



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2-12-21

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

¹ For the purposes of this guidance: “school” refers

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Bandon School District
Key Contact Person for this Plan	Doug Ardiana
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 OEA Committee and District Safety Committee
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 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	Jan. 29, 2021 to June 18, 2021
ESD Region	South Coast ESD

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.

consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out information
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. Select which instructional model will be used:
 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 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

* **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.

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.

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 29 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 as well as providing "hot spots" for students.

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.



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 checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" 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. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). 	<p>The Bandon School District Emergency Plan with addendums for communicable disease management can be accessed here: www.bandon.k12.or.us</p> <p>Signs Promote good hygiene: handwashing, face masks/shields Hand sanitizers throughout building Social distancing Large shields at office area Staff and student training Communicate protocols with families</p> <p>Students will be visually screened by a trained staff member for cough, fever, chills, shortness of breath, and difficulty breathing. Families can share a student’s health status if the student is unable to do so. Students will follow hygiene procedures upon entering the building. Students exhibiting or complaining of symptoms will be placed in the isolation room. The predetermined isolation room includes adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety. The school nurse or other staff will notify family and the local health authority if needed. Students will remain in the isolation room until a determination is made.</p> <p>Daily logs will be completed by supervising staff of each cohort. Classified staff will complete daily logs when students are outside of the classroom cohort. All logs will be submitted to the office and kept on file.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" 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 checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • 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. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • 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 <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information <input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" 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>All students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> • Safe Schools Students • All students identified as vulnerable, either by a physician or parent/guardian notification, may be

OHA/ODE Requirements	Hybrid/Onsite Plan
<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>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. 	<p>enrolled in virtual instruction (K-5 Bandon Virtual/6-12 Apex).</p> <ul style="list-style-type: none"> • 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 time. Adults in schools are limited to essential personnel only.</p> <p>Staff</p> <ul style="list-style-type: none"> • Plan includes all staff self-identifying as vulnerable or part of a vulnerable household. • Redeployed options

OHA/ODE Requirements	Hybrid/Onsite Plan

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan																																																			
<ul style="list-style-type: none"> ☒ 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. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☒ 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 or outside learning space (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. 	<p>Overall:</p> <ul style="list-style-type: none"> ● 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. ● Cohorts will be used to ensure physical distancing within grade level groups. ● Hallways will be marked with one-way directions and markers to support students and staff within social distancing guidelines. <p>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:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding-right: 20px;">Kindergarten:</td> <td>Rm. 1</td> <td>20 individuals</td> </tr> <tr> <td></td> <td>Rm. 2</td> <td>20 individuals</td> </tr> <tr> <td>First:</td> <td>Rm. 3</td> <td>17 individuals</td> </tr> <tr> <td></td> <td>Rm. 4</td> <td>17 individuals</td> </tr> <tr> <td>Second:</td> <td>Rm. 11</td> <td>19 individuals</td> </tr> <tr> <td></td> <td>Rm. 14</td> <td>20 individuals</td> </tr> <tr> <td>Third:</td> <td>Rm. 13</td> <td>18 individuals</td> </tr> <tr> <td></td> <td>Rm. 10</td> <td>18 individuals</td> </tr> <tr> <td>Fourth:</td> <td>Rm. 20</td> <td>18 individuals</td> </tr> <tr> <td></td> <td>Rm. 12</td> <td>17 individuals</td> </tr> <tr> <td></td> <td>Rm. 18</td> <td>15 individuals</td> </tr> <tr> <td>Title 1:</td> <td>Rm. 9</td> <td>15 individuals</td> </tr> <tr> <td>Resource:</td> <td>Rm. 17</td> <td>15 individuals</td> </tr> <tr> <td>Reset:</td> <td>Rm. 19</td> <td>15 individuals</td> </tr> <tr> <td>Library:</td> <td>Rm. 7</td> <td>10 individuals</td> </tr> <tr> <td>Cafe:</td> <td>Rm. 15</td> <td>24 students 4 adults</td> </tr> <tr> <td>OC Gym:</td> <td></td> <td>70 including bleachers 58 without bleachers</td> </tr> </tbody> </table>	Kindergarten:	Rm. 1	20 individuals		Rm. 2	20 individuals	First:	Rm. 3	17 individuals		Rm. 4	17 individuals	Second:	Rm. 11	19 individuals		Rm. 14	20 individuals	Third:	Rm. 13	18 individuals		Rm. 10	18 individuals	Fourth:	Rm. 20	18 individuals		Rm. 12	17 individuals		Rm. 18	15 individuals	Title 1:	Rm. 9	15 individuals	Resource:	Rm. 17	15 individuals	Reset:	Rm. 19	15 individuals	Library:	Rm. 7	10 individuals	Cafe:	Rm. 15	24 students 4 adults	OC Gym:		70 including bleachers 58 without bleachers
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HLMS (Elementary model):

Fifth: Rm. 4 20 individuals
 Rm. 6 20 individuals
 Rm. 3 20 individuals

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.

Harbor Lights Middle School**5TH GRADE:**

Students divided into instructional cohorts to accommodate 35 sq. ft. social distancing with alternative locations, as needed.

6th - 8th GRADE:

Students will be split into cohorts to allow for <100 students (A/B or A/B/C) based on allowable cohort guidance per ODE/Hybrid instructional model.

GYM:

HLMS gym will be used for all HLMS PE instruction. BHS gym will be used for all Band instruction.

MUSIC:

PE: schedule PE classes in the HLMS 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.

HARBOR LIGHTS MIDDLE SCHOOL

Room 1- 538 sq ft.: 15 individuals
 Room 2- 994 sq ft.: 28 individuals
 Room 3- 858 sq ft.: 24 individuals
 Room 4- 897 sq ft.: 25 individuals
 Room 5- 917 sq ft.: 26 individuals
 Room 6- 889sq ft.: 25 individuals
 Room 7- 442 sq ft.: 12 individuals
 Room 8- 774sq ft.: 22 individuals
 Room 9- 839sq ft.: 23 individuals
 Room 10- 775sqft.: 22 individuals
 Room 11- 844sqft.: 24 individuals
 Room 12- 785sqft.: 22 individuals
 Room 13- 842sqft.: 24 individuals
 Room 14- 755sqft.: 21 individuals
 Room 15- 925sqft.: 26 individuals
 Room 16- 525sqft.: 15 individuals
 Library- 1000sqft.: 28 individuals
 Gym/Stage- 6600sqft.: 188 individuals

9th - 12th GRADE:

- STUDENTS will be split into A/B or A/B/C groups to allow for cohorts up to 100 students.

GYM:

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

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

BANDON HIGH SCHOOL

Room 1- 703 sq. ft.: 15 individuals

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Room 2- 867 sq. ft.: 20 individuals Room 3- 633 sq. ft.: 12 individuals Room 4- 630 sq. ft.: 12 individuals Room 5- 666 sq. ft.: 13 individuals Room 7- 752 sq. ft.: 13 individuals Room 8- 1050 sq. f.t: 13 individuals Room 9- 864sq ft.: 16 individuals Room 10- 778 sq. ft.: 14 individuals Room 11- 859 sq. ft.: 16 individuals Room 13- 781 sq. ft.: 7 individuals Room 14- 949 sq. ft.: 12 individuals Room 15- 673 sq. ft.: 13 individuals Room 18- 919 sq. ft.: 16 individuals Room 19- 835 sq. ft.: 16 individuals Room 25- 1115 sq. f.t: 13 individuals Room 26- 1488 sq. ft.: 17 individuals Library- 1200 sq. ft.: 16 individuals YTP- 324 sq. ft.: 4 individuals Upper level Gym-2,066 sq. ft.: 51 individuals Lower Level Gym- 6,790 sq. ft.: 169 individuals Cafeteria- 2,069 sq. ft.: 51 individuals Gym Weight Room – 595 sq. ft.: 12 individuals</p> <p>HALLWAY: Hallways will be marked with one-way directions and markers to support students and staff within social distancing guidelines.</p> <p>ADDITIONAL CONSIDERATIONS:</p> <p>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.</p> <p>SPEECH/LANGUAGE PATHOLOGIST: One space (off library) designated for speech and language cohort groups. SLP will be provided with a face-shield.</p> <p>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</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>instruments. Room # 25 will be used for HS Choir. Activities limited or conducted with at least 12 feet between students.</p> <p>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.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> • 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 week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. 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 <i>Ready Schools, Safe Learners</i> 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 sanitizing surfaces (e.g., desks, dry erase boards, 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 standards⁵, and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts. 	<p>Below are the identified stable cohorts to ensure capability for contact tracing.</p> <p>Breakfast Cohort:</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. 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. <p>K-5 Cohorts:</p> <ul style="list-style-type: none"> ● 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.

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements**Hybrid/Onsite Plan**

- 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 or A/B/C block schedule. Protocols for systematic cleaning and disinfection of classroom space will be followed in between classes.

9-12 Cohort: A/B or A/B/C Family considerations in cohort placement.

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

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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
	in/out of shared spaces. QR codes used in high school rooms: Life Skills and Counselor's Office

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. ☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ☒ 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. • OSHA has developed a model notification policy. ☒ 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. ☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Develop a return to work protocol Letter to staff Letter to families Share protocols on School District Website Planning for COVID-19 Scenarios in Schools Toolkit</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <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, new 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 	<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>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide. ☒ 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. See the COVID-19 Exclusion Summary Guide. ☒ 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>9th/10th Graders: South Entrance ▪ 11th/12th Graders: North Entrance ▪ HLMS students on BHS campus: East Entrance with exception of Algebra I and Spanish who will enter using South Entrance with staggered arrival/departure times to avoid cross cohort interactions.</p> <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. <p>Screening Staff:</p> <ul style="list-style-type: none"> ● 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. <p>Building Principal/Superintendent will address any staff based COVID-19 concerns.</p> <p>Ongoing:</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ☒ 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. ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners 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
<ul style="list-style-type: none"> ☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ 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 or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only 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 	<p>Facial Shields Facial shields are required and will be provided for:</p> <ul style="list-style-type: none"> ● 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

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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.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- ☒ 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.
 - 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.

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- 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>3. Include updates to accommodations and modifications to support students in plans.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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. <p>☒ 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.</p> <p>☒ 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ 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. See the COVID-19 Exclusion Summary Guide.</p> <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. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. 	<p>Refer to the district Communicable Disease Management Plan for appropriate isolation determination and processes (see 1a).</p> <p>Superintendent (or designee) will connect.</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 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).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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.</p> <ul style="list-style-type: none"> • School nurses 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. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" type="checkbox"/> 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.”</p> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<p>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.</p> <p>Staff will maintain student confidentiality as appropriate.</p> <p>The district will be required on March 1st to have on-site testing available for staff and students</p> <p>This testing in only for students or staff than demonstrate COVID symptoms on campus during the regular school day. It is not for people to come to school to get tested. Off campus concerns will need to seek testing with local agencies not the school.</p> <p>These test are not monitory.</p> <p>If a student or staff test negative, they will be required to go home for the rest of the day.</p> <p>If the student or staff test positive, they will be required to quarantined for 14 days and go home immediately. The district is also required to contact the LHP and conduct contract tracing.</p>



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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. ☒ 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. ☒ 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. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ 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. ☒ 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>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ 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). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. 	<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>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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 checked="" 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 principal will report this increase to the Superintendent.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<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
<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 identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	<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 at least daily in accordance with CDC guidelines. 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>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<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.</p> <p>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.</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <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. ☒ 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. • 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. <ul style="list-style-type: none"> • 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

- ☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
- ☒ **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.

Hybrid/Onsite Plan**Seating:**

- 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 as much as possible with sanitation protocols in place when shared.

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:

- 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

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>untouched for 72 hours and disinfected before returning to circulation.</p> <p>Environment:</p> <ul style="list-style-type: none"> ● When possible, windows will be open in the classroom.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ 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. ☒ 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. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<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 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 checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" 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). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. <input type="checkbox"/> Students and staff 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, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<p>ELEMENTARY BREAKFAST: All students will maintain a minimum of 6ft of social distancing during breakfast in their classrooms.</p> <p>5-12 BREAKFAST: All students eligible for on-site instruction will maintain a minimum of 6ft of social distancing during breakfast in the district cafeteria, individual classrooms and provided the grab and go option.</p> <p>HIGH SCHOOL LUNCH: A/B or A/B/C schedule, open campus, lunch offered in district cafeteria and other areas maintaining 6 feet of social distancing.</p> <p>Serve breakfast at the district cafeteria, observing all required protocols of social distancing. See Cohorting Id.</p> <p>Serve lunch in the district cafeteria (9th-12th). All students will eat with cohort groups or participate in grab and go style. 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 or A/B/C schedule, staggered grade level lunch times.</p> <p>Serve breakfast at the district cafeteria, observing all required protocols of social distancing. See Cohorting Id.</p> <p>Serve lunch in the district cafeteria (5th-8th). 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.</p> <p>Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.</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 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.

First, 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.

Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.

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.

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).

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>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.</p> <p>Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</p> <p>Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</p> <p>Adequate cleaning and disinfection of tables between meal periods.</p> <p>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</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ 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). ☒ 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. ☒ 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. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and 	<p>Bus Drivers are required to:</p> <ul style="list-style-type: none"> ● wear a facial covering (shield and mask or mask only); ● Visually screen students for illness; ● Follow entry and screening procedures; ● Maintain logs for contact tracing; ● use hand sanitizer; ● open bus windows to increase air circulation; <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</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>require specialized transportation as a related service) to appropriately provide service.</p> <ul style="list-style-type: none"> ☒ 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, only as stated in Section 1h of the Ready Schools, Safe Learners guidance. ☒ 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 for all students, applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. This prevents eating while on the bus. ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. 	<p>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>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ 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. ☒ 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. ☒ 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.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ 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 	<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 of each school day and in between each cohort.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" 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 checked="" 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). 	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<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).

2l. 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 	Not Applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • 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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <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; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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</p>	<ul style="list-style-type: none"> • Instruction on emergency procedures for fires, earthquakes, and safety threats will be conducted in

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" 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.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> Student elopes from area 	<ul style="list-style-type: none"> Bandon School District is training Student Support Specialist at each building to provide emotional support to all students. K-5th grade 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. 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● 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. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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 Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.</p>	<p>Students and staff are provided Reusable Personal Protective Equipment (PPE). Students, staff and visitors are also provided single-use PPE as needed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" 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 checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> ● Bandon School District will follow Planning for COVID-19 Scenarios in Schools Toolkit for recovery and reentry to on-site instruction. ● All buildings will be thoroughly cleaned and disinfected following CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ● All plans will be reviewed through a lens of safety and equity to allow for a safe return to school.



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>