



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² 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:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Bandon School District
Key Contact Person for this Plan	Doug Ardiana, Superintendent
Phone Number of this Person	541 347-4411
Email Address of this Person	dardiana@bandon.k12.or.us
Sectors and position titles of those who informed the plan	Doug Ardiana, Superintendent Sabrina Belletti, Bandon High School Principal Dustin Clark, Harbor Lights Middle School Principal Becky Armistead, Ocean Crest Elementary Principal Chris Trevisiol, Director of Facilities/Maintenance Adam Wehner, Director of Technology Sharon Haga, Director of Food Services Toni Lawrence, Director of Transportation Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Diann Weaver
Local public health office(s) or officers(s)	Southern Coos Hospital and Health Center, Eugene Suksi, CEO Coast Community Health Center, Linda Maxon, CEO Coos Health and Wellness, Kathy Cooley

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.

	Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Diann Weaver
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Doug Ardiana, Superintendent Sabrina Belletti, Bandon High School Dustin Clark, Harbor Lights Middle School Becky Armistead, Ocean Crest Elementary
Intended Effective Dates for this Plan	November 9, 2020
ESD Region	South Coast 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.

We have collected survey data regarding Distance Learning for All successes and struggles, technology availability/needs for next school year, preference of parents and students for the structure of learning for 2020- 2021 school year and intent to send students to school next year. The survey link has been provided to all students, families and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized student/community groups. We also offered paper copies of the surveys upon request as well. Equity is a high priority in Bandon. Our staff is dedicated to placing our historically underserved communities at the center of our planning for 2020-21 school year. Across our district, students falling into a targeted population demonstrating additional need will have preference to in-person learning, and K-3 will be in person four days a week as public health metrics allow. We have discussed all students with special needs having access to limited in-person instruction in all our models. Among our student population: ● 56% access free and reduced lunch ● 24% identify as students of color ● 14% experience special needs ● 4% require accommodations from a 504 Plan ● 19% are mobile as identified by the ODE state report card

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). (<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.

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.

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled: “Comprehensive Distance Learning: A Companion to Ready School, Safe Learners.” Our comprehensive distance learning model complies with all required guidelines. One crucial requirement, Bandon School District infrastructure, is a top priority for the district, but is particularly challenging to meet. About 60 families are currently identified as needing help with internet connectivity or limited cell signal. For each of these families, district staff are doing individual consultations to determine a workable solution.

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.

Our district will be monitoring the county and statewide COVID 19 data weekly. We are planning to be in CDL for the first 9 weeks. This will allow us time to monitor the situation and time to engage students in a meaningful way before we move into Hybrid Learning or On-Site Learning. It will also allow for a clear time frame for measuring student progress.

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. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the “Safe Harbor Clause” as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the Ready Schools, Safe Learners guidance, if the school is located in a county with metrics in the “Distance Learning” column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*

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

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment ≤ 75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. 	<p>The Bandon School District Emergency Plan with addendums for communicable disease management can be accessed here: www.bandon.k12.or.us</p>

- 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.
- 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
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- 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.
- 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.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> 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:</p> <ol style="list-style-type: none"> 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. 	<p>All students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <ul style="list-style-type: none"> ● Safe Schools - all staff will complete the Safe Schools instructional videos on student safety, COVID 19, harassment, medication and confidentiality. ● All students identified as vulnerable, either by a physician or parent/guardian notification, may be enrolled in virtual instruction (Apex/Bandon K-5 Virtual). ● Students who experience disability will continue to receive specially designed instruction. ● Students with language services will continue to receive English Language Development. <p>Visitors/Volunteers Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this</p>

□ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

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

time. Adults in schools are limited to essential personnel only.

1c. PHYSICAL DISTANCING

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.

Overall:

- Remove extra furniture to make more room;
- Removing fabric-covered furniture, where feasible;
- Assign seating to maximize physical distancing and minimize physical interaction.
- Determine maximum capacity for 35 sq ft social distancing within all locations.
- Cohorting will be used to ensure physical distancing within grade level/cohort groups.
- Hallways will be marked with one-way directions and markers to support students and staff within social distancing guidelines.

OCEAN CREST ELEMENTARY (K-4 plus 5 @ HLMS):

K-4 students divided into grade level instructional cohorts to accommodate 35 sq ft social distancing with alternative locations including:

KINDER:	Room 1	20 individuals
	Room 2	20 individuals
FIRST:	Room 3	17 individuals
	Room 4	17 individuals
SECOND:	Room 11	19 individuals
	Room 14	20 individuals
THIRD:	Room 13	18 individuals
	Room 10	18 individuals
FOURTH:	Room 20	18 individuals
	Room 12	17 individuals
	Room 18	15 individuals
TITLE I:	Room 9	15 individuals
RESOURCE:	Room 17	15 individuals
RESET:	Room 19	15 individuals
LIBRARY:	Room 7	10 individuals
CAFE:	Room 15	24 student seats plus up to 4 adults
OC GYM:		70 including bleachers
		58 without bleachers

HLMS (elementary model):

FIFTH:	Room 4	20 individuals
	Room 6	20 individuals
	Room 3	20 individuals

HALLWAY:

Hallways will be marked with one-way directions and markers to support students and staff within social distancing guidelines.

- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- 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.
- 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).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

ADDITIONAL CONSIDERATIONS:

SPECIAL EDUCATION (K-12): Special Education services will be planned and provided by Case Manager in collaboration with the General Education teacher and Special Education Aides. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will determine appropriate next steps.

SPEECH/LANGUAGE PATHOLOGIST: One space (off library) designated for speech and language cohort groups. SLP will be provided with a face-shield.

HARBOR LIGHTS MIDDLE SCHOOL

- Room 1- 15 individuals
- Room 2- 20 individuals
- Room 3- 20 individuals
- Room 4- 20 individuals
- Room 5- 20 individuals
- Room 6- 20 individuals
- Room 7- 11 individuals
- Room 8- 18 individuals
- Room 9- 18 individuals
- Room 10- 17 individuals
- Room 11- 15 individuals
- Room 12- 15 individuals
- Room 13- 22 individuals
- Room 14- 22 individuals
- Room 15- 24 individuals
- Room 16- 15 individuals
- Library- 25 individuals
- Gym/Stage-100 individuals

5TH GRADE:

- Students divided into grade level instructional cohorts to accommodate 35 sq ft social distancing with alternative locations, as needed. (See elementary.)

6th - 8th GRADE:

- STUDENTS will be split into A and B groups to allow for cohorts up to 100 students including staff and students.
- Transportation included as a separate cohort within the maximum number of interactions.

MUSIC:

BHS (upper) Gym will be used for all Band classes when 5th-12th are eligible for on-site instruction. No shared instruments; frequent cleaning of individual instruments.

PE: schedule PE classes in the BHS gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

CLASSROOMS: All classrooms and learning spaces will be measured to determine square footage and maximum capacity.

9th - 12th GRADE:

● STUDENTS will be split into A and B groups to allow for cohorts up to 100 students.

GYM:

BHS gym will be used for all HLMS and BHS PE Instruction.

MUSIC:

BHS (upper) Gym will be used for all Band classes when 5th-12th are eligible for on-site instruction. No shared instruments; frequent cleaning of individual instruments.

Room #25 will be used for HS Choir. Activities limited or conducted with at least 12 feet between students.

CLASSROOMS: All classrooms and learning spaces will be measured to determine square footage and maximum capacity.

HALLWAY:

Hallways will be marked with one-way directions and markers to support students and staff within social distancing guidelines.

ADDITIONAL CONSIDERATIONS:

SPECIAL EDUCATION: Special Education services will be planned and provided by Case Manager in collaboration with the General Education teacher and

Special Education Aides. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will determine appropriate next steps.

SPEECH/LANGUAGE PATHOLOGIST: One space (off library) designated for speech and language cohort groups. SLP will be provided with a face-shield.

BANDON HIGH SCHOOL

Room 1- 703sq ft.: 20 individuals

Room 2- 867sq ft: 24 individuals

Room 3- 633sq ft: 18 individuals

Room 4- 630sq ft: 18 individuals

Room 5- 666sq ft: 19 individuals

Room 7- 752sq ft: 21 individuals

Room 8- 1050sq ft: 30 individuals

Room 9- 864sq ft: 24 individuals

Room 10- 778sq ft: 22 individuals

Room 11- 859sq ft: 24 individuals

Room 13- 781sq ft: 22 individuals

Room 14- 949sq ft: 27 individuals

Room 15- 673sq ft: 19 individuals

Room 18- 919sq ft: 26 individuals

Room 19- 835sq ft: 23 individuals

Room 25- 1115sq ft: 31 individuals

Room 26- 1488sq ft: 42 individuals

Library- 1200sqft: 34 individuals

Skills Center YTP- 324sqft: 9 individuals

Upper level Gym-2,066 sqft.: 59 individuals

Lower Level Gym- 6,790 sqft.: 194 individuals

Cafeteria- 2,069 sqft.: 58 individuals

MUSIC: BHS Gym will be used for all Band classes when 9th-12th are eligible for on-site instruction. No shared instruments; frequent cleaning of individual instruments. Room # 25 will be used for the HS Choir. Activities limited or conducted with at least 12 feet between students.

PE: schedule PE classes in the BHS gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

OHA/ODE Requirements

- Where feasible, establish stable cohorts: groups shall 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.
- 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 must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- 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).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- 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.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Hybrid/Onsite Plan

Below are the identified stable cohorts to ensure capability for contact tracing.

Breakfast Cohort:

- K-4 breakfast will be distributed in a grab-and-go format upon entry to the building and will be eaten in the classroom.

- 5th breakfast will be distributed as a grab-and-go and consumed in adjacent classrooms (Rooms 1 and 3).

- 6-8 breakfast will be distributed as a grab-and-go breakfast from the district cafeteria and we will consume breakfast in the HLMS gym bleachers following spacing/cleaning protocols.

The middle school gym will be cleaned directly after the breakfast session utilizing custodial staff.

- 9-12 breakfast will be distributed as a grab-and-go breakfast from the district cafeteria and we will consume breakfast in the HS Gym or other campus locations following social distancing and sanitation protocols.. The high school gym will be cleaned directly after the breakfast session utilizing custodial staff.

K-5 Cohorts:

- Cohorts will be based on grade levels.
- Students will be divided into 2 or 3 classrooms based on social distancing parameters allowing a minimum of 35 sq ft per person in each classroom.
- K/1st and 3rd/4th have shared bathrooms and a sanitation protocol in place that ensures no mixing of cohorts in the bathroom (a dedicated adult available to sanitize after each cohort/child).

6-8 Cohort:

- Cohorts will be based on grade levels 6-8.
- Teachers will have an additional space to allow for overflow of room individual capacity. 6th-8th grade will be considered 1 cohort >100 and follow an A/B block schedule. Protocols for systematic cleaning and disinfection of classroom space will be followed in between classes.

9-12 Cohort:

A/B Family considerations in cohort placement.

- BHS/HLMS will coordinate student placement based on family needs. ie siblings.

Transportation Cohort:

- This is a stable group of students each day.
- Updated contact-tracing logs are required for each run of a route.
- Students will be assigned seats based on household.

Speech and Language Cohort

- This stable group is maintained as much as possible.
 - NOTE: In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.
- High School (when eligible for on-site instruction):
- A/B cohorts public metrics allow for up to 100 students.
 - Block Scheduling to minimize interactions outside of cohorts;
 - Students will be considered a cohort based on their on-site days;
 - Daily cohorts will conform to the guidance regarding maximum numbers of students.

CONTACT TRACING: All buildings will use QR codes for contact tracing within the building to be made available to LPHA, as needed. Students will be screened and entered into the spreadsheet by trained EA staff upon arrival. All staff in buildings with multiple cohorts will QR code in/out of shared spaces.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.<ul style="list-style-type: none">● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.<input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school 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.<input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Develop a return to work protocol.</p> <p>Letter to staff</p> <p>Letter to families.</p> <p>Share protocols on School District Website</p> <p>Planning for COVID-19 Scenarios in Schools Toolkit</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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:</p> <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. ● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, <i>new</i> 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 must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ 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 <p><input type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. <p><input type="checkbox"/> 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.”</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must 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.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Screening Students:</p> <ul style="list-style-type: none"> ● All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. ● Staff will be assigned to all entry points to each building to conduct a visual screen for the appearance of symptoms upon entering campus. This data will be collected by trained EA staff using an Entry Screening spreadsheet. ● Students will be assigned an entry point to the building to ensure adequate social distancing: <p>BANDON HIGH SCHOOL</p> <p>9th/10th Graders: South Entrance</p> <ul style="list-style-type: none"> ▪ 11th/12th Graders: North Entrance ▪ HLMS students on BHS campus: East Entrance with exception of Algebra I who will enter using South Entrance with staggered arrival/departure times to avoid cross cohort interactions. <p>HARBOR LIGHTS MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ▪ 5th: outside doors to classrooms ▪ 6th/7th/8th students will be assigned entrance points by first period class (South, Library, Office) ● When the screening indicates that a student may be symptomatic, the student is directed to the office. <p>OCEAN CREST ELEMENTARY</p> <ul style="list-style-type: none"> ▪ South Entrance: Both K classrooms; ▪ Main Entrance: Both 1st and 2nd classrooms; ▪ North Entrance: Both 3rd and 4th classrooms ● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). ● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to each building; students will utilize classroom stations to wash hands when moving in and out of the classroom. ● There are transportation specific screening protocols that must be followed. See section 2i for more information.

Screening Staff:

- Staff are required to report when they may have been exposed to COVID-19.
- Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms. Building Principal/Superintendent will address any staff based COVID-19 concerns.

Ongoing:

- Periodic reminders to parents to report actual symptoms when calling in absences due to illness as part of communicable disease surveillance.
- Any student or staff known to have been exposed (e.g., by a household member) to or testing positive for COVID-19 will be treated in accordance with the Planning for COVID-19 Scenarios in Schools Toolkit.
- Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.
- Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ● 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. <input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<ul style="list-style-type: none"> ● Visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. ● Parents may have on site access, as needed, but require a prearranged scheduled visit. All parents must follow screening, face mask, and social distancing guidance while on site.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks" or "full classroom mask breaks" are not allowed. 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;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must 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.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Protections under the ADA or IDEA:

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must 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 must 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.
- 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.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

Facial Shields

Facial shields are required and will be provided for:

- Bus drivers - Shield must be in use when stopped but can be lifted while driving. When not using face shield, bus drivers should be wearing an alternative face covering. Bus drivers must wear face coverings when not actively driving and operating the bus.
- Food Services Staff

Protective Barriers or Face Shields will be provided for use in conjunction with face masks.

- Front Office Staff
- Speech Language Pathologists Facial Coverings (Facial coverings are not synonymous with facemasks.)

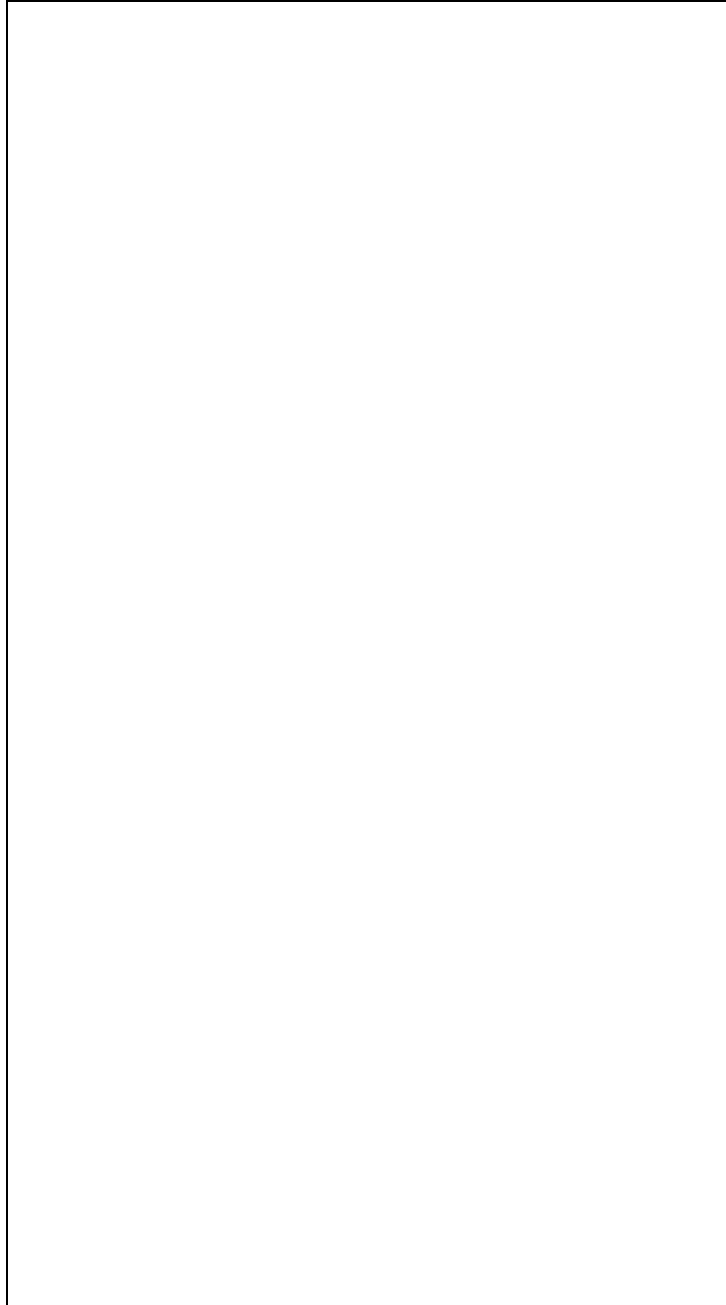
Facial coverings (masks) are required and will be provided for:

- All Staff and Students K-12;
- All contractors, other service providers, visitors/volunteers, etc. following CDC guidance for face coverings;
- Face coverings may be removed while working alone in private offices;
- Students with medically documented exemptions documented through the 504 process may be allowed a face shield accommodation for in person instruction.

Facial covering are NOT recommended for:

- Children under the age of 5;
- Children of any age should not wear a face covering:
 - If they have a medical condition that makes it difficult for them to breathe with a face covering;
 - If they experience a disability that prevents them from wearing a face covering;
 - If they are unable to remove the face covering independently
- Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities. Schools will have protocols in place to address students not complying with the face covering expectation.

- 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. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
- For 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.
 - 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,
 - 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.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.



1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> ● 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. 	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes (see 1a).</p> <p>Superintendent (or designee) will connect with parents and guardians to discuss the situation.</p> <p>All students/staff who demonstrate COVID-19 symptoms will be treated in accordance with the Planning for COVID-19 Scenarios in Schools Toolkit for exclusion/isolation/return to campus. Students who</p>

- 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 for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall 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 shall 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.
- 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."](#)
- 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.

become ill at school will remain at school supervised by staff until a parent can pick them up in the designated isolation area (i.e., health room).

While exercising caution to maintain and ensure safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

Staff will maintain student confidentiality as appropriate.



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

<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • 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. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>All students will be enrolled following the Oregon Department of Education guidelines.</p> <p>Students and families will be given the option to enroll in fully virtual distance learning K-12.</p> <p>Students identified as at-risk or in need of additional, focused support will have the option of limited in-person learning time with supplemental learning available online.</p> <p>No student will be dropped for non-attendance. If a student has stopped attending for 10 or more days, the district will continue to try to engage the student at a minimum of weekly contact attempts.</p> <p>All Safe Schools, Ready Learners requirements will be adhered to with fidelity.</p>
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2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the 	<p>Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</p> <p>Attendance will be taken: K-5: once per day 6th-12th: once per class for all students, regardless of instructional model.</p> <p>Attendance monitoring:</p>

<p>student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>Attendance secretaries will notify the building principal when the absence rate has increased by 20% or more.</p> <p>The building principal will report this increase to the Superintendent.</p>
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2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> ● Inventory district technology and internet connectivity resources. ● Plan for technology support and replacement, including budget. ● Follow procedures for return, inventory, updating, and redistributing district-owned devices. Follow procedure for district-owned or school-owned devices to match cleaning requirements (see Section 2d)

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> 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 shall be limited to the item owner. 	<p>Hand Washing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</p> <p>Equipment: All classroom supplies, playground, and PE equipment will be cleaned and sanitized a minimum of twice daily.. Technology will be sanitized regularly, but not shared.</p> <p>Events: Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format.</p> <p>Transitions/Hallways: Hallway traffic direction marked to show travel flow, including markers designating 6 feet of social distance.</p> <p>Elementary Personal Property: Students will keep all personal property in backpacks and/or cubbies in the classroom. Primary hall classrooms may use hooks in the hall outside their rooms for hanging backpacks and coats.</p> <p>Middle School Personal Property: Students will not use lockers to store personal property. All personal</p>

property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.

High School Personal Property: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● 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. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry:</p> <ul style="list-style-type: none"> ● Each student will be assigned an entrance point (i.e., a specific door) to the school building (see Entry Screening, 1f). ● Upon entry, students will go directly to their first content cohort (i.e., the students in their first period class). ● Staff will be present at each entry point to visually screen students for symptoms and track cohort data. ● Students identified as potentially symptomatic will be directed to the office. *Follow plan outlined in 1a. <p>Sign-In/Sign-Out Procedures:</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper. <p>All Cohorts</p> <ul style="list-style-type: none"> ● Arrival and dismissal will be handled via staggered scheduling per cohort. ● Students will remain in their assigned cohort at the end of day until released by intercom. ● Upon release, all students in the cohort will go directly to their bus or departure point from campus.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum 	<p>Seating:</p>

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 shall 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.

● Classroom desks and tables will be arranged with students being seated a minimum of six feet apart to the maximum extent possible while also maintaining 35 square feet per person.

● Students will use a single assigned seat at all times.

Materials:

● Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.

Hand Washing:

● Post age appropriate signage and provide regular reminders for hand washing.

● All students will wash their hands or be provided sanitizer upon building entry and prior to breakfast and lunch. Additional hand washing/hand sanitizer opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

Classroom Procedures:

● 6th-8th grade students will carry personal belongings

● 9th-12th grade students will carry personal belongings.

Shared/Alternative Spaces:

● All shared spaces (e.g., computer lab, library, gymnasium, cafeteria) will be cleaned between cohort use.

Library:

● Library materials will follow the checkout/return procedures at each building allowing books to be untouched for 24-72 hours and disinfected before returning to circulation.

Environment:

- When possible, windows will be open in the classroom to increase air flow/ventilation.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).<input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.<input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.<input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.<input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).<input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.<input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).<input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.<input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.<input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	<p>Bandon School District will follow the Specific Guidance for Outdoor Recreation Organizations in regards to opening our playground to the general public. School playgrounds will be off limits to the general public during school hours. Signage will be posted at each playground.</p> <ul style="list-style-type: none">● After using the restroom, students will wash hands with soap and water for 20 seconds.● Grade level cohorts (K-5) will use the playground for recess on a staggered schedule throughout the school day.● All playground equipment will be disinfected at least daily in accordance with CDC guidance.● Students must wash hands or use hand sanitizer before and after using playground equipment. Cleaning requirements must be maintained; refer to section 2j.● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.● Common areas will be limited to single person usage at a time, maintaining six feet of distance between adults.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>Breakfast:</p> <ul style="list-style-type: none"> ● K-4 breakfast will be distributed in a grab-and-go format upon entry to the building and will be eaten in the classroom. ● 5th breakfast will be distributed as a grab-and-go and consumed in adjacent classrooms (Rooms 1 and 3). ● 6-8 breakfast will be distributed as a grab-and-go breakfast from the district cafeteria and we will consume breakfast in the HLMS gym bleachers, following spacing/cleaning protocols. HLMS gym will be cleaned directly after the breakfast session utilizing custodial staff. ● 9-12 breakfast will be distributed as a grab-and-go breakfast from the district cafeteria and we will consume breakfast in the HS Gym. The high school gym will be cleaned directly after the breakfast session utilizing custodial staff. <p>HIGH SCHOOL LUNCH: A/B schedule, open campus, lunch offered in district cafeteria and other areas maintaining 6 feet of social distancing.</p> <p>Serve lunch in the district cafeteria (9th-12th). All students will eat with cohort groups. All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.</p> <p>MIDDLE SCHOOL LUNCH: A/B schedule, staggered grade level lunch times.</p> <p>Serve lunch in the district cafeteria (6th-8th). All students will eat with cohort groups >100. All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. Students exceeding the capacity of the cafeteria will be eating meals in the BHS Gym area.</p>

ELEMENTARY LUNCH: Lunch will be eaten on staggered schedules based on grade level cohort groups. All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.

Kinder and First Grade Lunch will be eaten in the cafeteria. Social distancing requirements will be followed during consumption of lunch in the cafeteria and an alternate space (classroom) will be used for any students exceeding capacity.

Second, Third, and Fourth Grade Lunch will be eaten in classrooms using a Grab and Go meal distribution format. Social distancing requirements will be followed during consumption of lunch.

Fifth Grade (housed at Harbor Lights Middle School) will eat lunch in the District Cafeteria. They will remain in their grade level cohort and will not mix with other cohorts once upper grades return to on site instruction.

ALL:

Students will not share utensils or other items during meals.

Each table/desk will be cleaned prior to meals being consumed.

Prohibit self-service buffet-style meals.

Prohibit sharing of food and drinks among students and/or staff.

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 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).

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.

Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).

Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
Adequate cleaning and disinfection of tables between meal periods.

STAFF MEALS:

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.
Page 19 of 25 OHA/ODE Requirements Hybrid/Onsite Plan.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. 	<p>Bus Drivers are required to:</p> <ul style="list-style-type: none"> ● Visually screen students for illness; ● Follow entry and screening procedures; ● Maintain logs for contact tracing; <p>Each bus will have the recommended 3 feet of physical distance between passengers; students will be seated according to household.</p> <p>The recommended 3 feet of physical distance between passengers and the driver will be maintained, except during boarding and assisting those with mobility devices. This expectation will be reinforced by staggered seating with a visual cue for seats not available for use.</p> <p>Use visual cues (floor decals, colored tape, or signs) to discourage students from sitting/standing within 3 feet of other passengers, staff, and/or the driver on the bus.</p> <p>Meet with parents/guardians of students who may require additional support to provide appropriate service.</p>

- 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).
- 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.



2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Schools with HVAC systems must 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 shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). <input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> 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). <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. 	<ul style="list-style-type: none"> ● All frequently touched surfaces (e.g., PE equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies, PE equipment) will be cleaned between uses by different cohorts, but not less than once daily. ● Door handles, desks, tables, and restrooms will be cleaned between cohort groups, as well as throughout the day, as possible. ● Ventilation systems will be checked and maintained monthly by maintenance staff. ● PE equipment will be cleaned/sanitized at the beginning and each of each school day.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> ● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated including the Planning for COVID-19 Scenarios in Schools Toolkit. ● Review of 504 and IEP accommodations will address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ● 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 <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> ● 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; ● Configure common spaces to maximize physical distancing; 	<p>Not Applicable</p>

- Provide enhanced cleaning;
- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR
 - Quarantine on campus for 14 days (or current CDC recommended time period).
- Student transportation off-campus is limited to medical care.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> ● 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. <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must 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. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> 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). 	<ul style="list-style-type: none"> ● Instruction on emergency procedures for fires, earthquakes, and safety threats will be conducted in accordance with the guidance provided in Ready Schools, Safe Learners (monthly review). ● Emergency drills will be conducted, as feasible and when they can be practiced correctly.

- 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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. ○ *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. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● 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. ○ *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 	<ul style="list-style-type: none"> ● Bandon School District is participating in a yearlong SEL/Trauma Informed School Systems training through South Coast ESD. ● K-5 teachers will be trained in and implementing Conscious Discipline tenets for working with students in self-contained classrooms on self-regulation skills and developmentally appropriate de-escalation, when needed. ● Lagging skills will be addressed through a tiered-response system in each building (including Student Support Specialists in the Alternative Work Center). ● Mental Health Therapists, Special Education case managers, Educational Assistants, and building administration will work in conjunction with classroom teachers to provide support for students exhibiting dysregulation.

physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

- 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.

*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.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.	Students and staff are provided Reusable Personal Protective Equipment (PPE). Students, staff and visitors are also provided single-use PPE as needed.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ul style="list-style-type: none"> ● Bandon School District will communicate with the LPHA and local hospital to establish communication channels related to current transmission levels. ● Review and share with staff the Planning for COVID-19 Scenarios in Schools Toolkit.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> ● Bandon School District will collaborate with the LPHA and local hospital to utilize the Planning for COVID-19 Scenarios in School Toolkit. ● Follow appropriate transition planning guidance for implementation of Comprehensive Distance Learning, as needed.

● Provision of Grab and Go meals will be reinstated at the inception of CDL.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>● Bandon School District will follow Planning for COVID-19 Scenarios in Schools Toolkit for recovery and reentry to on-site instruction.</p> <p>● All buildings will be thoroughly cleaned and disinfected following CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>● All plans will be reviewed through a lens of safety and equity to allow for a safe return to school.</p>



ASSURANCES

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

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

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

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

 **4. Equity**



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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