

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.
- Meredith Blackwell will be in charge of the minutes

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

Miller Elementary

COVID-19 Safety Team Checklist

Introduction:

Summary of New Language In RSSL Version 6.3.1 (March 22, 2021)

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.

- *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.

0b. Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

In accordance with Governor Brown's Executive Order 21-06, the following table is required mandatory guidance for public schools, school districts, public charter schools, and education service districts.

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 <i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	County Case Rate <i>Per 100,000 people over 14 days in large counties</i>	County Case Count <i>Over 14 days for small and medium counties</i>	County Test Positivity <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 <i>*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.</i>	200.0 to ≤350.0	60 to ≤90	≤10.0%
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL) <i>*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.</i>	>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>			

Note: If the applicable metrics place a county in different rows of this table, the more restrictive operating status is indicated and advised. For example, if a large county has a case rate of 185 and test positivity of 15% - CDL is indicated and advised unless already operating in-person.

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). 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.	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.

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.

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.

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. Jen Healy and Erich Brocker support and enforce - Staff contact Jen Healy with any 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. Erich Brocker will create an anonymous survey form for suggestions - QR code for this survey has been posted on the Miller Covid Corner bulleting board. Miller has been meeting with grade levels, all staff, SPED team, and classified cohorts weekly to ask and answer questions as well as problem solve any challenges*

☐ *Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. Miller custodian and lead engineer are aware and have created systematic plan*

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. Miller will NOT be using Outside Learning Spaces at this time.*

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

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

Jen Healy - jen.healy@bend.k12.or.us - 541-355-2502

Erich Brocker - erich.brocker@bend.k12.or.us - 541-355-2506

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

Jen Healy - jen.healy@bend.k12.or.us - 541-355-2502

☐ All staff members know who the designated guideline enforcement staff member is
All Safety Team members names and roles are on the Covid Bulletin Board - and in the Google Folder titled Covid Policies and Procedures - this information was referenced in our 10-23-20 Miller Weekly - and was reviewed at staff meeting 1-6-21

- ❑ The contact information for the designated staff member has been posted on the staff bulletin board - **completed**

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

- ❑ We have a bulletin board that is centrally located for all staff to view ODE safety requirements, guidelines.
The bulletin board with Covid and ODE related information is posted across from the staff mailboxes in the office
- ❑ Staff understand to follow [this flow chart](#) for questions/concerns about COVID-19 safety issues. This staff and community questions flowchart has been placed into the Miller Covid Policies and Procedures folder - and was emailed to all staff 11-5-20 - and reviewed during the 1-6-21 staff meeting - links to this flowchart were shared with all Miller staff 1-6-21
- ❑ 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. Covid resources and materials are located in the Miller shared drive Covid Policy and Procedures folder - and the Miller Elementary Staff Website - and certain resources and materials are being highlighted each week in our staff newsletter - safety team members and roles are posted on the Covid bulletin board. Guidelines and QR code to access to the ODE Ready Schools Safe Learners document is posted on bulletin board
- ❑ 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 - **Understood**
- ❑ Staff understand the symptoms of COVID-19. This was reviewed during a staff meeting on 9-23-20, is posted on the Covid bulletin board, a visual symptom screening document is in the Covid Policy and Procedure folder, as well as the Miller Staff Website -and is included in the BLP Ready Set Learn document - visual symptom screening doc was reviewed on 1-6-21 staff meeting
- ❑ Staff understand the district's policy and guidance for staying home from work if they have symptoms of COVID-19. This was reviewed during a staff meeting on 9-23-20, is posted on the Covid bulletin board, as well as the Miller Staff Website - the BLP Ready Set Learn document is located in the Covid Policies shared folder as well as the Miller Staff Website- and was reviewed 1-6-21 with all staff
- ❑ 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 - The Ready Set Learn document is located in the Miller Shared Drive within the Covid Policy and Procedures folder, also portions of this document are located on the Covid Bulletin board, a QR code that takes you directly to this BLP document is located on the bulletin board - this information and the document was shared with all staff in the 11-6-20 Miller Weekly - this was reviewed with all Miller staff on 1-6-21
- ❑ Staff are aware that this school safety plan is uploaded to the [Return To School website](#) and viewable by the public -Staff are aware that this is available on the BLP website and viewable by the public - and this information was in the 10-30-20 and 11-6-20 Miller Weekly - the checklist is located in the Covid Policies/Procedures shared drive, as well as the Miller Staff Website - and all

Miller staff were informed where this document is located and informed to review prior to students returning to the building

- ☐ Your staff has met either in-person or virtually to discuss the details of this plan - Safety Team met on 11-18-20 to review updated plan - staff have been notified where this plan lives in our Miller Shared drive and BLP webpages - and will be reviewed prior to Hybrid or LIPI Expanded models - all Miller staff have been reminded about this document, portions have already been reviewed and are understood as current practice - during the Asynchronous week 1-18 to 1-22 grade level teams will perform walkthroughs to discuss and evaluate the plan. Safety team will meet within the next several weeks to review the updates to RSSL and impacts on school
- ☐ How have the details of this plan been shared with your parent/student community? This plan has had several iterations as it is a living document - the parents have had access to the plan on the district webpage and Jen Healy is sending the link to parents in a letter to parents regarding students returning to school - the April updated plan will be supplied to the district for posting on the district webpage
- ☐ All staff have viewed the COVID-19 training video Completed

Contact Tracing (1a)

- ☐ We have all required contact tracing logs
 - ☐ Student logs through synergy and accurate in-person attendance - Completed
 - ☐ Staff through paper and/or digital logs - Digital since 9-25-20
- ☐ We have a system for maintaining and storing logs for at least four weeks. Jen Newton is tracking all Building Visitor logs - Erich Brocker managing all staff digital logs
- ☐ We are quickly able to provide our Local Health Authority with tracing logs for students and staff when requested. - Yes
 - ☐ 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
Jen Newton Office Secretary
jen.newton@bend.k12.or.us - 541-771-8744
 - ☐ 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
Erich Brocker Vice Principal
erich.brocker@bend.k12.or.us 541-647-7910

Physical Distancing (1c, 2f)

- ☐ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. Understood and in compliance
- ☐ 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 and posted

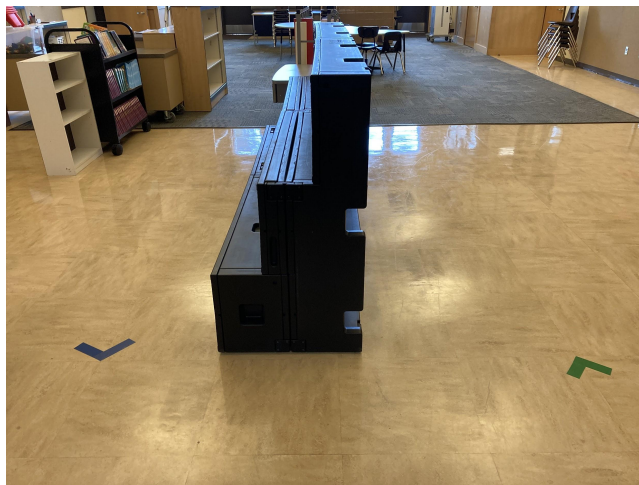
- ❑ Physical distancing signage is posted throughout the school. Distance circular stickers have been placed in the lobby - 6 foot character reminders have been posted in each hallway - mask - hand washing - and distance posters have been posted on the bulletin board outside of each wing - staff and students understand and have been in compliance with our physical distancing requirements - the six foot rule signs were removed 3-19-21 - all other signs remain



- ❑ We have physical distancing markings on floor space (where appropriate). Athletic tape arrows are on floor six feet apart - directing students where to walk and directing traffic flow
- ❑ We have/will train students and staff on physical distancing guidelines. Staff understand physical distancing guidelines and have been in compliance since September - students will be taught and during the "Orientation" week and reminded on a daily basis
- ❑ 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.* Students will remain in classrooms to the maximum extent possible - there will be lines as students move to specials - exit the buses - and load onto the buses - students will be taught to keep arms length from each other while in any line
- ❑ 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 placed athletic grade tape, Blue and Green arrows on either sides of the hallway that are six feet apart to direct traffic flow in the hallways -



We have strategically placed furniture in the wing common areas to support one directional flow of traffic inside the wings



- ❑ We have staggered students accessing common areas (like hallways and the cafeteria) to small cohorts. Refer to Master Schedule - limiting cohort mixing to the maximum extent possible unless it interferes with instructional activities/support - students will have grab and go meals delivered to their classrooms for lunch -
- ❑ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly. Safety team will coordinate with the appropriate building teams/staff to provide additional support as needed - this information will be shared with parents via our newsletter
- ❑ 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]

Classrooms will be designated as stable cohorts - wing restrooms will be accessible to students only within that colored wing - playgrounds will be zoned into separate areas where a stable cohort will be designated to play in a zone for recess -

- ❑ We have rearranged student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person. We recommend that couches and rugs be removed because they are difficult to keep clean. **Completed**
- ❑ Design recess activities that allow for physical distancing and maintenance of stable cohorts. Playground areas will be divided into separate zones - students will not mix between zones - each zone will host one cohort for one week at a time before switching

Cohorts (1d)

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. **Understood and in compliance**
- ❑ *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.* **Understood and in compliance**
- ❑ *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.*

Librarian has students sitting near projector curtain and sits at back of room with mask and plexiglass - lesson and directions are projected on the screen as she talks them through the lesson. PE and Music operate on a two week rotating schedule. One class will attend Music for two weeks then switch to PE and vice versa. In the library - students are seated 6ft apart in chairs - Librarian is masked and in front of the class instructing while working to maintain 6ft distance to the maximum extent possible

- ❑ 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 (35 foot requirement has been removed), including staff. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. **For LIPI we have students attending either two or four days a week, there is a Lifeskills cohort, Tue-Thur cohort, and Mon-Fri cohort, we have been maintaining distancing and following room usage guidelines. We do have some LIPI students that attend the Miller BPR daycare program and they mix with one of the LIPI cohorts for instructional purposes. For return to school, we will have classrooms as cohorts with limited mixing to the maximum extent possible. Miller is not operating under the new guidance that students are allowed to be 3ft apart - the 6ft requirements for staff to student and staff to staff remain in place**

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| <ul style="list-style-type: none"> <ul style="list-style-type: none"> Total 4th Grade cohort range - 26-36 4th Hybrid cohort A range 10-20 4th Hybrid cohort B range 10-20 <ul style="list-style-type: none"> Total 5th Grade cohort range 26-36 5th Hybrid cohort A range 10-20 5th Hybrid cohort B range 10-20 |
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- ❑ 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 - **Understood**
- ❑ 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. Miller has done several staff meetings reviewing public health protocols, Safety team has discussed protocols, and we have completed several training sessions with our nurse. During staff meetings the Ready Set Learn document regarding Covid transmission and what to do regarding symptoms has been reviewed, and staff have been reminded to review this document as needed.

- ❑ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#) exposure When the “Hazards” posters are made available by the District Miller will post them - Masking posters have been placed in numerous locations
- ❑ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. As we shifted towards in person instruction, we have meet with different cohorts and completed a staff meeting to ask and answer questions brought up by staff regarding protocols and school operations

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. Students are screened as they are on the bus, as they exit the bus, and as they enter the gates to Miller. Staff self-screen, at the next staff meeting we will remind all staff of the importance of using the check in system as well as the importance of staying home when any Covid symptoms are present.

Visitors/Volunteers (1g)

- ❑ 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](#). Jen Newton our school secretary will screen as visitors enter the building
- ❑ Staff understand the guidelines/policies around visitors/volunteers. Staff understand - this information is posted in the Covid bulletin board - we have been only allowing visitors into the

lobby and they may not go beyond the lobby, unless they are an essential visitor - all other visitors are not allowed in the building past the lobby. No volunteers are allowed.

- ❑ 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. Office staff have been following these procedures
- ❑ We will log visitors/contractors/itinerant staff for contact tracing - Paper log is located in the lobby and visitors are directed by office staff to fill it out
- ❑ 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. Understood
- ❑ 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. This information was included in a News From the Den parent newsletter and will be included in the 11-17-20 NFTD.

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. Masks and shields have been provided and will continue to be provided. Meredith Blackwell manages all PPE orders*
- ❑ 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. **Understood and we are in compliance with these guidelines**

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 **Understood and have been following these guidelines as LIPI students are in the building, and students will be taught during the Orientation week 1-18 to 1-22 and reminded daily**
- ❑ Face coverings should be worn both indoors and outdoors, including during outdoor recess. **Understood**
- ❑ 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.**Miller Safety team understands these guidelines and will comply - this information will be taught during Orientation week 1-18 to 1-22 and students reminded daily**
- ❑ 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 - **Understood**
- ❑ Please note, face coverings need to be worn even when staff are behind plexiglass barriers. **Understood**

Personal Protective Equipment PPE (1h)

- ❑ We have enough face coverings and face shields for staff and students - **Yes and Anita will work with Meredith to order more as needed**

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 **Meredith Blackwell will manage ordering of PPE**

Isolation Protocols (1i)

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. Students are screened when they are on the bus, exiting bus, as they enter gates to the school, and within the classrooms over the course of a day.**

❑ 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.* We have building plan and will follow our plan. We have three dedicated isolation rooms and one overflow area.

❑ 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. Understood and in compliance

❑ *The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.* Understood and in compliance

❑ 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 - This document is placed in the Miller Shared drive - portions are on the Covid Bulletin board - and a QR code that can be scanned to the document is posted on the Covid Bulletin board - this document is placed in the Covid policies shared drive as well as the Miller Staff Website and was reviewed at the 1-6-21 staff meeting

❑ 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 - Covid Exclusion and Quarantine document is in the Covid Policies and Procedures google folder - as well as the Miller Staff Website and was reviewed at the 1-6-21 staff meeting

❑ School nurses have trained staff on your school's isolation and quarantine protocols and the use of PPE - several staff members have been trained for LIPI, all staff will be trained prior to students returning to building

❑ Your school's isolation rooms have been identified and equipped to handle staff/students displaying COVID-19 symptoms. Our isolation rooms are located

1. Room Number One is located across from the Principal office and can handle one student
2. Room Number Two is located next to the staff mailboxes and can support two students
3. Room Number Three is the conference room and can support 4 students
4. Safety Team will need to discuss and identify an overflow area if we surpass seven students requiring isolation - this requirement will be discussed in the next Safety Team meeting
5. If there are more than 7 students/staff exhibiting symptoms, they will be placed in the hallway at the front of the building adjacent to nurses office

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. *Miller Office Manager and Secretary completed a comprehensive attendance training on 1-22-21.*

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.). *Parents have been notified and teachers are aware that if personal water bottle is brought to school it will need to be properly marked as to who is the owner. If not marked teacher will use a sharpie to mark appropriately.*

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

- ☐ All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. *This practice is understood by staff and students*
- ☐ 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. *Yes*
- ☐ We are only using approved hand sanitizer from the district's custodial supply. *Yes*
- ☐ 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. *Posters and signage have been placed on floors and walls in hallways and each wing bulletin board, students will be taught and required to wash hands daily*
- ☐ 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. *Understood and is being practiced for LIPI kids, and will be implemented and required when students return*
- ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. *Soap is available and we will comply with this requirement*
- ☐ Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts. *Understood and hand washing is being done by current LIPI staff - staff will be reminded during the Asynchronous 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 *Wall mounted and freestanding non-touch dispensers have been installed*

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. **Understood and we are in compliance**
- ☐ 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. **Understood and is being followed for current LIPI students and will be implemented with all students when we move to Hybrid model**
- ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). **Outdoor equipment will be used for recess by one cohort at a time for a week**
- ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. **Playground and field will be separated into zones with one cohort staying in that zone for one 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. **Understood and is already being implemented**
- ☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. **We will stagger our AM arrival and PM pick up to maximize safety and efficiency**
- ☐ 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. **Master Schedule is being designed with these agreements in mind - any future changes will be communicated and have these representatives at the table Master schedule is being finalized and takes into account collective bargaining agreements regarding breaks and prep 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]

10-2-20 update is that arrival times will be staggered and we will not be doing outside recess prior to the start of school. Students will arrive via bus or parent and will go directly to their classroom via outside doors. Students being dropped off at the front of the building will enter orange/yellow K-1-2 gate to access outside doors, or 3-5th grade through the blue/green gate to outside doors. Some students that are dropped off at the front of the building will be able to access their classrooms outside door that opens to the front of the building. We will have adults at each outside field gate (4 total) at the front and back of the building. These adults will be conducting visual screenings and supporting social distancing and mask wearing.

Buses will arrive at the back of the building and drop off students - bus riding students will be going through the green/blue gate if 3-5th grade and orange/yellow gate if K-1-2 then to their outdoor

classroom door. Some bus riders will be able to use the outside door that opens to their classroom at the back of the building, the rest will enter through the gate to their outside door

1-6-21 update - Buses are scheduled to arrive at Miller at 730am each morning - bus riding students will enter their outside classroom door via the exterior field gates or directly into their classroom if facing the back parking lot.

Parents are allowed to drop off students at 745am at the front of the building. These students will enter their classroom directly if classroom outside door opens to front parking lot, or they will enter through the exterior field gates to the outside classroom door. PARENTS MAY NOT ENTER THE CLASSROOM FOR ANY REASON!!

Students that walk or bike to school will park their bike in the front or back bike lock area. Then they will enter the school either directly to back or forward facing outside classroom doors, or via the exterior field gates to the outside classroom door.

[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 will be using staggered departure times with all classrooms. Kindergarten will be the first to assemble and exit the building. Six classrooms that face the back parking lot will release students for parent pick up after the buses have left approximately 230pm.

The remainder of classrooms will be released to the front parking lot. 1-5th grade students will be escorted to the front of building by teacher for parent pickup, except for the six back lot facing classrooms. Students will be escorted to buses, and loaded supported by their teachers - Kindergarten students will be the only grade level that will have one to one parent pick up. Parents will be allowed to come to the teachers outside door for Kindergarten pickup. No parent is allowed into the classroom or building.

- ❑ We have assigned staff to conduct screening of COVID-19 symptoms as students enter the building. We understand this requirement and will have an assigned adult at each exterior field gate as students arrive. These adults will complete visual symptom screenings. Temperature will NOT be taken prior to entering the building. **It is with the highest recommendation to limit spread of Covid that parents keep kids home that are showing any of the following symptoms:** Cough - Difficulty Breathing - Loss of Taste or Smell - Fever 100.4 or higher - Chills - Congestion/Runny nose - Nausea/Vomiting - Diarrhea - Sore Throat - Headache - Muscle Ache/Pains - Fatigue
- ❑ Staff have been trained in symptom screening. (cough, fever of greater than 100.4°F, chills, shortness of breath, difficulty breathing) Symptom Screening documents are in the Shared drive Covid Policies and Procedures - and Low and High risk symptoms documents are posted on the Covid bulletin board - Staff assigned to exterior gates upon arrival will review the Visual Symptom Screening sheet during Asynchronous Week and may direct any questions to our school nurse

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. **Yes**
- ☐ We will work to ensure that cleaning/disinfecting products are not being brought in from outside the custodial supply. (Clorox wipes, bleach products, etc.) **Understood**
- ☐ We will partner with custodians and maintenance staff to ensure that proper ventilation circulation is in place. **Yes New HEPA filters have been installed**
- ☐ 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](#). **Custodian's understand this - each classroom will have a set of playground balls that will be kept in a mesh bag - the mesh bag will be disinfected each evening - during recess each classroom will only use their allotted equipment.**
- ☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces - **Custodians have been cleaning and disinfecting at least daily**
- ☐ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. **Staff understand this requirement, and have been in compliance during LIPI - teachers will be reminded about cleaning protocols/procedures during Asynchronous week and understand what is their responsibility**
- ☐ Fans *must* not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. **Understood**
- ☐ 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). **Understood and new HEPA filters have been installed**
- ☐ Questions about cleaning and disinfecting should be made first to your head custodian, then Walt Norris and lastly Terry Cashman. **Understood**

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.* Understood and in compliance
- ❑ 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.*
- ❑ Meal services/nutrition staff have been involved in planning for school reentry that includes how: Mrs Healy has included Julie Jameson in the planning for food service at school - on 1-8-21 Jen Healy, Erich Brocker, and Glen Carey met with Terry Cashman and Gara Schluter to discuss plans for Breakfast - Lunch - and Supper
 - ❑ 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. Understood, is being implemented during LIPI students will be taught this requirement during Orientation week and reminded daily
- ❑ 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. Understood

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. Understood and in compliance*

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**
- ❑ We will train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. **Yes, and have completed drills with LIPI students in the building**
- ❑ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. **Understood - most drills fall within this time frame**
- ❑ 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. **Understood**
- ❑ 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). **Understood and have completed drills during CDL and LIPI**
- ❑ 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). **Understood and this will happen for both 4th and 5th grade cohorts**
- ❑ 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. **Understood, is happening with LIPI students and will be taught to returning students**
- ❑ We plan to conduct the required safety drills virtually during CDL instruction (including the month of September). **A Fire Drill and Earthquake video were created and sent to families - this will happen for each drill that is completed within the CDL model**
- ❑ We will report the completion of our drills to the district office (Marsha Baro). **Continue with current policy**

3. Response to Outbreak

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.

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. **This information is posted in the Covid bulletin board, available in the Miller Shared Drive Covid Policies and Procedures, and is available on the Miller Staff Website**

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](#)

Names of the People and who contributed to this document:

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