The Nest/Trillium
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 "[Your school] COVID Checklist 10-30-2020 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.
<u>Due by Monday Jan. 25</u>

Introduction:
● *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.*

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.

ADVISORY Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model Version 1/19/2021

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

METRICS & MODELS	ON–SITE	ON–SITE AND HYBRID	ELEMENTARY ON–SITE AND HYBRID TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <200.0	200.0 to ≤350.0	>350.0
County Case Count over 14 days for small & medium counties	<30	30 to <60	60 to ≤90	>90
County Test Positivity[1] Advised for to medium and large counties[2]	<5.0%	5.0% to <10.0%	≤10.0%	>10.0%
Advisory Instructional Model	Prioritize *On-Site* or *Hybrid* (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of *On-Site* or *Hybrid* for **elementary schools** (starting with younger students and adding additional grades over time).	Prioritize careful phasing in of *On-Site* or *Hybrid* for **elementary schools** (starting with younger students and adding additional grades over time).	Prioritize *Comprehensive Distance Learning* with *Limited In-Person Instruction*.

Middle school and **high school** primarily *Comprehensive Distance Learning* with *Limited In-Person Instruction*. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment[3], transition to *On-Site* or *Hybrid*.

When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not advised to reduce in-person learning or revert to Comprehensive Distance Learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment.

1. If statewide testing volume decreases by more than 10% in the week prior compared to the previous week due to external factors (such as due to a natural disaster or acute decrease in testing supplies), then OHA and ODE will advise temporarily suspending the use of percent positivity in local reopening considerations.

2. Small counties with a population of less than 15,000 are advised to meet case counts in the metrics framework and not test positivity rates.

3. As a measure to monitor limited introduction or spread, local public health should look for an average outbreak size of 3 or less, excluding outbreaks with only one case, over the prior 4 weeks.

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

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

Sara Ausman   sara.ausman@hdesd.org_____541-420-4676_____

  Name   email   internal phone number

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

_____Sara Ausman   sara.ausman@hdesd.org   ___541-420-4676_

  Name   email   internal phone number

❏ All staff members know who the designated guideline enforcement staff member is
❏ The contact information for the designated staff member been posted on the staff bulletin board

1a. Communicable Disease Management Plan for COVID-19

Required

❏ *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.*

❏ *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.*

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

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

❏ We have a bulletin board that is centrally located for all staff to view ODE safety requirements, guidelines.
❏ Staff understand to follow this flow chart for questions/concerns about COVID-19 safety issues.
❏ 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.
❏ 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.
❏ Staff understand the district's policy and guidance for staying home from work if they have symptoms of COVID-19.

❏ 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

❏ Staff are aware that this school safety plan is uploaded to the [Return To School website](#) and viewable by the public

❏ Your staff has met either in-person or virtually to discuss the details of this plan

❏ How have the details of this plan been shared with your parent/student community?

❏ All staff have viewed the COVID-19 training video

Contact Tracing (1a*)*

❏ We have all required contact tracing logs
    ❏ Student logs through synergy and accurate in-person attendance
    ❏ Staff through paper and/or digital logs
❏ We have a 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 to pass along the student logs to Deschutes County Health

Name	Position	Email	Internal Phone Number
Ian Kaye	3rd-5th teacher	ian.kaye@hdesd.org	734-770-9930
Karen Bures	K-2nd teacher	karen.bures@hdesd.org	651-354-7807

    ❏ 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

Name	Position	Email	Internal Phone Number
Liv Roberts	educational assistant	liv.roberts@hdesd.org	541-377-7741

1c. Physical Distancing

> ## 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.*

Physical Distancing (1c, 2f*)*

- ❏ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.
- ❏ 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.
- ❏ Physical distancing signage is posted throughout the school.
- ❏ We have physical distancing markings on floor space (where appropriate).
- ❏ We have/will train students and staff on physical distancing guidelines.
- ❏ 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.*

- ❏ 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.*

- ❏ We have staggered students accessing common areas (like hallways and the cafeteria) to small cohorts.
- ❏ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly.

❏ We are minimizing interaction between students in different stable cohorts? (i.e. restrooms, common areas, playgrounds, cafeterias) [Please elaborate on the steps that you've taken]

❏ We have rearranged student desk and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person. We recommend that couches and rugs be removed because they are difficult to keep clean.

❏ Design recess activities that allow for physical distancing and maintenance of stable cohorts.

1d. Cohorts

Required

❏ 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.

❏ *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.*

Cohorts (1d*)*

❏ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
❏ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
❏ 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)*?

_____5_____ _____ _____ _____

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

_____5_____ _____ _____ _____

1e. Public Health Communication *and Training*

❏ *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.*Public Health Communication (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

1f. Entry and Screening

Required

❏ *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.

1g. Visitors/Volunteers

❏ *Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the* COVID-19 Exclusion Summary Guide*.*

Visitors/Volunteers (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.

1h. Face Coverings, Face Shields and Clear Plastic Barrier

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.

Required

- ❏ *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.

[8] 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"*

Face Coverings (1h, 2n)

❏ **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;"
- 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

1i. Isolation and Quarantine

Required

❏ 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.*

    ❏ [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

    ❏ 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 isolation rooms are located ___in room 15 _____

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.

    ❏ 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 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 <u>or</u> 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.

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

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

2d. School Specific Functions/Facility Features

Required

❏ 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.).

❏ 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.

❏ 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 nonbottle-filling water stations, we decided that refillable water bottles are okay if they are labeled with a student's name.

❏ 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, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.

❏ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

❏ 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.

[Identify your entry locations for students arriving on buses, parent drop-off, walking/biking, how you will stagger entering students and where students will gather before classes begin while maintaining stable cohorts and social distancing. How will staff be deployed to different areas to assist with this? Please be as specific as possible in describing your entry plan]

See attached details document

[Identify your exit locations for students departing on buses, parent drop-off, walking/biking and how you will stagger exiting students while maintaining stable cohorts and social distancing. How will staff be deployed to different areas to assist with this? Please be as specific as possible in describing your exit plan]

❏ 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)

2g. Playgrounds, Fields, Recess, Breaks, and Restrooms

Required

❏ 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.*

2h. Meal Service/Nutrition

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).*

⇨ *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.*

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.

   ❏ 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*)*

❏ Meal services/nutrition staff have been involved in planning for school reentry that includes how:
  ❏ breakfast will be distributed in the morning
  ❏ how/where lunch will occur
  ❏ how next-day meals will be distributed

❏ 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.

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.

5b. Instructional Models

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.

5f. Instructional and Extra-Curricular Activities Requiring Additional Considerations

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

7. Mental, Social, and Emotional Health

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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Name   Title

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