

School Safety Teams

Each school will be responsible for establishing and administering their own safety team. Each school will select a safety officer to administer their school's safety team. School safety teams will work in conjunction with the district safety team to create a safe work environment for all employees.

Goal

The goal of school safety committees is to get staff and administrators working together to prevent workplace accidents and injuries, and produce a safer and healthier workplace.

Meetings

- The safety team will have an equal number of employer-selected members and employee-elected (or volunteer) members. At least one school administrator will be a part of the school safety team.
- The safety team will meet (at a minimum) on a monthly basis.
- Safety meetings will be held on district time, and attendees will be paid at their regular rate of pay.
- Safety meetings will focus on reviewing inspection and accident records, and reviewing, investigating, and providing recommendations to any safety concern reports from school employees.

Minutes

- Safety meeting minutes will be retained by the school for a minimum of three years.
- Safety meeting minutes will be made available to all school employees.

Organizational Chart

The school will make available to all employees the organizational chart of members on the school safety team.

Bulletin Boards

The school safety team will maintain a bulletin board with all pertinent safety committee minutes, policies, communication plans, and safety committee organizational charts in a location that is accessible to all employees.

OSHA

OAR 437-001-076 ([OSHA](#)) governs the rules for workplace safety committees and safety meetings in Oregon, and is a good source of additional information.

- *If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 [or online](#).*
- *Except where it requires compliance and is labeled as "Required" and often indicated with a checkbox (☐), the Ready Schools, Safe Learners guidance is advisory and intended to provide school districts with*

information and best practices in delivering education services during the COVID-19 pandemic. Where the Ready Schools, Safe Learners guidance does not require a specific action by districts, districts may choose whether to consider or implement advisory information or recommendations labeled “Recommended” and often indicated with an arrow (⇒).

- *As districts plan and implement the requirements included in this guidance, personnel should attempt to implement the requirements as written and will necessarily need to consider a continuum of levels of risk when some requirements cannot be fully accommodated. For example, maintaining physical distance (six feet apart from others) is best. There will be times when this is not possible based on a specific interaction or a physical space limitation. When it is necessary to adjust implementation of this guidance, take other steps to mitigate the challenge. Steps could include ensuring it is for a very short duration, ensuring handwashing before and after, avoiding touching your face, wearing additional PPE, teaching safe etiquette for coughing and sneezing, and/or using a facial covering.*

COVID-19 School Safety Teams

For the 2020-21 school year, all schools will ensure that COVID-19 related safety concerns are addressed with their school safety teams. The school safety team will meet regularly (at least monthly with greater frequency at the beginning of the year and in preparation for the transition into in-person education) to address COVID-19 specific questions or concerns that have been communicated by employees to the safety team.

The school safety team will maintain contact with the district safety committee (Scott) and the Safe and Health Schools Administrator (Paul) for any additional support they need in resolving COVID-19 safety related questions and concerns.

Possible members of your school's safety team: Admin + Custodian + Nurse + Office Manager + SRO + HS AD or Athletic secretary + broad certified and classified staff members

Pine Ridge Elementary

COVID-19 Safety Team Checklist

One of the guiding principles behind ODE's *Operational Blueprint* is to ensure safety and wellness. The decision to return to school is driven by health and safety considerations, and should create the conditions to support the mental, social, and emotional health of students and staff.

School safety teams will use this checklist to help ensure they are following the guidelines set out by the Oregon Department of Education (ODE), Oregon Health Authority (OHA), the Center for Disease Control (CDC), and the Occupational Safety and Health Administration (OSHA).

(1) Make a copy of this COVID-19 Safety Checklist for your school; (2) save it with Pine Ridge COVID Checklist 04-01-2021 update"; (3) upload it [here](#); and, (4) remove your older version.

This is your school's verification that you have satisfied ODE blueprint domains 1-3 and are ready to welcome students back into your building under Limited In Person, Hybrid or All-In when the metrics allow it.

Section 0a Returning to In-Person Instruction

Returning to in-person instruction is one of Oregon's highest priorities. This priority goes hand-in-hand with supporting the health and safety of our students, staff and the families they return to each day. Schools not only provide the education that Oregon's children need to succeed, but schools also provide for social-emotional growth and support, nutritious meals, and access to medical care.

We have been living with COVID-19 for approximately one year in Oregon and it will be with us for a long time to come. Vaccinations have begun being administered in Oregon, including vaccinations for the educator workforce. We have also learned a lot about how to reduce the spread of the illness in structured and regulated environments like schools. Through a measured and thoughtful approach, we can prioritize a quality education for Oregon's children.

Oregon's experience with the COVID-19 global pandemic is dynamic and we must continually adjust or add to our tactics to address changes in our circumstances. This includes integrating new knowledge about how the disease spreads; information regarding the effectiveness of safety protocols; impact of new virus variants on transmissibility and disease severity in people of various ages and risk levels; as well as the impact of community vaccination rates.

Governor Brown's Executive Order 21-06 and March 5, 2021 decision to "...return to the learning environment we know serves [students] best: in-person instruction" alters the metrics chart in section 0b and provides direct guidance for the operation of public schools.

Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).

- ❑ *A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.*
- ❑ *A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.*
- ❑ *A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.*
- ❑ *Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's Executive Order 21-06.*

Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.

It is critical that we all adhere to the key practices for reducing spread of COVID-19 in schools, to ensure that our schools can open with safe protocols and stability:

- Maintain physical distancing
- Use face coverings
- Use personal protective equipment when indicated
- Increase hand hygiene
- Serve students and staff in as small and as stable cohorts as possible
- Be prepared to isolate and quarantine at the first sign of illness or exposure
- Regularly clean and disinfect facilities in the environment
- Maximize airflow and ventilation

While the metrics are now recommendations only, they are important to consider to ensure a consistent and stable learning environment.

Note: *While the use of the metrics has shifted to an advisory recommendation for districts and schools to consider at their discretion, no other element in this guidance has shifted from required to recommended in this update. And, the Ready Schools, Safe Learners guidance still includes several requirements that must be met for providing in-person instruction, including:*

- ✓ *If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics (Section 0b); not later than March 1, 2021, the school must offer access to*

on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.

- ✓ If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain *off-site*. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.

- ✓ If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

ADVISORY Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

Version 3/19/2021

Small Counties = Less than 15,000 Medium Counties = 15,000-29,999 Large Counties = 30,000 or more

Public School Instructional Model Requirements and Options	County Case Rate	County Case Count	County Test Positivity
<i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	<i>Per 100,000 people over 14 days in large counties</i>	<i>Over 14 days for small and medium counties</i>	<i>Over 14 days for medium and large counties</i>
Public K-12 schools <i>must</i> offer an On-Site or Hybrid option	<200.0	<60	<10.0%
Public Elementary schools <i>must</i> offer an On-Site or Hybrid option <small>*Public middle and high schools are not required to initially open to in-person instruction and may limit to CDL only as needed to address any current transmission within a school.</small>	200.0 to ≤350.0	60 to ≤90	≤10.0%
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL) <small>*K-12 public schools are not required to initially open to in-person instruction and may limit to CDL exclusively if needed to address any current transmission within a school.</small>	>350.0	>90	>10.0%
<i>*Schools should <u>not</u> reduce in-person instruction or revert to CDL based on county metrics if the school can demonstrate the ability to limit transmission in the school environment. When county trends increase to a new tier on this chart (green-to-yellow or yellow-to-red), pausing expansion of additional in-person learning and maintaining access to current in-person learning for schools that have it in place is recommended.</i>			

Designated Staff Member for COVID-19 Guideline Enforcement (1a)

- ✓ Who is the school/site designated COVID-19 Guideline Enforcement staff member?

Rochelle Williams	rochelle.williams@bend.k12.or.us	(541) 355-2700
Ned Myers	ned.myers@bend.k12.or.us	(541) 355-2700
Name	email	internal phone number

- ✓ Who is the staff member completing ODE’s COVID-19 Weekly School Status email?

Rochelle Williams rochelle.williams@bend.k12.or.us (541) 355-2700

Name email internal phone number

- ✓ All staff members know who the designated guideline enforcement staff member is (Staff meeting on 9/1/20)
- ✓ The contact information for the designated staff member been posted on the staff bulletin board Posted 9/13/20

Communication & Training (1a, 1e, 1f)

- ✓ We have a bulletin board that is centrally located for all staff to view ODE safety requirements, guidelines. Created on 9/4/20
- ✓ Staff understand to follow [this flow chart](#) for questions/concerns about COVID-19 safety issues. Sent again on Nov. 8 staff memo
- ✓ All staff have been informed on the function of the school safety team, know who the safety team members are, and are aware of the most up-to-date guidelines from ODE, OHA, and the school district leadership. Via email and google doc links on 9/13/20
- ✓ Building principals will work with the Director of Communications & School Safety, Julianne Repman, to distribute letters to staff/families in the event of a presumptive or confirmed COVID-19 case
- ✓ Staff understand the symptoms of COVID-19. Posters and info sent prior to 9/1/20. Reminders about BLP COVID resources sent 9/13/20
- ✓ Staff understand the district's policy and guidance for staying home from work if they have symptoms of COVID-19. Posters and info sent prior to 9/1/20. Reminders about BLP COVID resources sent 9/13/20
- ✓ Staff have been reminded to use the [Return To School website](#), the [COVID-19 staff portal](#) and [Bend-La Pine Schools Ready Set Learn Communications Guidance for COVID-19 Positive Cases](#) to stay up-to-date on the district latest information - Will be included in staff memo on Nov. 8
- ✓ Staff are aware that this school safety plan is uploaded to the [Return To School website](#) and viewable by the public - Will be included in staff memo on Nov. 8
- ✓ Your staff has met either in-person or virtually to discuss the details of this plan - Multiple meetings with ICCL team and Safety Team to communicate the plan. Linked in Safety team meeting notes.
- ✓ How have the details of this plan been shared with your parent/student community? Our plan has been linked on the district website as well as shared in our monthly newsletter. Some staff have included the link in their classroom newsletters.
- ✓ All staff have viewed the COVID-19 training video - 9/18/20 - All staff have taken training

1a. Communicable Disease Management Plan for COVID-19

✓ *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 this 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. Rochelle Williams, Principal*

✓ *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. Pine Ridge has created a Google Survey and QR Code Link for staff. It will be checked weekly for suggestions. (1/20/21)

- ✓ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. Plan in place. A [cleaning schedule](#) was created for all staff members that outlines daily cleaning schedules. Nightly cleaning is scheduled by custodial staff.

Contact Tracing (1a)

- ✓ We have all required contact tracing logs
 - ✓ Student logs through synergy and accurate in-person attendance Attendance will be completed daily through Synergy. Student Contact Logs will be kept with classroom teachers. LIPI cohorts logs are kept by the case manager.
 - ✓ Staff through paper and/or digital logs
 - Paper started on 8/30/20. Digital started on 9/13/20
- ✓ We have a system for maintaining and storing logs for at least four weeks. Papers have been filed in the office. Online started 9/13/20
- ✓ We are quickly able to provide our Local Health Authority with tracing logs for students and staff when requested. Paper logs kept filed at the office. Digital logs now online - see Rochelle Williams or Shannon Nelson
 - ✓ Who is the person managing the student synergy reports and who will work directly with Tami to pass along the student logs to Deschutes County Health

Shannon Nelson Secretary shannon.nelson@bend.k12.or.us 541-355-2700

Name	Position	Email	Internal Phone Number
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- ✓ Who is the person managing the staff cohort lists, staff paper and digital logs at your building and who will work directly with Tami to pass along the logs to Deschutes County Health

Rochelle Williams Principal rochelle.williams@bend.k12.or.us 541-355-2702

Name	Position	Email	Internal Phone Number
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Physical Distancing (1c, 2f)

CDC guidance released on March 19, 2021 recommends maintaining 6 feet of distance between distinct cohorts where possible. Limit contact between distinct cohorts. In areas of higher county case rates (yellow and red on the metrics chart in Section 0), schools that use less than 6 feet between students in classrooms, distinct cohorting is recommended, with at least 6 feet maintained between distinct cohorts.

- ✓ Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- ✓ All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- ✓ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 8/30/20 (email to all staff) 9/1/20 (all staff meetings) - Rochelle Williams

- ✓ Each room has a maximum occupancy sign posted which has been calculated based upon the 35 square feet of space per student/staff in each space.8/1/20 - Jacque King
- ✓ Physical distancing signage is posted throughout the school.8/1/20 - Jacque King
- ✓ We have physical distancing markings on floor space (where appropriate).9/2/20 Shawn Reynolds
- ✓ We will have taken precautions to limit the amount of time spent standing in lines by students? [Please elaborate on how you are doing this]. *Include pictures if you have them.* Classroom cohorts will have staggered schedules whenever moving between points within the school. Entry and exit from classrooms will be done with as few lines possible. When in lines, students will space themselves 6 feet apart. We will teach the students to walk with about an arms length in front and behind (Frankenstein Style) to help keep space in line. We will work with staff and students to create systems for students to move between points from their personal desk space to other parts of the school and back again with as few lines as possible.
- ✓ We redirected our traffic flow (one-way when possible) to maximize physical distancing. [Please elaborate on how you are managing traffic flow to maximize physical distancing- ie. creating one-way corridors/stairwells, placing floor markings to create lanes for student movement when one-way solutions aren't possible, having hall monitors direct movement, other ideas] *Include pictures if you have them.* Athletic grade floor tape is used to mark a divider in each main hallway, clearly creating two lanes for student traffic. Each lane is one way and is marked. Staff will teach and monitor student movement in these areas. Staff will teach students to walk on the WALL-side of the hallway, not near the dividing line.



- ✓ We have staggered students accessing common areas (like hallways and the cafeteria) to small cohorts.Staggered schedules will allow for small cohorts to travel into common areas.
- ✓ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly. Administrators will work with staff, students and families to ensure the needs of individuals are being met.
- ✓ We are minimizing interaction between students in different stable cohorts? (i.e. restrooms, common areas, playgrounds, cafeterias)

Restrooms - Students from wing cohorts will use bathrooms in their wings only. We will stagger bathroom use in order to limit one girl student and one boy student per classroom. We will create lines based on the 6ft social distancing guidelines to limit the amount of students in the bathroom as well as students waiting in line.

Common areas - Students cohorts will be directed to Wings during arrival time. They will use the common area outside of their classroom only to enter and exit classrooms. Staggered starts and timed drop-offs and departures will ensure small groups in the area for short periods of time.

Playgrounds - Cohorts will be assigned to playgrounds. Playgrounds will be divided into four play spaces that cohorts will be assigned to weekly (See map). Areas will be cleaned each morning. Big-toy will be cleaned between recesses.

Cafeteria - Students will not access the cafeteria at this time. Meals will be delivered to classrooms by staff.

- ✓ We have rearranged student desks and other seat spaces so that staff and students' physical bodies are THREE feet apart to the maximum extent possible. K-5 classrooms have completed their initial classroom arrangements. Each classroom has square footage calculated to reflect the addition/keeping of furniture pieces the classroom teacher deems vital for the space and instruction. Rochelle, Ned and Shawn will oversee this process.



- ✓ Design recess activities that allow for physical distancing and maintenance of stable cohorts. Each playground will be divided into multiple smaller play areas. The play areas will be clearly marked and duty staff will monitor each area to ensure cohorts stay within the defined area. Classroom cohorts will be assigned to one area for the day. The cohorts will rotate areas on different days, not within the day. Extra balls and equipment, color-coded to travel with cohorts will be provided to ensure sharing is limited. All equipment will be disinfected between Cohort A and Cohort B days.

Outside Learning Space Defined

Outside learning space means an open-air space, or a structure with at least 75% of the area of its sides open for airflow. For a school to offer multiple outdoor learning spaces there must be sufficient space to accommodate the number of students and staff in any outside learning space **and maintain required distance** between all students and staff, a natural or artificial barrier separating the spaces, separate drop-off and exit sites, separate bathroom and handwashing facilities, and separate food distribution centers. Separate learning spaces should not have any mingling of individuals between the spaces.

If implementing Learning Outside guidance, establish an outside learning space for learning that maintains a minimum 35 square feet per person.

- *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.*

Under Recommendations: Consider utilizing outdoor spaces, common areas, and other buildings in planning. ODE has provided supplemental guidance to support [Learning Outside](#). This guidance document has also been revised to support increasing learning opportunities outdoors.

Cohorts (1d)

The previous requirement that “during the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week” has been removed.

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. Students can be part of more than one stable cohort during the school day, but with each new cohort there is increased risk. Each cohort must have a system to ensure contact tracing can be completed; daily individual student or cohort logs are required; cohorts must be diverse groups of students that would typically be grouped in schools.

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting: (1) limits the number of exposed people when a COVID-19 case is identified in the school, (2) quickly identifies exposed individuals when a COVID-19 case is identified, (3) minimizes school-wide disruptions in student learning.

An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 cumulative minutes in a day with a person who has COVID-19 case. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. If a school cannot confirm that 6 feet of distancing was consistently maintained during the school day, then each person the confirmed case was in contact with will need to quarantine – this could include all members of a stable cohort. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing. Note that 6 feet continues to be the threshold of close contact for exposure determination by public health, even for students for whom at least 3 feet of physical distance from other students is recommended as a preventive measure.

Student cohorting not only helps to quickly identify exposed people, it also minimizes disruptions to learning, because only the cohort members would be affected by the exposure. Maintaining small, stable cohorts can decrease the risk of closure to in-person instruction.

Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Schools can create small groups within cohorts around skills and instructional needs. For example, a small instructional math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.

Required

- Establish stable cohorts:
 - *The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.**
- Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).*
- 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 standards⁴, 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.*

Recommended

- ⇒ *A smaller and distinct cohort size limit of 36 is recommended for public health and safety, and schools are strongly encouraged to create and maintain smaller cohorts when feasible.*

- ⇒ *When feasible, stable cohorts should remain in one classroom environment (or outdoor learning space) for the duration of the learning day, including lunch.*
 - *Teachers of specific academic content areas rotate instead of students to the maximum extent possible.*
 - *In secondary schools or settings where students require individualized schedules or elective classes, plan for ways to reduce mixing among cohorts.*
- ⇒ *Assign restrooms, outside learning spaces, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population.*
- ⇒ *When feasible, limit the number of students in the building (e.g., rotating cohorts, blended learning with established cleaning between stable cohorts) to maintain requirements for physical distancing (see section 1c).*

We have maximized the best practice of rotating teachers of specific academic content to cohort locations and keeping students in one classroom as much as possible.

Music - Music instruction is given in the music room. All classes are able to maintain guidelines of spacing for the activity (3ft for instruction and 6ft for any singing). Singing is kept to a minimum and done outside when possible.

PE - Teacher will stay in the gym. Students have designated activity spaces that are 36 sq ft and are separated by 6ft or more

Library- Librarian has created a rotating schedule to allow cohorts to come to the library and time for cleaning between classes.

ELL - The teacher will see small groups in the wing areas.

Reading Support - Teacher and assistant will stay in the Reading Support room and students will come to them. Teacher will be teaching Cohort A and the Assistant will be teaching Cohort B.

Speech - Teacher hosts small groups in her classroom space and cleans according to standards between cohorts.

ERC - Teacher will instruct groups in wing areas. Her largest groups will be 5-6 in size. Tables and seating can be spread to maintain social distancing requirements.

Life Skills - The Teacher and EAs will instruct students in the Life Skills room as often as possible. Some one-on-one meetings may be conducted in Life Skills staff offices following all safety precautions.

- ✓ We will adhere to the Limited In Person Instruction (LIPI) guidelines outlined [here](#)
- ✓ What is the average range of your cohort sizes within your school during hybrid instruction (*ODE recommends stable cohort size of 24-36 based on space, with recommendations to go even smaller when feasible*)?

K - Cohort A - 40 students (10 per class) ----- Cohort B - 40 students (10 per class)

1st Cohort A - 35 students (8.75 per class) ----- Cohort B - 35 students (8.75 per class)

2nd Cohort A - 41 students (10.5 per class) ----- Cohort B - 41 students (10.5 per class)

3rd Cohort A - 36 students (9 per class) ----- Cohort B - 36 students (9 per class)

4th Cohort A - 40 students (13.3 per class) ----- Cohort B - 40 students (13.3 per class)

5th Cohort A - 37 students (12.3 per class) ----- Cohort B - 37 students (12.3 per class)

Bus Cohorts - 25 students per bus

Recess Cohorts - Same as classroom cohort sizes

- ✓ (Elementary Only) What is the average range of your cohort sizes within your school during all-in?

K - Cohort Total - 75/4 classes - Avg. K Class Cohort Size = 18.75 students

1st - Cohort Total - 72/4 classes - Avg. 1st Class Cohort Size = 18 students

2nd - Cohort Total - 76/4 classes - Avg. 2nd Class Cohort Size = 19 students

3rd - Cohort Total - 71/4 classes - Avg. 3rd Class Cohort Size = 18 Students

4th - Cohort Total - 76/3 classes - Avg. 4th Class Cohort Size = 25.3 students

5th - Cohort Total - 67/3 classes - Avg. 5th Class Cohort Size = 22.3 students

Bus Cohorts - 25 students per bus

Recess Cohorts - Same as classroom cohort sizes, students will continue to be grouped as cohorts at recess.

- ✓ 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. Staff has been trained on surface cleaning for classroom surfaces. Custodial staff maintain high touch surfaces throughout the day.
- ✓ 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. Staff have been trained according to this standard. Hand washing and sanitizing stations are found throughout Pine Ridge.
- ✓ 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. Schedules have been designed to limit interactions with multiple cohorts to the fullest extent possible.

Public Health Communication and Training(1e)

- ✓ The definition of exposure (updated) is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day
- ✓ 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) for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. Grade level walkthroughs occurred Jan. 11-15 and Jan. 20 to train all staff on the in-person instructional setting. Videos were also created to support staff and student information/training. A Toolkit document, and FAQ and a "Last Minute Reminder" page were created.
- ✓ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e) exposure. Signs will be posted.

- ✓ *Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.*

1f. Entry and Screening

- ✓ 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. *Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.*

Visitors/Volunteers (1g)

- ✓ Staff understand the guidelines/policies around visitors/volunteers.
- ✓ Only BLS staff and essential visitors are allowed to enter buildings beyond the lobby. Examples of essential visitors are DHS, child protective services, law enforcement, student teachers and their supervisors, CASA advocates, Friends of Children mentors, cadet teachers, and ESD service providers. When in doubt whether a visitor is 'essential', consult with your Level Leader.
- ✓ We will log visitors/contractors/itinerant staff for contact tracing
- ✓ Contractors/authorized visitors will be required to wear face coverings, be screened for COVID symptoms, maintain 6 ft distancing, and wash hands upon entry and exit.
- ✓ We have communicated out to staff and families that teacher conferences, meetings (with parents and between staff) should be maximized through videoconferencing or telephone calls.
- ✓ 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](#).

Face Coverings (1h, 2n)

Face coverings are required for all students in grades kindergarten and up, along with all staff.

Certain accommodations for medical needs or disability are noted in the guidance below. Student or family refusal to wear appropriate face covering for a values-based reason then dictates that educational needs be met through Comprehensive Distance Learning. Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.

In October 2020 it was established that people without symptoms can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as "source control" of a contagious person's respiratory secretions. Use of face coverings does not change physical distancing requirements. In addition, [evidence](#) continues to suggest that airborne transmission plays a role in the spread of COVID-19, via exposure to small droplets and aerosols that contain the virus and can linger in the air for

minutes to hours. This means the virus may be able to infect people who are farther than 6 feet away from the person who is infected, especially in enclosed indoor spaces, when people are shouting, singing or exercising, and when air ventilation is suboptimal.

✓ *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.

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

Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning can and should be provided when this decision is values-based. However, additional provisions do apply to students protected under ADA and IDEA.

Additional resources for mask wearing: [COVID-19: Teaching a Child with Autism How to Wear a Mask or Face Covering, Masks Toolkit, Cloth Face Coverings for Children During COVID-19, Oregon Pediatric Society "Mask Up Oregon Kids"](#)

Mask Policy (Restrictions on Face Shield Use): A cloth, paper, or disposable face mask (without valves) that covers the nose and the mouth is the requirement for all BLS students and staff with some exceptions. When exceptions apply, a face shield is permissible, but other safety practices should be implemented, such as maintaining more than 6 feet of social distancing and/or added ventilation of fresh air. [Communicated by Rochelle Williams/Office staff on multiple occasions. Posted in the lobby and office. Communicated via newsletters, Families and staff will be provided a document with suggestions on preparing students for mask wearing in 11/2/20 Newsletter.](#)

The exceptions are:

- A. For provisions applicable to staff/students protected by ADA or IDEA
- B. Bus drivers when the mask 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.
- C. For specific and time-limited instructional needs such as speech and language, LIPS reading group, ELL lessons or other examples when viewing a teacher's or student's mouth is essential to that portion of the lesson. As soon as possible within the lesson, masks should replace the shields;
- D. For younger children moving into in-person education who exhibit severe emotional dysregulation when wearing a mask. Staff should employ strategies to transition them from

shields into mask wearing: mindfulness exercises, increase in the frequency of outdoor mask breaks, and other trauma-informed best practices.

- E. People who are deaf or hard of hearing, or those who care for or interact with a person who is hearing impaired.
- F. Other time-limited exceptions of short durations may be made with administrative knowledge.

A cloth mask with a clear panel is an acceptable option, as is the use of a shield over a mask for added protection.

Individuals working in a private, single use workspace and outside workers who can maintain at least 6 feet of physical distancing do not need to wear a mask or shield.

The BLS masking policy will be updated periodically and the new language will be found in the Supervisory Guidelines and FAQ section of the district Return To School webpage

- ✓ Face coverings or face shields will be worn by all students in grades Kindergarten and up
- ✓ 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, we will:
 - 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;” *Area outside classroom in commons, which at 1670 sq ft allow for occupation upwards of 47 people. The common area spaces all for windows and doors to be opened to allow for fresh air exchange.*
 - Students must not be left alone or unsupervised; *Some students may have scheduled breaks. Teachers will develop a system that allows for students to notify staff if a mask break is needed. Admin and support staff will provide supervision if classroom teachers cannot provide supervision to the mask break area.*
 - 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; *Call custodial staff for sanitize after student use.*
 - Provide additional instructional supports to effectively wear a face covering; *Families and staff will be provided a document with suggestions on preparing students for mask wearing.*
 - Provide students adequate support to re-engage in safely wearing a face covering; *Reminders and encouragement.*
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. *Official Supporting Medical Documentation must be provided by the parent if this is the case. A plan can be created as needed.*
 - Partner with counselors, SPED staff, 504 coordinators, nurses, ELL staff, behavioral coaches and/or families to problem-solve face covering issues. *All support available.*
- ✓ 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.
- ✓ Please note, face coverings need to be worn even when staff are behind plexiglass barriers.
Reminder in Nov. 8 Staff memo

Personal Protective Equipment PPE (1h)

- ✓ We have enough face coverings and face shields for staff and students. Inventory is set for both adult and child sized PPE. Consult Jacque King, Rochelle Williams, Ned Myers for more specifics about masks and face shields.

If you need to order more, please designate one person from your location to order when supplies get low. Be sure to specify type A, B or C style face shield or disposable mask. * Order from the distribution center at PPESupplies@bend.k12.or.us All orders go through Jacque King. Jacque will coordinate with Ann Hollenberg, Nurse.

Isolation Protocols (1i)

- ✓ [Bend-La Pine Schools Ready Set Learn Communications Guidance for COVID-19 Positive Cases](#) is our guiding document for addressing symptomatic, presumptive and positive COVID-19 situations
- ✓ Staff understand the protocols for exclusion and isolation of sick students and colleagues whether identified at the time of bus pick up, arrival at school or at any time during the day. Staff meeting on 9/23/20 will cover visual symptom check and quarantine/isolation protocols.
- ✓ School nurses have trained staff on your school's isolation and quarantine protocols and the use of PPE. Staff meeting on 9/23/20 will cover visual symptom check and quarantine/isolation protocols.
- ✓ Your school's isolation rooms have been identified and equipped to handle staff/students displaying COVID-19 symptoms. 9/15/20 - Our isolation rooms are located in the front office. The health room, the office directly across from the health room, and the timeout room are the isolation spaces. The office directly across from the health room is the primary isolation space. PPE and health supplies will be placed on a cart outside the door. An air purifier will be placed on a high shelf in the room. It also has an ozone cleaning function that will sanitize the room at the end of the day. This will be done by trained janitorial staff.
 - ✓ 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](#). Students with COVID-19 symptoms will be sent or escorted to a screening area outside of the office. If a student needs isolation, they will be moved to the nearest available isolation area and parents will be notified.
 - ✓ 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. Isolation spaces are located in the front office. We have 3 rooms available for isolation. We also have created screening areas outside of the isolation rooms to determine if isolation is needed.
 - ✓ 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. Staff assisting with isolation have been trained and are aware of the requirements written above.

✓ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. Teachers have been notified of this requirement.

2b. Attendance

For On-Site Instructional Models, *including learning outside*, the ODE's prior attendance and reporting practices are unchanged and meet the requirements described in this section and can be informed by the recommendations presented.

Hand Hygiene (2d, 2f, 2g)

- ✓ All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. Front entry has a sanitization station. We have added stations in other high-traffic areas as we identify them. District provided sanitizing stations are located at each entry/exit of the playground, the gym, and building. Each classroom has a sink and soap dispenser. Teachers will be given additional hand sanitizer.
- ✓ We have adequate handwashing stations and/or hand sanitizer (with 60-95% alcohol) dispensers easily accessible near all entry doors and other high-traffic areas. Confirmed on 9/16/20
- ✓ We are only using approved hand sanitizer from the district's custodial supply. Confirmed on 9/16/20
- ✓ We have protocols (and signage) in place to ensure students and staff are washing their hands or using approved hand sanitizer prior to eating meals/snacks, after recess or using playground equipment, and using the restroom. We have several examples of visuals to show the hand washing procedure as well as when to wash.
- ✓ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Protocol was in the Toolkit document sent to families on 11/2. Protocol will also be reviewed with staff and students during orientation week.
- ✓ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. Protocol was in the Toolkit document sent to families on 11/2. Protocol will also be reviewed with staff and students during orientation week.
- ✓ Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts. Protocol will also be reviewed with staff during orientation week.

Four hundred wall-mounted, non-touch dispensers and 75 free-standing hand sanitizer stations (with complementary floor mat) have been ordered and will be delivered to your sites. Your existing wall-mounted dispensers will be replaced with these new models. Refill request can be sent to PPEsupplies@bend.k12.or.us Shawn Reynolds is in charge of reordering

School Specific Functions/Facility Features (2d,2f, 2g)

- ✓ Steps have been taken to 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. In-person PTA gatherings have been cancelled until further notice, virtual meetings instead. Field trips, assemblies, special performances,

school-wide parent meetings and other large gatherings have been cancelled or will not be permitted until given “all clear” from district/state leadership.

- ✓ Students will be discouraged to bring personal property to school (e.g., ~~refillable water bottles~~, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner. Because BLS will close non-bottle-filling water stations, we decided that refillable water bottles are okay if they are labeled with a student’s name. *Information will be reviewed during orientation week.*
- ✓ **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.). *Teachers will manage this in their individual classrooms.*
- ✓ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). *Playground access is limited to students only. Gates for public access are locked at all times. Equipment is labeled for each classroom cohort and is brought inside at the end of the day. Classroom cohorts and their equipment must stay in designated zones during recess.*
- ✓ Design recess activities that allow for physical distancing and maintenance of stable cohorts. *We will review with students during orientation week.*
- ✓ We will limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. *Communicated by Rochelle Williams/Office staff on multiple occasions. Posted in the lobby and office.*
- ✓ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. *This statement has been released to families with other important information. When you pull into the drop off area it is expected that the student(s) in your car are ready to jump out. This means that you will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses BEFORE you pull into the drop off area. When you get to the drop off, students need to unbuckle and exit so the line can keep moving.*
- ✓ We have partnered with our building’s BEA and/or OSEA reps to verify that any new responsibilities related to cleaning, supervision and/or student lunches don’t conflict with collective bargaining agreements around breaks and preps times. *Admin is working with Kate Kranzush and Katie Bravo of BEA and Jacque King of OSEA to verify responsibilities related to cleaning, supervision and/or student lunches. We are committed to creating a schedule that provides duty free preps and lunches for all staff. Staff know the procedure for reporting conflicts*

Arrivals/Dismissals (2e, 1f)

- ✓ Stable cohorts will arrive and depart at predetermined entry/exit locations at the school.

Identify your entry locations for students:

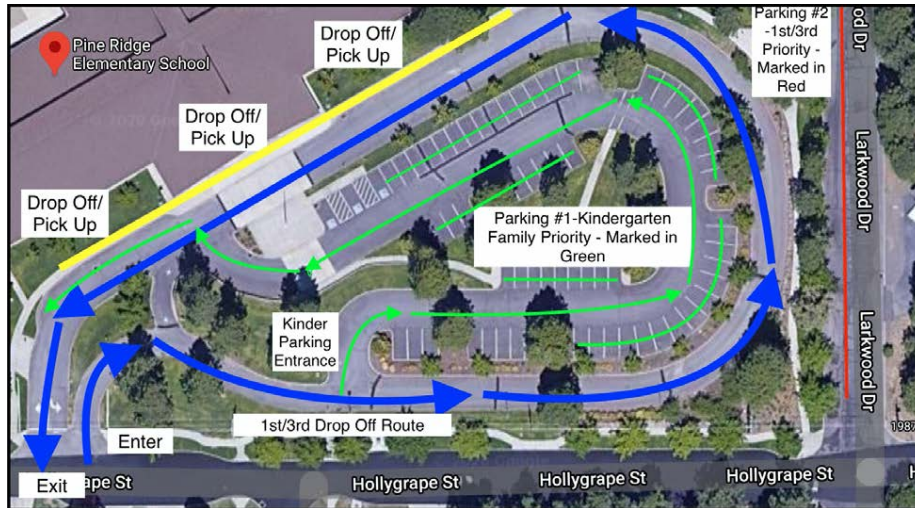
Drop Off Notes - FRONT DROP OFF AREA

There are two areas for parking in front of Pine Ridge or near the front of Pine Ridge.

1. The Pine Ridge Parking Lot: Park in a lot space and use the Crossing Guard-Controlled Crosswalk to enter the classroom entry areas. This parking is prioritized for Kindergarten families.

2. Larkwood Drive: Park along either side of Larkwood Drive and use the sidewalks that lead to the front entry (1st Graders in White/Wiseman) and 3rd grade classroom entry areas. This

parking is prioritized for 1st grade and 3rd grade families. Map is Below and at the end of this section.



Kindergarten Parent Drop Off – Park and Walk to the exterior classroom door

Morning Drop Off: **PLEASE DO NOT ARRIVE BEFORE 8:10 AM**
Classroom Doors will open at 8:10. There is not a recess before school.

- Park in the designated parking lot area in front of Pine Ridge. It is prioritized for Kindergarten family parking.
- When you park, it is expected that the student(s) in your car are ready for the school day. This means that you will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses before you leave your car parking area. Please use the crosswalk at the front of the building to move between parking and pick up areas. DO NOT cross the traffic.
- At the drop-off area near your student’s classroom door (outside classroom door for Gozdowski, Biancucci and Barany. Mrs. Bird’s class will drop off by the bike rack gate entrance), you will need to stand with your student until it is their time to enter the classroom, maintaining social distancing with any other family in the area.
- At the entry area, your student will need to enter the classroom by themselves. Having goodbyes taken care of before the entry space will ensure the line can keep moving.
- Teachers will be completing a visual screening of students as they are welcomed.
- Inclement weather changes – Bird will use a co-classroom entry instead of the gate. Her co-classroom will be Barany. Please form a second entry line. Staff will be on hand to assist.

Wiseman & White’s 1st Grade Parent Drop Off - front drop-off circle

Morning Drop-Off: **PLEASE DO NOT ARRIVE BEFORE 8:15 AM**
Front Entry Doors will open at 8:15
There is not a recess before school.

- When you pull into the drop off area it is expected that the student(s) in your car are ready to jump out. You will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses **BEFORE** you pull into the drop off area. When you get to the drop-off, students need to unbuckle and exit so the line can keep moving. **DO NOT EXIT YOUR VEHICLE.**
- Drive into the parking lot and into the drop-off route until you reach the designated drop area. **Do not drop your child off before reaching that area or try to bypass cars in the line.** (See Maps on last page)
- All drivers pulling into the drop-off area will let their kids out as soon as they stop (we try to move cars into the loading zone in batches of eight). The drop-off zone begins at the **MARKED AREA** (Designated with traffic cones and managed by staff in neon green safety vests)
- Your child needs to exit and enter the car, preferably from the right side only to keep them out of moving traffic on the left. They will be directed to an entry for visual screening.
- When you leave, pull through to the Hollygrape Street exit

3rd Grade Classes Parent Drop Off- front drop-off circle

Morning Drop-Off: **PLEASE DO NOT ARRIVE BEFORE 8:20 AM**

Front Entry Doors will open at 8:20

There is not a recess before school.

- When you pull into the drop off area it is expected that the student(s) in your car are ready to jump out. You will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses **BEFORE** you pull into the drop off area. When you get to the drop-off, students need to unbuckle and exit so the line can keep moving. **DO NOT EXIT YOUR VEHICLE.**
- Drive into the parking lot and into the drop-off route until you reach the designated drop area. **Do not drop your child off before reaching that area or try to bypass cars in the line.** (See Maps on last page)
- All drivers pulling into the drop-off area will let their kids out as soon as they stop (we try to move cars into loading zone in batches of eight). The drop-off zone begins at the **MARKED AREA** (Designated with traffic cones and managed by staff in neon green safety vests)
- Your child needs to exit and enter the car, preferably from the right side only to keep them out of moving traffic on the left. They will be directed to an entry for visual screening.
- When you leave, pull through to the Hollygrape Street exit.

White & Wiseman and 3rd Grade Classes Parent Drop Off- Larkwood Parking

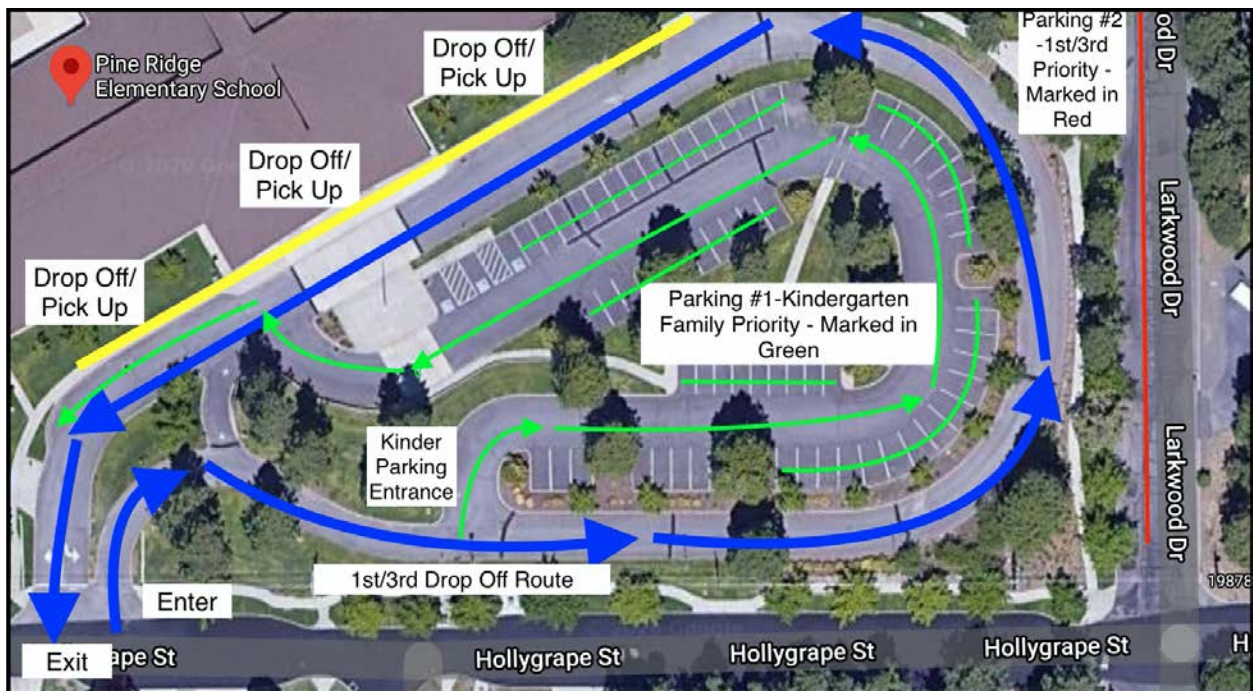
Morning Drop-Off: **PLEASE DO NOT ARRIVE BEFORE 8:15 AM**

Front Entry Doors will open at 8:20

There is not a recess before school.

- Families of 1st and 3rd grade families are encouraged to park on Larkwood and walk into the school drop off areas.
- Park on both sides of Larkwood. Leave enough room in front and behind of parked cars for smooth exit.
- Watch for cross traffic exiting and entering your vehicle. Use caution when crossing Larkwood to access the school grounds.
- You may drop your student and go and/or escort them from this parking area.
- Parents choosing to escort their child to the designated drop off area must maintain 6 feet of distance and wear masks while on school grounds. No parent visitors will be allowed beyond our entrances unless scheduled with a prior appointment.
- See map on for Larkwood Parking visual.

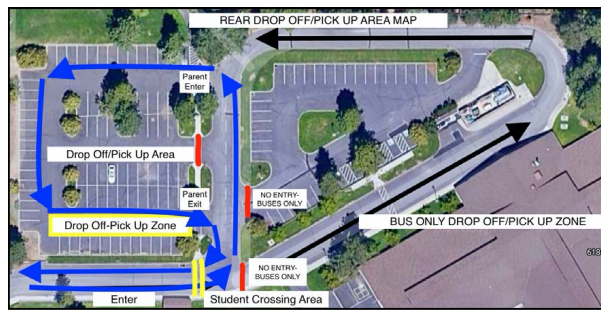
Front Parking Lot Map and Traffic/Parking Flow



Drop Off Notes - REAR DROP OFF AREA

There is one area for parking and dropping off students at the Rear of Pine Ridge

1. The Pine Ridge Park Parking Lot: Located to the left of the Pine Ridge Rear Entrance. Families will take the first left (marked by cones) and follow the cones into the loop. Families may park in spaces along the outside edge of the parking lot. A drop-off zone will be monitored by a Crossing Guard. Students will cross monitored by a Crossing Guard near the turn into the parking loop.
2. School Buses will always have the Right of Way. Please follow all traffic rules and let buses enter and exit as needed. Map is below and the end of this section.



Johnson & Waggoner's 1st Grade Classes Parent Drop Off- Pine Ridge Park Drop Off Lot

Morning Drop-Off: PLEASE DO NOT ARRIVE BEFORE 8:15 AM
Rear Entry Doors will open at 8:15. There is not a recess before school.

- When you pull into the drop-off area it is expected that the student(s) in your car are ready to jump out. This means that you will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses BEFORE you pull into the drop-off area. When you get to the drop-off, students need to unbuckle and exit so the line can keep moving.
- Drive into the parking lot and into the drop off route until you reach the designated drop area. Do not drop your child off before reaching that area or try to bypass cars in the line.
- All drivers pulling into the drop-off area will let their kids out as soon as they stop (we try to move cars into loading zone in batches of eight). The drop-off zone begins at the MARKED AREA.
- Your child needs to exit and enter the car from the right side only.
- When you leave, pull through to the Huckleberry Place exit.

2nd Grade Classes Parent Drop Off- Pine Ridge Park Drop Off Lot

Morning Drop-Off: PLEASE DO NOT ARRIVE BEFORE 8:20 AM
There is not a recess before school.

- When you pull into the drop-off area it is expected that the student(s) in your car are ready to jump out. This means that you will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses BEFORE you pull into the drop-off area. When you get to the drop-off, students need to unbuckle and exit so the line can keep moving.
- Drive into the parking lot and into the drop off route until you reach the designated drop area. Do not drop your child off before reaching that area or try to bypass cars in the line.
- All drivers pulling into the drop-off area will let their kids out as soon as they stop (we try to move cars into loading zone in batches of eight). The drop-off zone begins at the MARKED AREA.

- Your child needs to exit and enter the car from the right side only.
- When you leave, pull through to the Huckleberry Place exit.

4th and 5th Grade Classes Parent Drop Off- Pine Ridge Park Drop Off Lot

Morning Drop-Off: PLEASE DO NOT ARRIVE BEFORE 8:25 AM

There is not a recess before school.

- When you pull into the drop-off area it is expected that the student(s) in your car are ready to jump out. This means that you will need to take care of gathering coats, backpacks, masks and giving goodbye wishes and kisses BEFORE you pull into the drop-off area. When you get to the drop-off, students need to unbuckle and exit so the line can keep moving.
- Please be sure the buses have left the bus lane before you pull into the bus loop.
- Drive into the parking lot and into the drop off route until you reach the designated drop area. Do not drop your child off before reaching that area or try to bypass cars in the line.
- All drivers pulling into the drop-off area will let their kids out as soon as they stop (we try to move cars into the loading zone in batches of eight). The drop-off zone begins at the MARKED AREA.
- Your child needs to exit and enter the car from the right side only.
- When you leave, pull through to the Huckleberry Place exit.

K- 3rd Grade Walker/Bike Arrival - Please do not arrive before 8:20 am

Walkers: Students will enter through the front entry. Kinder students can go to their classroom door until school starts, then they will enter through the entry door. 1st and 2nd graders will enter the building through the East Entry and head to the blue and yellow wings, respectively. 3rd graders will enter the building through the West Entry and head to the red wing.

Bikers: Students will walk bikes once on the sidewalks (past the fences and in front of the building, in order to avoid collisions). Students will park bikes in the bike rack area and then enter school through the front doors. Kinder students can go to their classroom door until school starts. 1st and 2nd graders will enter the building through the East Entry and head to the blue and yellow wings, respectively. 3rd graders will enter the building through the West Entry and head to the red wing.

All Grades Bus Riders

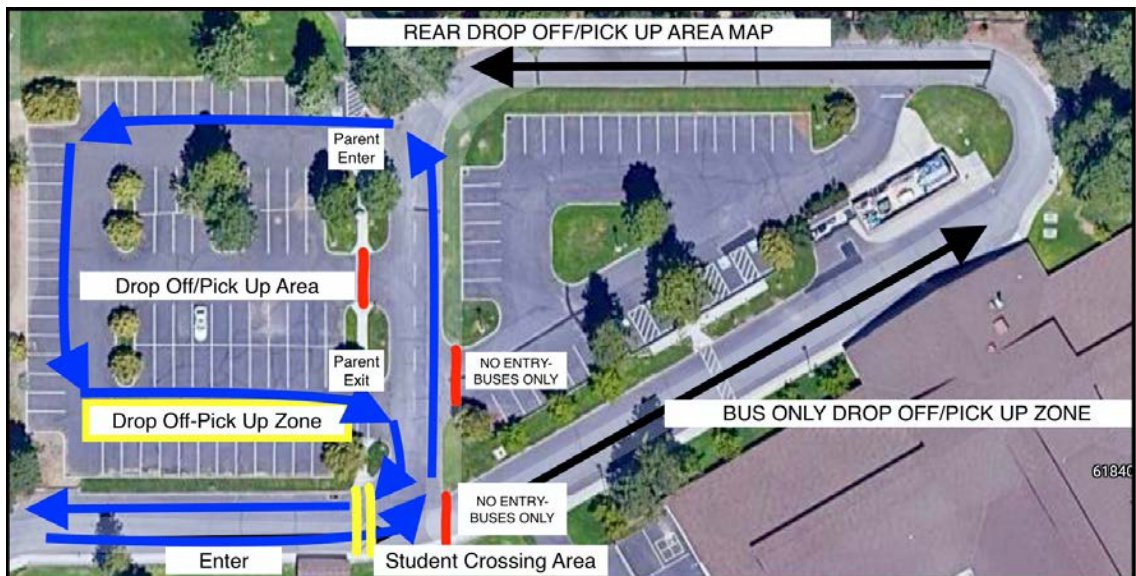
All Grades will arrive at Pine Ridge at 8:15

- Students in 3rd, 4th and 5th grade will enter through rear entry doors on the Secondary side (West Facing/Larger Playground) of the building.
- Students in Kindergarten, 1st and 2nd grades will enter through rear entry doors on the Primary side (East Side/Smaller, Flat Playground) of the building.

Final Drop Off Notes

- NO parents/visitors will be allowed into any part of the building during drop off.
- Please attempt to conduct all school business electronically or virtually. Parents needing to conduct school business in-person must schedule their meeting ahead of time. All visitors must check in with the office at the scheduled visit time. No visitors will be allowed access beyond the lobby unless otherwise granted permission by administration.
- Please do not make attempts to talk at length with staff. All staff will be conducting visual health checks during the drop-off hours and lengthy conversations will delay or distract staff from carrying out this mandatory step.

Rear Area Drop Off/Pick Up Map and Traffic Flow



Identify your exit locations for students:

IMPORTANT REMINDERS FOR DISMISSAL/PICK UP

- Please be sure all messages or changes to after school plans are called in to the office before 2:30pm.
- If you need to pick-up your student(s) any time before 3:00, please schedule the early pick up for before 2:45. Please coordinate with the office about your requested pick up time, so they can have the student ready.
- Please park and check your student(s) out at the front office.

Kindergarten – At the Exterior Classroom Door - Dismissal is 2:50

PLEASE DO NOT ARRIVE BEFORE 2:40 pm

- Kindergarten families will either enter and park in the parking lot or park on Larkwood Drive after 2:40 pm. Families can begin pick up que to the outside exit door of the classroom at 2:50. Please do not interrupt classroom routines during this time by staying on the sidewalk or in your car until 2:50.
- Masks are required and please maintain social distancing from other parents/families during dismissal
- Teachers will dismiss students directly to parents/guardians as the parent/guardian is at the exit of the classroom. Ms. Bird's class will exit at the gate next to the building.
- Until teacher/staff are familiar with you, please be prepared to show ID

First Grade Classes - Front Pick-Up - Dismissal is 2:55

PLEASE DO NOT ARRIVE BEFORE 2:50

- Pick Loop - Please use the pull through lane. Remain in your car. Students will come to you. Follow all traffic laws. Be cautious of crossing students.
- Parking Lot - If you park, please use caution in leaving your vehicle. You may wait for your student near the school, but please wear a mask and maintain social distancing while doing so.
- We encourage you to park on Larkwood or other neighborhood streets (obey all traffic laws) and walk on to campus to meet your student at pick up.
- During inclement weather, students will wait in the hall and be released to connect with their ride.
- Teachers will use a short stagger release from classroom. Students will be escorted to the doors and pick up areas.

Second Grade - Front Pick-Up - Dismissal is 3:00

PLEASE DO NOT ARRIVE BEFORE 2:55

- Pick Loop - Please use the pull through lane. Remain in your car. Students will come to you. Follow all traffic laws. Be cautious of crossing students.
- Parking Lot - If you park, please use caution in leaving your vehicle. You may wait for your student near the school, but please wear a mask and maintain social distancing while doing so.
- We encourage you to park on Larkwood or other neighborhood streets (obey all traffic laws) and walk on to campus to meet your student at pick up.
- During inclement weather, students will wait in the hall and be released to connect with their ride.
- Teachers will use a short stagger release from classroom. Students will be escorted to the doors and pick up areas.

Third Grade Classes - Front Pick-Up - Dismissal is 3:00

PLEASE DO NOT ARRIVE BEFORE 2:55

- Pick Loop - Please use the pull through lane. Remain in your car. Students will come to you. Follow all traffic laws. Be cautious of crossing students.
- Parking Lot - If you park, please use caution in leaving your vehicle. You may wait for your student near the school, but please wear a mask and maintain social distancing while doing so.
- We encourage you to park on Larkwood or other neighborhood streets (obey all traffic laws) and walk on to campus to meet your student at pick up.
- During inclement weather, students will wait in the hall and be released to connect with their ride.
- Teachers will use a short stagger release from classroom. Students will be escorted to the doors and pick up areas.

All 4th and 5th Grade - Pine Ridge Park Lot Pick-Up Loop - Dismissal is 3:05

PLEASE DO NOT ARRIVE BEFORE 2:55 PM

- School Buses must have the right of way into the bus lane. Do not enter the bus lane.
- Back Parking Lot - Vehicles can park in the Pine Ridge Park Parking lot.
- Other Parking Options - You can also park in the surrounding neighborhood/cross streets and instruct your student(s) to meet you at that location. Please follow all parking laws.
- Teachers will use a short stagger at the classroom door.
- Students will walk down the sidewalk and a crossing guard will escort them to the loop for pick-up.

All Grade Walkers and Bikers - Front Entrance - Dismissal is 3:00

Walkers: *Kindergarten* students will be excused from their classroom door to their escort. *1st and 2nd graders* will be escorted from the building through the East Hallway Exit and then through the front doors upon being excused from class. *3rd graders* will exit the building through the West Hallway Exit and then through the front doors upon being excused from class. *4th and 5th graders* will exit the building through the West Hallway Exit and then the front doors upon being excused from class. Staggered release times will ensure small cohorts in the hallways.

Bikers: *Kindergarten* students can be excused from their classroom door to their escort. *1st and 2nd graders* will exit the building through the East Hallway Exit and then through the front doors upon being excused from class. *3rd graders* will exit the building through the West Hallway Exit and then through the front doors upon being excused from class. *4th and 5th graders* will exit the building through the West Hallway Exit and then the front doors upon being excused from class. Staggered release times will ensure small cohorts in the hallways.

All Grades Bus Riders

Bus Riders will depart from Pine Ridge at 3:08

Students in Kindergarten, 1st and 2nd grades will be escorted through rear entry doors on the Primary side (East Side/Smaller, Flat Playground) of the building.

Students in 3rd, 4th and 5th grade will exit through rear entry doors on the Secondary side (West Facing/Larger Playground) of the building.

Final Pick Up Notes

- NO parents/visitors will be allowed into any part of the building during pick up.
- Please attempt to conduct all school business electronically or virtually. Parents needing to conduct school business in-person must schedule their meeting ahead of time. All visitors must check in with the office at the scheduled visit time. No visitor will be allowed access beyond the lobby unless otherwise granted permission by administration.
- Please do not make attempts to talk at length with staff. All staff will be completing sanitizing procedures immediately following dismissal hours and lengthy conversations will delay or distract staff from carrying out this mandatory step.

- ✓ We have assigned staff to conduct screening of COVID-19 symptoms as students enter the building.
- ✓ Staff have been trained in symptom screening. (cough, fever of greater than 100.4°F, chills, shortness of breath, difficulty breathing)

Cleaning and Disinfecting (2j, see the Bend-La Pine Schools [COVID-19 Cleaning and Disinfecting Plan](#))

- ✓ We are only using approved cleaning products from the district’s custodial supply.
- ✓ We will work to ensure that cleaning/disinfecting products are not being brought in from outside the custodial supply. (Clorox wipes, bleach products, etc.)
- ✓ We will partner with custodians and maintenance staff to ensure that proper ventilation circulation is in place.
- ✓ 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](#).

Playground balls in specific buckets for each class. The playground will be divided into zones and each group will be assigned a zone per week. Shawn, Ned and Rochelle will create disinfecting schedules.

Intermediate Field - When Primary Grades are on Playground

Zone 1 -Blacktop closest to front parking, field, swings.

Zone 2 - Big Toy, Field, GaGa

Zone 3 - Tree Area, Outdoor Classroom, Backstop

Zone 4 - Blacktop closest to the back-parking lot and soccer field



Intermediate Field - 4th and 5th Am/PM Recess Zoning

Zone 1 -Blacktop, Soccer, Outdoor classroom, tree area.

Zone 2 - Blacktop, GaGa, Swings, Backstop.

Big Toy Alternates



Intermediate Field - 3 Zone Map 4th/5th Lunch

Zone 1 -Blacktop, Soccer

Zone 2 - Blacktop, Backstop, Big Toy.

Zone 3 -GaGa, Swings, Blacktop



Primary Field- see maps attached

Zone 1 - Blacktop closest to back parking, field, GaGa Ball Pit.

Zone 2 - Swings, Field, Baseball backstop

Zone 3 - Swings, Outdoor Classroom, Field

Zone 4 - Blacktop closest to the front-parking lot, Big Toy



- ✓ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces. *Shawn and Jon have been trained on this procedure. Staff have been shown how to support this cleaning.*
- ✓ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. *Staff have been informed of this procedure. More reminders will follow.*
- ✓ Fans *must* not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. *Will review with staff during orientation week.*
- ✓ 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). *Pine Ridge has undergone extensive HVAC evaluations to ensure compliance with airflow standards. We will allow/encourage exterior windows to be open.*
- ✓ Questions about cleaning and disinfecting should be made first to your head custodian, then Walt Norris and lastly Terry Cashman. *This has been communicated during the 9/21/20 staff memo.*

Playgrounds, Fields, Recess, Breaks, and Restrooms (2g)

- ✓ 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.*

Meal Service/Nutrition (2h)

The primary RSSL requirement for meals is to maintain 6 feet of distancing whether students are eating indoors or outdoors. The following are promising practices to consider:

- Eat outdoors whenever possible
 - If your lunch time exceeds 15 minutes, consider requiring students to put masks back on after 15/20 minutes and pull them down over their mouth as needed to eat/drink for the remainder of the period.
 - Distribute students across multiple common spaces to avoid overcrowding in any one area
 - Supervise for physical distancing especially while masks are off
 - There are no firm occupancy limits in common areas
- ✓ breakfast will be distributed in the morning - *Breakfast will be prepared by Nutrition Services staff the day before and refrigerated overnight. Meals will be loaded onto trays and carts and staff will do a delivery to the classrooms.*
 - ✓ how/where lunch will occur - *Students having lunch will be counted in the morning and the total number of lunch counts will be delivered to Nutrition*

Services staff. Nutrition Services staff will prepare the Grab and Go and hot entree meals, combining both into a Grab and Go bag for delivery. Lunch service will start at 11:00 am and lunches will be distributed to classrooms at specific times throughout the 30 minute lunch window.

- ✓ how next-day meals will be distributed - The next-day meals (breakfast) will be prepared the night before and picked up the next morning. Next-day meals for Team Up and Free Grab and Go will be provided at the end of the day for pick up.
- ✓ 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. Communication to staff and parents - Students will eat lunch at their desks which are socially distanced.
- ✓ 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. Staff will be offered the cafeteria, the Media Center and staff room to each lunch where they can significantly space out in each area. No more than 10 staff would ever be eating at once.
- ✓ Young children are not a significant source of spread of COVID-19 . This section provides requirements and recommendations to mitigate risk of COVID-19 transmission during mealtime. Staff supervising mealtime should always wear a face covering and maintain at least 6 feet of physical distance while students are eating and wash hands or use an alcohol-based hand sanitizer after mealtime. Staff should avoid eating with one another in common areas to the greatest extent possible, as this has proven to be a significant source of spread of COVID-19 in workplaces.

Required

- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). 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.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.

Recommended

- ⇒ Determine alternate locations (e.g., classrooms, outdoors) for eating meals to reduce crowding in cafeterias and provide ventilation (see section 2j). Students eat in classrooms, in grade 4-5, students will move into common areas and hallway areas to allow for 6 ft spacing while maskless.
- ⇒ Consider alternatives so that adults can eat independently, rather than in shared spaces.
- ⇒ Young students often need help opening containers and packages. Take steps to eliminate or reduce the need to help students while they are eating.

- Be sure that school meals are fully accessible to students (e.g. open packages) before they are provided to them.
- Communicate to families that send a meal to school that they need to ensure the meal is packaged in a way that is accessible to their child, so that they may eat independently.

2i. Transportation

Required

- ✓ Face coverings for all students, applying the guidance in section 1h 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.

2j. Cleaning, Disinfection, and Ventilation

Required

- ✓ 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.

School Emergency Procedures and Drills (2m)

- ✓ We are ensuring all emergency drills required by law, (ORS 336.071 and OAR 581-022-2225) are taking place. *Yes, a schedule is created every year and maintained as the year progresses. Videos showing the correct procedures have also been created to share with students during CDL.*
- ✓ We will train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. *Staff reminders and training will be included in weekly Marten Memos.*
- ✓ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. *Already standard for Pine Ridge.*
- ✓ We are ensuring that at least 30 minutes in each school month is used to instruct students on the emergency procedures for fires, earthquakes, and safety threats. *Staff will discuss drills prior to the actual drill with students. Non-fire drills are either introduced or debriefed with the whole school during the drill time. Classes debrief drills afterward.*
- ✓ We plan to carry out drills as closely as possible to the procedures that would be used in an actual emergency (even during CDL and Hybrid models of instruction). *Scripts are always followed. Protocol and procedures are always followed.*
- ✓ If on a hybrid schedule, we will 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). *Account for in the schedule of drills so each cohort can do the drill.*
- ✓ 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. *Signage and instruction, teacher ensures this happens.*
- ✓ We plan to conduct the required safety drills virtually during CDL instruction (including the month of September). *We can do this any time. Work with Park and Rec and schedule one with kids here to practice.*

- ✓ We will report the completion of our drills to the district office (Marsha Baro). *Jacque and Rochelle will complete.*

Protocol for Notifying Local Health Authority of Confirmed COVID-19 Cases (3b)

- ✓ Staff know that in addition to the traditional manner of report sick leave/absences, a building principal, direct supervisor and/or office manager are required to fill out the Staff Absence Form when a staff member indicates that their absence is COVID-19 related (they are exhibiting high or low risk COVID-19 symptoms, have tested positive for COVID-19, or had a close contact to a positive COVID-19 case) so that our school nurses will follow up with them. For all other non-COVID-19 leave, staff will report the absence in the traditional manner. *Reviewed with staff through multiple emails, staff memos.*

3. Response to Outbreak

Instructional Models (5b)

All schools should be prepared for Comprehensive Distance Learning in the event of emergency closure, in response to an outbreak, or in the case where the local decision is made to operate in CDL based on advisory health metrics.

Instructional and Extra-Curricular Activities Requiring Additional Considerations (5f)

- Visual and Performing Arts *(Update coming soon)*

Mental, Social, and Emotional Health (7)

ODE has created a new mental health toolkit as a primary resource for districts.

Resources

[Return To School website](#)

[COVID-19 staff portal](#)

Bend-La Pine Schools Emergency Operations Plan (EOP) - [Emergency Operations Plan](#)

Standard Response Protocols (Lockdown, Lockout, Shelter, Evacuate) - [Standard Response Protocols](#)

[Pine Ridge Return to School Toolkit](#)

[Kit de Herramientas para el Regreso a Clases](#)

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