

## **School Safety Teams**

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

### **Goal**

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

### **Meetings**

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

### **Minutes**

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

### **Organizational Chart**

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

### **Bulletin Boards**

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

### **OSHA**

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

## COVID-19 School Safety Teams

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

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

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

### Core Team:

Tammy Doty	Principal
Kate Pardo	Office Manager
Steve Strouts	Custodial Engineer
Shanon Bryant	Interim Nurse
Rob Johnson	Assistant Field Custodial Supervisor
Amanda Nelson	Educational Assistant
Sydney Murphy	3rd grade Teacher
Annie Moseley	SPED Teacher

### Review Team:

Stephanie Jensen	Assistant Principal
Angie Powers	Secretary
Emily Gibson	Social Emotional Learning Specialist
Elizabeth Schneider	1st Grade Teacher
Becky Hillman	Title 1 Reading Specialist

## Silver Rail Elementary COVID-19 Safety Team Checklist

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

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

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

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

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

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

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

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

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

Tammy Doty	<a href="mailto:tammy.doty@bend.k12.or.us">tammy.doty@bend.k12.or.us</a>	541-408-1382
Name	email	internal phone number

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

Tammy Doty	<a href="mailto:tammy.doty@bend.k12.or.us">tammy.doty@bend.k12.or.us</a>	541-408-1382
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Name	email	internal phone number
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- ☐ 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

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

- ☐ We have a bulletin board that is centrally located for all staff to view ODE safety requirements, guidelines. This is located on the staff lunchroom bulletin board.
- ☐ 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? Family newsletter via email.
- ☐ All staff have viewed the COVID-19 training video
  - ☐ *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.

### 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 logsWe have Entering and Exiting QR codes at the front entry/exit. We are only using these doors to enter the building. Paper contract tracing logs will be used for interaction with that particular cohort or kids, with less than 6ft social distancing for 15 minutes or more.
- ☐ We have a system for maintaining and storing logs for at least four weeks.Google Doc form will keep these records indefinitely. The building entry and exit logs, as well as the classroom logs will be accessed by the Office Manager in Google Docs. All paper docs are turned into the office daily.
- ☐ 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 Molly Blackburn, school Nurse and Kate Pardo, Office Manager

Kate Pardo	Office Manager	<a href="mailto:kate.pardo@bend.k12.or.us">kate.pardo@bend.k12.or.us</a>	541-771-0618
Molly Blackburn	School Nurse	<a href="mailto:molly.blackburn@bend.k12.or.us">molly.blackburn@bend.k12.or.us</a>	207-275-9252
Name	Position	Email	Internal Phone Number

- ☐ 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

Kate Pardo	Office Manager	<a href="mailto:kate.pardo@bend.k12.or.us">kate.pardo@bend.k12.or.us</a>	541-771-0618
Name	Position	Email	Internal Phone Number

### 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).In classrooms--where to sit will be marked on a desk and lining up marks by the lockers
- ☐ 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. Students will not freely be moving throughout the building other than to enter for the day, go in and out from recess, walk to specials, and exit at the end of the day. Staying in class will significantly limit lining up and moving. When leaving class, students will be dismissed from their seats and leave directly. They will be trained to line up outside in their recess quadrant and come in with their teacher after the bell rings.

- ❑ [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.* Teachers will escort students to and from the classroom when taking them out to recess or specials, monitoring social distance the whole way. When in the building, parts of hallways will be divided with shelving to physically encourage students to stay to the right of the halls. It will be a stay to the right pattern coming and going in halls and on the stairs. The ends of each hall way will have signage directing students and adults to stay to the right. The shelving will make it easier to happen. The walls will be marked with 6 foot distances for reference (Staff masked photos)
- ❑ We have staggered students accessing common areas (like hallways and the cafeteria) to small cohorts. All student groups will take place in common areas outside of the classroom. When possible, adults will push in to provide services so students don't have to leave.
- ❑ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly. When made aware of a person needing accommodations, the person who can best serve that student (teacher, SpEd teacher, ELL, SEL, etc.) will be notified and help set up the accommodation.
- ❑ 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]

Restrooms---Only 1 student at a time. Have student waiting outside on a spot--maximum 5 students waiting because 1 student at a time per class can leave.

Breakfast and lunch will be delivered to the classroom, where students will eat at their own desk that is arranged to be socially distant. During all meals, students will maintain a 6 ft. distance.

Recess will be staggered by grade level. Each classroom in a grade will be assigned to a playground quadrant to stay in and play for the day. Classes will rotate quadrants each day so that they get to experience different areas and toys. Each toy cart will be disinfected after each recess by an adult, with the carts also getting a dose of the mist in the evening as well when they are stored in the vestibule.

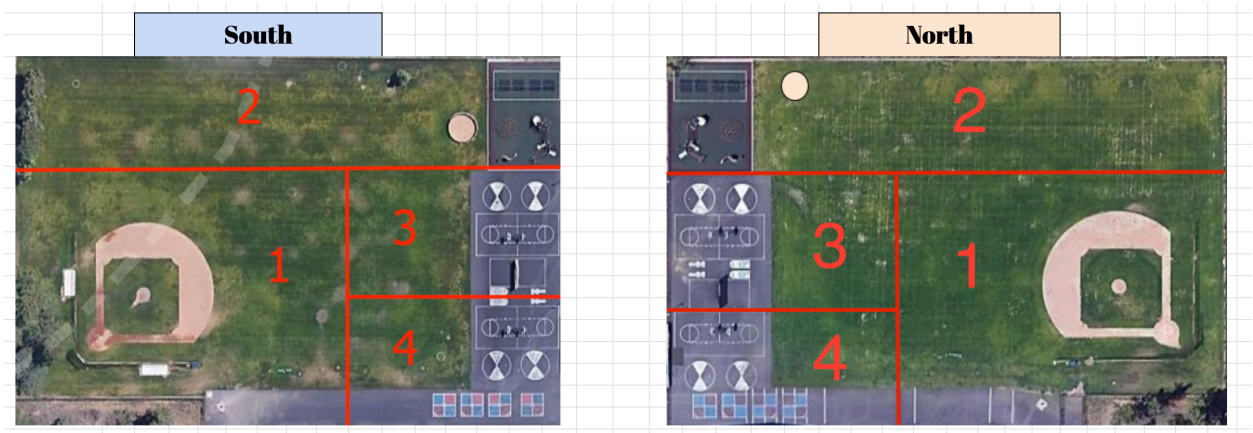
Students will only be in common areas with adults assigned to support their on-going small groups. There will be no random groups going into the common areas. The tables and chairs will be sanitized after each group.

- ❑ We have rearranged student desk and other seat spaces in classrooms, so that staff and students' physical bodies are at a minimum of 3 feet apart to the maximum extent possible. We recommend that couches and rugs be removed because they are difficult to keep clean. Small classroom carpets will stay to accommodate a socially distant small group meeting place. All adults will still try to maintain a 6 foot distance when working with kids.

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

Recess will be staggered by grade level. Each classroom in a grade will be assigned to a playground quadrant to stay in and play for the day. Classes will rotate quadrants each day so that they get to experience different areas and toys. Each toy box will be disinfected after each recess, with the boxes also getting a dose of the mist in the evening as well.

(See photo above)



### 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.

☐ *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.*

#### **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)?

K-3 would be a range of about 9/11 students in a class to 40 in a grade level up to 60 per wing.

4-5 would be a range of about 13/14 students in a class to 40 in a grade level and up to 60 per wing.

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

K-3 would be a range of about 15-21 students

4-5 would be a range of about 22-26 students

- ☐ 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.*

#### **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

#### **Visitors/Volunteers (1g)**

- ☐ Staff understand the guidelines/policies around visitors/volunteers. There will be no 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. The QR codes at the front door will be used on entry and exit.
- ☐ Contractors/authorized visitors will be required to wear face coverings, be screened for COVID symptoms, maintain 6 ft distancing, and wash hands upon entry and exit.
- ☐ We have communicated out to staff and families that teacher conferences, meetings (with parents and between staff) should be maximized through videoconferencing or telephone calls.
- ☐ ☐ *Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.*

#### **Face Coverings (1h, 2n)**

- ☐ **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. Masks will be the required covering for all--see next section for exceptions.

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 masks will be worn by all students in grades Kindergarten to 5th grade
- ☐ Face masks 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, students will step outside of the room into the hallway where the teacher can keep an eye on the student. Outside at recess a student can ask an adult for a mask break. The adult will take the student to an area away from others for a 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](mailto:PPEsupplies@bend.k12.or.us)

**Face coverings are required for all students in grades kindergarten and up, along with all staff.** Certain accommodations *for medical needs or disability* are noted in the guidance below. *Student or family refusal to wear appropriate face covering for a values-based reason then dictates that educational needs be met through Comprehensive Distance Learning. Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.*

*In October 2020 it was established that people without symptoms can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements. In addition, evidence continues to suggest that airborne transmission plays a role in the spread of COVID-19, via exposure to small droplets and aerosols that contain the virus and can linger in the air for minutes to hours. This means the virus may be able to infect people who are farther than 6 feet away from the person who is infected, especially in enclosed indoor spaces, when people are shouting, singing or exercising, and when air ventilation is suboptimal.*

❑ *Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.*

❑ *Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.*

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

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

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”

## **Isolation Protocols (1i)**

- ☐ Bend-La Pine Schools Ready Set Learn Communications Guidance for COVID-19 Positive Cases is our guiding document for addressing symptomatic, presumptive and positive COVID-19 situations
- ☐ Staff understand the protocols for exclusion and isolation of sick students and colleagues whether identified at the time of bus pick up, arrival at school or at any time during the day.
- ☐ 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 the front office area in the Administrator's office, which is located next to the Office Manager's office. The Administrator has been relocated to the conference room. This room has full windows and visible access for office staff to observe students who are not well.

- ☐ 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.*

#### **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 or use an alcohol-based hand sanitizer with 60-95% alcohol.

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

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](mailto:PPEsupplies@bend.k12.or.us) Office Manager, Kate Pardo will submit order to Molly Blackburn, school nurse who will submit to Tami Pike, District Head Nurse

#### **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.
- ☐ Students will be discouraged to bring personal property to school (e.g., school supplies other than what the school has provided, headphones not labeled, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner. Because BLS will close non-bottle-filling water stations, we decided that refillable water bottles are okay if they are labeled with a student's name. Personal items will be limited to a labeled water bottle, labeled headphones, and a backpack. School items going back and forth will be limited to the iPad and any journals/books, that the student needs for hybrid days.
- ☐ 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. This is updated and now reflects the 35 sf per person capacity for staff room and work room.
- ☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. Communication will be sent to families and a video will be created showing parents where and how to quickly and safely drop student's off at school by vehicle or walking. We also followed up with a phone call reminder on Synrevoice.
- ☐ 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.
- ☐ ☐ 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.).
- ☐

#### **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]

Upon arriving on the bus at 7:30, students in the north wings will go through the north gate and students in the south wings will go through the south gate. Staff members will be supervising to make sure social distancing is maintained while the students are arriving to the gate. .

From there, all K-2 students will report directly to their outer classroom door and enter directly into the classroom, where they will have a calming activity, like reading while we wait for all to arrive and are eating breakfast. Students in the upper wings will enter the building through the following doors:

B-wing 4th grade students will arrive through the south gate and enter the south doors and go directly up the stairs to class. B-wing 5th grade students will enter through the south gate and go directly up the back stairs located on the east side of the building. They will all enter into the classroom, where they will have a calming activity, like reading while we wait for all to arrive.

Students in rooms D1, D2 and D3 will arrive through the north gate and enter the north doors and go directly up the stairs to class. Students in rooms D4, D5, and D6 will enter through the north gate and go directly up the back stairs located on the east side of the building. They will all enter into the classroom, where they will have a calming activity, like reading while we wait for all to arrive.

Staff will get kids off the bus and supervise their walk to the gates

Parent car/walk drop offs will start at 7:30. Students will be dropped off at the curb and walk to the appropriate gate. If a parent needs to undo a car seat, etc., they need to park and walk student through parking lot to curb. Parents dropping off must stay in car and student must exit car immediately. Same protocol from gate to room above will apply.

[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]

Each Classroom teacher will walk his/her classes out to the bus, following a specific route to keep students socially distanced. It will be a staggered dismissal in the order of 5, 4, 3, 2, 1, and K, which loads the bus from back to front, minimizing students passing each other in the aisles. The teacher will lead students who are walking or being picked up to a certain location that is socially distant.

- ☐ We have assigned staff to conduct screening of COVID-19 symptoms as students enter the building. (GATE- staff and the classroom teacher at the door)

- ☐ Staff have been trained in symptom screening. (cough, fever of greater than 100.4°F, chills, shortness of breath, difficulty breathing)

- ☐ 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.*

*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.*

❑ 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.

⇒ 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.

❑ 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.

**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](#). The playground will be divided into 4 quadrants. Each classroom will be assigned to a quadrant for a whole day. Each quadrant will have an assigned toy cart, that will be sprayed between uses and deeply disinfected each evening.
- ❑ 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.
- ☐ ☐ *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.*

#### **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 --students will pick up a breakfast as they go through the gate and take it to their classroom to eat
  - ☐ how/where lunch will occur lunch numbers will be taken in the morning and lunches will be distributed to classrooms at specific lunch times (11:00 and 11:15)
  - ☐ how next-day meals will be distributed as students leave the gate at the end of the day, they will be able to take a snack/supper bag.
- ☐ 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. Students will eat lunch at their desks which are socially distanced. They will not talk while eating and mask is off. They will also not leave their seat and move around the room to dump trash without their mask.
- ☐ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Staff will be offered the cafeteria to each lunch where they can significantly space out in an area made to hold 150.

*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.*

❑ 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.

⇒ 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.*

### **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. Our mass disbursement place will be relocated farther away to account for farther spacing. The fence will be labeled with teacher names where they will go to line up for the drill. Teachers will monitor the lines for proper distance and classes will be placed at a minimum of 6 feet apart. We will make a movie of the proper way to do this to show the kids ahead of time.
- ❑ 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). Evacuation routes usually follow the reverse of the school entry plan already.
- ❑ 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). Drills will be scheduled two days in a row to account for both groups being able to participate

- ☐ 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). Staff will show the movie to the kids that we create above.
- ☐ We will report the completion of our drills to the district office (Marsha Baro). Kate Pardo, the Office Manager will do this like she does already.

#### **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*)

#### **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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