and power washed daily after facility occupants leave</li> </ul>

## K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Cafeterias	<ul style="list-style-type: none"> <li>- Mark spaced lines and designate serving line flow paths</li> <li>- Remove self-service salad bars and buffet</li> <li>- Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services</li> <li>- Increase cleaning and disinfecting of high-touch areas</li> </ul>	<ul style="list-style-type: none"> <li>- Record seating and attendance to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>- Increase cleaning and disinfecting of high-touch areas</li> <li>- Students assigned to lunch times or areas by cohort</li> <li>- Decrease lunch times, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Schools may stagger their lunch hours to reduce the number of students at one time</li> </ul>	<ul style="list-style-type: none"> <li>- Lunch monitors wear face coverings</li> <li>- Students wear masks when waiting in lines</li> </ul>	<ul style="list-style-type: none"> <li>- Remove microwaves</li> <li>- Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services</li> <li>- Increase cleaning and disinfecting of high-touch areas</li> <li>- All facility High Touch Points (HTPs) will be sanitized and disinfected daily</li> <li>- Students bring ready-to-eat brown bag lunch and drink or water bottle</li> </ul>

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> <li>- <b>Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments</b></li> </ul>	<ul style="list-style-type: none"> <li>- No large gatherings at school</li> <li>- Consider virtual gatherings for essential needs (ex. Open house)</li> </ul>	<ul style="list-style-type: none"> <li>- NPA ensures small group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments</li> <li>- Limit and/or cancel nonessential assemblies, performances, etc. or reschedule as virtual gatherings</li> <li>- Include mitigation strategies for safety drills (i.e., fire, lockdown, earthquake)</li> </ul>	<ul style="list-style-type: none"> <li>- Broadcast to home rooms or hold multiple sessions of the same activity with smaller groups</li> <li>- Create alternate plans for whole staff gatherings such as virtual meetings, larger meeting space</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and students wear face coverings when participating in large group gatherings indoors</li> </ul>	

## K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> <li>- Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks</li> </ul>	-	<ul style="list-style-type: none"> <li>- Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate risks</li> <li>- Enroll fewer students for the course</li> <li>- Consider limiting and/or modifying nonessential assemblies, recitals, dances, etc. or reschedule as virtual gatherings</li> </ul>	<ul style="list-style-type: none"> <li>- Courses deemed higher risk include situations where students and/or teachers are in close proximity for more than 15 minutes, involve high respiratory output, involve large group sizes, or when movement is unrestricted. These types of course include choir, theater, art and physical education.</li> <li>- Go outside or use larger rooms for additional space</li> </ul>	<ul style="list-style-type: none"> <li>- Face coverings when distance is limited and the activity allows</li> <li>- Choir is an inherently high-risk activity due to the increased level of respiratory output; consider layering several other strategies to mitigate, including conducting in outdoor spaces, space at least 6 feet apart, reduce duration spent face-to-face use of barriers, increasing airflow and ventilation</li> </ul>	<ul style="list-style-type: none"> <li>- NPA may build in time for sanitation between sessions/use</li> <li>- Open gym doors to cross ventilate</li> </ul>

## K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Recess and Playground	<ul style="list-style-type: none"> <li>- <b>Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments</b></li> </ul>	<ul style="list-style-type: none"> <li>- Alternate recess, recess, playground time, and use of outdoor spaces</li> </ul>	<ul style="list-style-type: none"> <li>- NPA ensures recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments</li> <li>- Divide recess areas into zones to rotate who/activity/duration</li> </ul>	<ul style="list-style-type: none"> <li>- May use alternate recess, playground time, use of outdoor space</li> <li>- Utilize zones to facilitate physical distancing</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Limit use and numbers on the larger playground equipment</li> <li>- The custodian will increase the number of times playground/gym equipment in disinfected</li> <li>- Plan non-contact activities</li> </ul>



# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> <li>- Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information</li> <li>- Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students</li> </ul>	<ul style="list-style-type: none"> <li>- Make accommodations for circumstances that encounter close contact (i.e., counseling, school psychologist)</li> </ul>	<ul style="list-style-type: none"> <li>- Departments will work with families and school staff to problems solve unique situations as they arise</li> </ul>	<ul style="list-style-type: none"> <li>- Go outside for some services if practical</li> <li>- Use virtual services where applicable</li> </ul>	<ul style="list-style-type: none"> <li>- Any individualized instruction, assessment, or other areas where physical distancing is not possible and one-on-one is required, reasonable accommodations such as face shields will be utilized in order to have equal access and allow IEP services to be delivered</li> <li>- Offer reasonable accommodations for students who are unable to wear face coverings in settings where it</li> </ul>	<ul style="list-style-type: none"> <li>- Wash hands frequently</li> <li>- Use gloves</li> <li>- Train students in personal hygiene</li> </ul>

# K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
					is required for other students	