

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

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

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

Safety Committee Administrator - Scott Olszewski

Assistant Principal - Julie Stroinski

Principal - Scott Olszewski

Dean of Students - Jack Mooney

Front Office Reps - Deena Wegner, Jeni Earls, Kristi Thompson

Custodial Rep - Steve Kelly and Lee Renfro

Nurse Rep - Jamie Roberts

Certified Rep - Jack Mooney

District Safe and Healthy Schools Administrator Paul Dean

District Safety Committee Scott Bojanowski

District Covid case liaison Tammi Pike

Sky View Middle School COVID-19 Safety Team Checklist

Introduction:

Based upon Center For Disease Control (CDC) [recommendation on March 19th](#) and after careful review by the Oregon Health Authority (OHA) and the Oregon Department of Education (ODE), the State of Oregon decided to allow three feet of physical distancing under certain conditions in schools.

Bend-La Pine Schools will now organize classrooms where students are separated by three feet when other safety measures are in place including masking, hand-hygiene, minimizing of shared materials, students facing in the same direction (when possible) and regular disinfecting of surfaces.

Six feet of social distancing, to the greatest extent possible, is the norm for most all other instances like staff-to-staff and staff-to-student interactions, in common areas like hallways, cafeterias, locker rooms, when eating, when rehearsing in music classes, when exerting themselves in physical activity, when entering/exiting the buildings, lining up and when interacting with other distinct cohorts.

NOTE: Room capacity limits as previously calculated using the 35 sq. ft./per person formula have been removed from RSSL.

- Note that 6 feet continues to be the threshold of “close contact” for exposure determination by public health, even for students when at least 3 feet of physical distance from other students is allowed.

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.

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).

Section (0a) Returning to In-Person Instruction

Beginning January 1, 2021, the Health Metrics for Returning to In-Person Instruction shifted from a mandatory requirement to advisory recommendations. This allows local schools to collaborate with staff, local public health authorities, and community to consider a number of factors to make local determinations on when it is appropriate to shift to in-person instruction through an On-Site or Hybrid Instructional Model. These factors include, but are not limited to:

- County COVID-19 conditions as well as more localized health conditions,
- Readiness to meet the public health and safety requirements in sections 1-3 of this guidance,
- Staff capacity across instructional models,
- Impacts on student academic growth and success,
- Impacts on student physical and mental health, and
- Disproportionate impacts of COVID-19 and education under various models.

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:

Required

- ☐ 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.

- ❑ 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 1/19/2021

- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.

Contact Tracing (1a)

- We have all required contact tracing logs
 - Student logs through Synergy (student information system) and accurate in-person attendance.
 - Staff through digital logs located in main entry to building that all staff enter/exit through.
 - Limited In-Person Instruction students through Digital Log in classrooms via QR code.
- We have a digital system for maintaining and storing logs for at least four weeks.
- We are quickly able to provide our Local Health Authority with tracing logs for students and staff when requested.
 - Who is the person managing the student synergy reports and who will work directly with Tami Pike to pass along the student logs to Deschutes County Health:

Korene Smith Attendance korene.smith@bend.k12.or.us 541-355-7710

Julie Stroinski Assistant Principal Julie.stroinski@bend.k12.or.us 541-355-7603

- 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:

Jamie Roberts School Nurse jamie.roberts@bend.k12.or.us 541-355-7714

Julie Stroinski Assistant Principal Julie.stroinski@bend.k12.or.us 541-355-7603

Physical Distancing (1c, 2f)

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 with 6 feet of separation 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.

- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. We currently meet via WebEx.
- 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. Completed October 2020
- Physical distancing signage is posted throughout the school. Completed October 2020
- We have physical distancing markings on floor space (where appropriate). Completed December 2020 for LIPI, updated in January of 2021 for Hybrid.
- We have/will train students and staff on physical distancing guidelines. Staff have been trained, Student engaging with LIPI have been trained. We are providing a parent night and family communication in January of 2021 for Hybrid return. We will provide training to students during the week of 1/25/21 via asynchronous instruction before orientation week of 2/1/21, when we train students again in person.
- We will have taken precautions to limit the amount of time spent standing in lines by students. During Limited In Person Instruction and Special Education testing, students will be greeted by staff members at the main entrance and escorted directly to the location for the day. There will not be lines used.
- During All In: Student DROP OFFS/WALKERS: Students will be encouraged to not arrive at Sky View before the student entry time of 10:25. If they arrive before 10:25, they will wait outdoors on a stand spot in the covered area next to the gym while supervised by a staff member. At 10:25, upon arrival, students will be admitted through the main doors, they will have a spot check by the greeting staff outside, get hand sanitizer upon entering the building from the dispensers next to the hallway doors and walk to class. Students will use the right side of the hallway to move. There will be markings to which they will need to stay to the right of creating 6 feet of space in the hallways. Our common areas will use one directional flow as well. Please see the traffic flow bullet point for more details.

- ❑ During All-In: Bus Riders: Students will wait on a blue spot until 10:25. Students will enter the building under direction of staff member using appropriate social distancing. They will have a spot check by the greeting staff outside, get hand sanitizer upon entering the building from the dispensers next to the hallway doors and walk to class. Students will use the right side of the hallway to move. There will be markings to which they will need to stay to the right of creating 6 feet of space in the hallways. Our common areas will use one directional flow as well. Please see the traffic flow bullet point for more details.
- ❑ During All In : While greeting staff members will complete a wellness check, secondary wellness checks will be completed by staff members throughout the day.
- ❑ We redirected our traffic flow (one-way when possible) to maximize physical distancing. Hallways will be separated for one-directional flow and each of our two stairwells will be designated for one-way traffic (upward or downward). Arrows will indicate directional flow in all areas. Additionally, lines on the floor will delineate “corridors” for movement that leave open space between directional flows wherever possible. In our four commons, which have six classrooms each, we are designating one-directional flow in clockwise/counterclockwise directions.
- ❑ We have signage to tell students which door to use upon entering and departing the building.
- ❑ Students will use the bathroom nearest to their classroom. There will be stand spots placed 6-feet apart outside each restroom for waiting when a bathroom is fully occupied. Teachers will only send one student to the bathroom at a time.
- ❑
- ❑ We have staggered students accessing common areas (like hallways and the cafeteria). Students will be dismissed one at a time from all classes to minimize hallway traffic.
- ❑ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly. We will continue to make accommodations for those who need it. Students and Families needing accommodations should contact their Counselor or Case Manager. Staff needing accommodations should contact Scott Olszewski.
- ❑ We are minimizing interaction between students in different stable cohorts. (i.e. restrooms, common areas, playgrounds, cafeterias)
 - Restrooms will not be open during passing periods for sanitization.
 - Students will use the restroom nearest to their classrooms.
 - Teachers will maintain a restroom log to understand when and how long a student went to the restroom, via QR code that tracks departure and arrival times. Teachers will allow only one student out to the restroom at a time.
 - Students will use the restroom closest to their classroom
 - Students will enter Sky View based on how they arrive at school.
 - Staff will be deployed to support students in moving directly to their classrooms.
- ❑ We are rearranging student desks so that learning spaces are 3 feet apart and facing the same direction if 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.

- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e) exposure
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.

Visitors/Volunteers (1g)

- Staff understand the guidelines/policies around visitors/volunteers. This was covered in an all-staff meeting on September 23, 2020.
- 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 or sanitize 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, Face Shields and Clear Plastic Barriers (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.

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;”
 - A space in front of the window for line of site supervision for a “mask break” space. A spot will be marked on the floor for the acceptable place for students to take their 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.
 - Partner with counselors, SPED staff, 504 coordinators, nurses, ELL staff, behavioral coaches and/or families to problem-solve face covering issues.
- 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.

Personal Protective Equipment PPE (1h)

- We have enough face coverings and face shields for staff and students

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

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

- ❑ 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.
- ❑ 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.
- ❑ 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.
- ❑ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.
- ❑ 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
- ❑ School nurses have trained staff on your school's isolation and quarantine protocols and the use of PPE
- ❑ Your school's isolation rooms have been identified and equipped to handle staff/students displaying COVID-19 symptoms. Our former health room has been converted allowing a window for line of site supervision for our nurse and front office staff.

Attendance (2b)

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. We will encourage students to practice effective hand washing and sanitizing, as well as times to do so, such as before and after eating.
- ❑ 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. We have sanitizer in by all entry points and all main halls and in each commons.
- ❑ We are only using approved hand sanitizer from the district's custodial supply.
- ❑ 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.
- ❑ 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.

- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.
- Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts.

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. We have canceled all such events.
- 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. We will teach these expectations during asynchronous learning the week of January 25, 2021 and again during in-person student orientation the week of February 1, 2021.
- 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.)
- 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.
- We will limit staff rooms, common staff lunch areas, and workspaces to maintain six feet of distance between adults.
- Elevators will be restricted to single use with the exception of adult assistance for medically fragile students.
- Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. This is in process and will be communicated as we near our hybrid start date.
- 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.

Arrivals/Dismissals (2e, 1f)

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

Arrival: Students who ride the bus will wait on a blue spot 6 feet away from others until doors open. In addition, students will use the right side of hallway to go directly to their first classroom of the day.

Students who are dropped off or walk to school will stand on a blue spot 6 feet away from others until doors open. In addition, students will use the right side of hallways to go directly to their first classroom of the day.

Staff supervision: Staff will be located outdoors at the parent drop off, outdoors at the bus drop-off, indoors at the main entry, in the major hallway sections, and circulating in the commons.

Departure: Students will depart on a staggered schedule via the closest exit to their classroom. Students will be able to exit from commons to the busses/walking. Students on the second floor will come down

the stairs and exit through the 200 commons. Students who are picked up or walk from the front will proceed along marked areas to keep social distance to their waiting bus, car or leaving campus on foot.

- ❑ 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.
 - ❑ Administration, counseling and classroom teachers will be deployed to screen students for COVID symptoms
- ❑ 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](#))

❑ 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.

- ❑ 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](#).
- ❑ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces
- ❑ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- ❑ Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ❑ 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).

- Questions about cleaning and disinfecting should be made first to your head custodian, then Walt Norris and lastly Terry Cashman.

Meal Service/Nutrition (2h)

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

- Meal services/nutrition staff have been involved in planning for school reentry that includes how:
 - Breakfast will be distributed in the morning, breakfast will be grab and go in the cafeteria
 - Lunches will be grab and go with grab and go served in the cafeteria
 - Students will be spread out via 6 feet social distancing guidelines.
 - Students will eat in either the cafeteria or library. The cafeteria will have 110 students max eating at one time, the library will have 40 students eating in that space. After 15 minutes, we will sanitize the space and rotate students.
 - Once those 15 minutes are complete students will be dismissed outside weather permitting. They will be in a school based cohort of less than 110 students.
- 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.
- 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.
- 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.
- 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.
- 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.

Transportation (2i)

- 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.

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.
- We will train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- 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.
- 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).
- 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).
- 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.
- We plan to conduct the required safety drills virtually during CDL instruction (including the month of September).
- We will report the completion of our drills to the district office (Marsha Baro).

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.

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:

[District Wide Requirements](#)

[ODE Requirements](#)

[SVMS Band Plan](#)

[SVMS Choir Plan](#)

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](#)

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