

Agenda August 5, 2020

1. Call to order
2. **Public comment** (The board welcomes comments and questions from the public. If you wish to address the Board this evening, please sign in. We ask that you limit your comments to three minutes. If more than one person will be addressing the same topic, we ask that you appoint a spokesperson to speak for the group. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. (Policy BDDH: Public Participation in Board Meetings))
3. Union Report
4. Discuss & Approve July Minutes
5. Consent Agenda items – All meeting reports put on hold due to COVID-19
6. Director's Update – Michelle Silva to report on new developments
 - a. Our new Director Shelley Lake will be here on August 10
 - i. We notified the hiring team, then the board, then the staff, and finally parents via email
 - b. We have reserved August 11 for the Board and new staff to stop by and introduce themselves
 - c. Shelley will be helping us present to all staff on August 12
7. Business Report – Michelle Silva
 - a. HASS Plan (healthy and safe schools plan) – **action item – needs adopted**
 - i. The HASS plan was due July 31, 2019. Our plan was never completed.
 - ii. Pete and I worked together with ODE to get the plan approved and published on our website within the states guidelines.
 - b. 2020/2021 calendar – **action item – needs adopted**
 - i. We had to make significant changes since the calendar was approved in June
 - ii. The proposed calendar accommodates staff training as well as the union requirements of not more than 194 contract days and not more than 171 teaching days.
 - c. 2020/2021 ODE Guidance Ready Schools Plan
 - i. An update was published on July 29 – the next guidance is due out August 11
 - ii. Under the 7/29 guidance a school can ONLY open its doors to in person teaching if it meets the COVID testing matrix for BOTH the state and the county (attached)
 - iii. There is an exception that states that if your county meets the matrix then you can have on campus learning in grades K-3 ONLY
 - iv. The newest version of the plan – along with the protocols we have written at this time, are attached – these protocols are ongoing works in progress and we have more required protocols to come
 - v. As of today we meet the exception criteria (listed under Comprehensive Distance Learning) – Julie will now explain our current course of action
8. Curriculum Report – Julie Graber
 - a. Tentative Plan for k-3 exception under the Governor's new matrix
 - i. 2020/2021 reopening - Small Bubble Plan
 1. Grades K-3 Monday - Thursday on campus with Fridays as at home online project day allowing all teachers in all grades to have Fridays as a prep and grading day
 2. No more than 13 students per class with 2 teachers

- a. We have hired 3 new staff members
 - 3. Specialties would relieve teachers for prep and required lunch breaks
 - a. The union contract requires a 30-minute duty free lunch for each employee as well as a minimum of 30 minutes prep time per day and a total of 225 minutes of prep time in a week.
 - ii. 4th – 8th grades will be online as this is all the matrix allows at this time
 - b. Online platform – we have purchased, Canvas, Scoot Pad and IXL
 - i. Training on the new platforms begin August 13
- 9. Report from last district board meeting -
 - a. Representative for next district board meeting –
- 10. Old Business
 - a. Charter renewal with CBSD
 - i. Update – Michelle sent an email to CBSD asking for the last 4 years' expenditure reports and then followed up with a second request in mid July
 - 1. there has been no response yet as of 8/4/2020
- 11. New Business –
 - a. Resignation from the Board – Amanda Brown
 - b. New Hires
 - i. Amanda Brown – 1st grade co-teacher
 - ii. Arena Thompson – 2nd grade co-teacher
 - iii. Kalan Orsel – 3rd grade co-teacher
 - iv. Colten Hendricks – 7th grade ML Teacher
 - v. Aengy Pedrazzini – 8th grade ML Teacher

Round table-



The Lighthouse School
"Lighting the way to a brighter future."
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BOARD OF DIRECTORS MEETING MINUTES

- ❖ The Board of Directors met July 8, 2020.
- ❖ The meeting was held via video conference.
- ❖ The meeting was a regularly scheduled meeting called by the Board of Directors.
- ❖ The Directors present at the meeting were: Josie Keating, Avena Singh, Tim Hyatt, Stephanie Messerle, Scott McEachern, John Gibson, Daniel Pruet, and Lisa LaGessee, Julie Graber, Callie Hart, Amanda McMahan Brown, Jenni Schmitt, TLS Secretary, Michaela Vonderohe, and business manager, Michelle Silva. Not present were George von Dassow, Stephanie Ospina and Paula Mosley. A quorum was present because nine of eleven board members were present at the meeting. The presiding officer was John Gibson.

REGULAR MEETING – REPORTS AND DISCUSSION

1. Minutes from the previous meeting 6/3/2020 were unanimously approved (MM by Steph/2nd by Avena)
2. Lighthouse Student Rep. –none.
3. Public comment—none.
4. Union report— nothing to report.
5. Consent Agenda-all reports on hold.
6. Directors report
 - So far there are 7 applicants and interviews are being scheduled.
7. Curriculum Report—Julie Graber
 - A letter is being drafted by Julie and John to give parents a little info about what the school is planning for fall.
 - Discussed the tentative plans Julie and the committee have come up with for reopening in fall.
8. Business report—Michelle Silva
 - Discussed the different potential budget possibilities and how they may need to be altered to account for the different plans for fall.
9. District meeting report
 - Our agenda item got pushed back to January.
10. Old Business—
 - Charter renewal—Our request for CBSD expense numbers is so far unanswered.
 - Ready Schools Plan—a committee has formed. A reminder to committee members not to share info as it is ever changing. Once the details are determined, board members will be emailed.
 - Upper grade job opening has been reposted.
11. New Business—
 - New Board members—discussed interested parties.

CORPORATE ACTIONS:

The following actions were motioned, seconded and approved by unanimous consent unless otherwise stated:
RESOLVED to approve to add both Amanda McMahan Brown and Jenni Schmitt to the board (mm Avena/2nd Lisa)

ROUND TABLE / GOOD OF THE ORDER

- Tsunami warning out at Sunset really illustrated how chaotic evacuations can get.
- Congrats to Ospina's and their new baby girl.
- Lisa is still noticing the benefits of TLS education in her post-grad children: Laura's credited her phone voice to Drama and George's got an edge up with the Spanish he learned.
- A lot of parents are very happy for physical classes starting up in fall.

ADJOURNMENT: The meeting adjourned at 7:59pm. The next meeting time and date will be Wednesday, August 5th, 2020 at 7:00pm.

Signature of _____ Date _____
Secretary _____

THE LIGHTHOUSE SCHOOL

2020-2021 TRIMESTER SCHOOL CALENDAR

| FALL TERM | | | | | |
|-----------|-------|--------|------|------|--|
| 9 | | AUGUST | | 1 | |
| M | T | W | Th | F | |
| 3+ | 4+ | 5+ | 6+ | 7+ | |
| 10neo | 11neo | 12 A,T | 13T | 14T | |
| 17T | 18T | 19T | 20T | 21T | |
| 24 nw | 25 nw | 26 nw | 27 K | 28 K | |
| 31 | | | | | |

| WINTER TERM | | | | | |
|-------------|---|----------|----|---|--|
| 1 | | NOVEMBER | | 1 | |
| M | T | W | Th | F | |
| 30 | | | | | |

| SPRING TERM | | | | | |
|-------------|------|-------|------|-------|--|
| 13 | | MARCH | | 13 | |
| M | T | W | Th | F | |
| 8 | 9 | 10 | 11 | 12s | |
| 15 | 16 | 17 | 18 | 19plc | |
| 22sb | 23sb | 24sb | 25sb | 26sb | |
| 29 | 30 | 31 | | | |

| 22 SEPTEMBER 21 | | | | | |
|-----------------|----|----|----|-------|--|
| M | T | W | Th | F | |
| | 1 | 2 | 3 | 4s | |
| 7\$H | 8 | 9 | 10 | 11 | |
| 14e | 15 | 16 | 17 | 18plc | |
| 21 | 22 | 23 | 24 | 25plc | |
| 28 | 29 | 30 | | | |

| 13.5 DECEMBER 13 | | | | | |
|------------------|------|------|------|-------|--|
| M | T | W | Th | F | |
| | 1 | 2 | 3 | 4s | |
| 7 | 8 | 9 | 10 | 11plc | |
| 14 | 15 | 16 | 17 | 18/ | |
| 21wb | 22wb | 23wb | 24wb | 25uh | |
| 28wb | 29wb | 30wb | 31wb | | |

| 21.5 APRIL 19 | | | | | |
|---------------|----|----|----|-------|--|
| M | T | W | Th | F | |
| | | | 1 | 2s | |
| 5e | 6 | 7 | 8 | 9pc | |
| 12 | 13 | 14 | 15 | 16ac | |
| 19 | 20 | 21 | 22 | 23/ | |
| 26 | 27 | 28 | 29 | 30plc | |

| 22 OCTOBER 19 | | | | | |
|---------------|----|----|----|------|--|
| M | T | W | Th | F | |
| | | | 1 | 2s | |
| 5 | 6 | 7 | 8 | 9d | |
| 12 | 13 | 14 | 15 | 16s | |
| 19 | 20 | 21 | 22 | 23pc | |
| 26 | 27 | 28 | 29 | 30ac | |

| 20 JANUARY 19 | | | | | |
|---------------|----|----|----|-------|--|
| M | T | W | Th | F | |
| | | | | 1uh | |
| 4e | 5 | 6 | 7 | 8s | |
| 11 | 12 | 13 | 14 | 15plc | |
| 18\$H | 19 | 20 | 21 | 22plc | |
| 25 | 26 | 27 | 28 | 29plc | |

| 21 MAY 19 | | | | | |
|-----------|----|----|----|-------|--|
| M | T | W | Th | F | |
| 3 | 4 | 5 | 6 | 7d | |
| 10 | 11 | 12 | 13 | 14s | |
| 17 | 18 | 19 | 20 | 21plc | |
| 24 | 25 | 26 | 27 | 28plc | |
| 31\$H | | | | | |

| 15 NOVEMBER 13 | | | | | |
|----------------|------|-------|------|--------|--|
| M | T | W | Th | F | |
| 2 | 3 | 4 | 5 | 6 s,F | |
| 9 | 10 | 11\$H | 12 | 13plc | |
| 16 | 17 | 18 | 19 | 20 i,R | |
| 23fb | 24fb | 25fb | 26uh | 27fb | |

| 19.5 FEBRUARY 18 | | | | | |
|------------------|----|------|----|-------|--|
| M | T | W | Th | F | |
| 1 | 2 | 3 | 4 | 5s | |
| 8 | 9 | 10 | 11 | 12/ | |
| 15\$H | 16 | 17 | 18 | 19plc | |
| 22 | 23 | 24po | 25 | 26plc | |

| 11.5 JUNE 10.5 | | | | | |
|----------------|------|----------|-----|-------|--|
| M | T | W | Th | F | |
| | 1 | 2 | 3 | 4 s,F | |
| 7 | 8 | 9 | 10 | 11 | |
| 14 k | 15/g | 16 / i,R | 17+ | 18+ | |
| 21+ | 22+ | 23+ | 24+ | 25+ | |
| 28+ | 29+ | 30+ | | | |

| | | |
|-------------------|----|-----------|
| Contracted Days = | 68 | 69.5 new |
| Teaching Days = | 54 | 56 kinder |

| | |
|-------------------|----|
| Contracted Days = | 59 |
| Teaching Days = | 55 |

| | |
|-------------------|----------------|
| Contracted Days = | 67 |
| Teaching Days = | 61.5 61 kinder |

Total Teacher Contract Days = 194 /196 Total Teaching Days = 170.5 /171

- + office and administrative staff
- neo new employee orientation
- r registration days
- A Mandatory All Staff Day
- T training/prep days (8)
- i inservice days
- R report card days (3)
- nw non work day (see pay calendars)
- p/e half day prep/evening open house

- first and last day with students
- K Kinder early start days 8/27 & 28
- s staff meeting
- plc professional learning community
- \$H Paid Holiday (5)
- uh unpaid holiday
- d staff development day (2)
- fb fall break
- wb winter break
- sb spring break

- Adopted 8/5/2020
- / half day for staff (4)
- /g half day for grades 1-8, K & 8
- graduations -full day for staff
- po parent orientation
- e evening parent night online
- no school for students
- F evening school festival
- pc prep/half day conference (2)
- ac all day conferences (3)
- k Last instruction day for Kinder

work day is 7 am -3:30 pm 30 minute lunch 8 hour day prep time is from 7 am-7:45 each day w/ additional time on Fridays

The Lighthouse School 2020-21 Education Plan

When on campus learning is allowed

Grades K-3 will divide into two classrooms with no more than 13 students in each class. The ML teacher will be the lead in developing lesson plans, providing assessments, monitoring social/emotional wellness and communicating to parents. A second paraprofessional, or “co-teacher”, will work with the ML teacher to provide student support, assist in planning and implementing lessons, developing materials and assist with duty coverage. Specialty staff will provide at least one offering of the arts each day, as well as recorded opportunities for Friday’s spent off campus.

In order to provide K-3 students the opportunity to familiarize themselves with the curriculum, particularly the online portions, we will begin the year using a **half-day model** (expressed below), then move to the **full-day model**, as we feel comfortable doing so.

K-3 model, Half-Day Switch and Repeat:

- The ML teacher works with one group, teaching lessons throughout the half-day. These lessons are recorded and sent to students learning from home.
- The “co-teacher” works with the other half of the class, in a format of monitoring and supporting assignments provided by the ML teacher. These may be online, project-based, or live lessons.
- After lunch each day, the teachers switch rooms (students remain), and the process is repeated for each new group.
- Specialty teachers will offer the arts daily.

K-3 model, Full Day Lessons (Live recording):

- The ML teacher works with one group only throughout the day, teaching lessons and recording for students learning from home AND for the other half of the class who are watching the lessons from their own classroom space with the “co-teacher” supporting their needs. At times, students will work solely with the teacher in their space to cover ongoing lessons, such as Heggerty Phonemic Awareness and the like.
- Every two days, or every other day, (whichever is best), the teachers will switch rooms. This allows the ML teacher to work with ALL students, in person each week, and to cover more classroom subjects LIVE, as opposed to so many online lessons. It also allows all students to become familiar with the co teacher.
- Specialty teachers will continue to offer the arts daily.

Grades 4-7 will also be divided in two groups apiece, and operate under an **A/B format**. Students will spend two days on campus and three days online. The ML teacher will be solely responsible for planning, implementation, assessments, monitoring social/emotional wellness and communicating with parents. Specialty teachers will provide opportunities for the arts during time spent on campus, as well as recorded offerings for online work.

Grade 8 will be on site four days a week, with Fridays online, due to their smaller class size.

Should the state move to distance learning for all, ML teachers will continue to be responsible for content. However, co-teachers would remain in a coordinating position, assisting *all* teachers to roll out information via the technology, and monitor social/emotional connections. Specialty staff would also continue to provide recorded arts opportunities.

Mathematics

Our math specialist will work specifically with grades 4-8, to make the most of Jump Math and our online platforms. Teachers will receive additional training in Jump Math across the grades, and assessments will assist us in uncovering student gaps. Our online format will allow us to target those gaps to ensure mastery of the skills.

Along with our online formats, the math specialist will record necessary skill lessons for viewing when students aren't on campus, and will communicate frequently with teachers, verifying plans, assessments and strategies. She will also form virtual meetings with students, in groups targeting skills, or individually as needed, in an attempt to achieve grade level mastery. Equally, she will conduct meetings with students whose skills excel and require advanced material.

Literacy

Our dyslexia coordinator will work specifically with grades K-4, to make the most of the Reading Horizons curriculum and Heggerty Phonemic Awareness materials. Teachers will receive planning guidance, as well as observations to support best-practices. Assistance will be provided for using the materials in their online format as well.

K-3 classrooms will be provided a meeting station within their bubble, so the coordinator can meet individuals virtually, during the school day, in order to remediate. Upper grades will meet during times when they are not on campus, again in a virtual setting.

Other subjects

Other subjects will be of equal importance, and will all be as accessible through our online formats, as well as during on-campus time. We will strive to hold students to a high level of expectation. This year, as opposed to last spring, all learning will be evaluated for needs and mastery.

The ultimate goal is to make the most of all our programs while we can be live with students on campus, but to prepare ourselves to make the most out of distance learning, should we have to fall back on that as our only way to deliver and communicate.

Lighthouse Arrival and Departure Procedures 2020-21

Due to crowding, and safety along the highway, families must plan to **always** be prompt, patient, alert and cautious during arrivals and departures.

ARRIVALS -

- Vehicles should plan to turn onto Woodstock Lane just north of the school (entering in the same direction as packet pickup days last year).
- A cone marked zone (near our mailbox), will indicate where to stop and unload students whose classrooms face the upper lot and highway. Students will be directed to enter at their classroom's outer door.
- Next, continue slowly through the front gate, stopping again at a cone (near the covered structure), to drop off any other students whose classrooms face the playground. Students will enter at their classroom's outer door.
- If you no longer have to drop a student, you will be directed around those vehicles needing to stop.
- Many school employees will help students and vehicles navigate the entire system.
- All classroom teachers will be waiting at their doors to take temperatures and welcome students.
- All vehicles will exit through the back gate, heading down the hill. For safety, and to keep traffic moving, please **DO NOT TURN LEFT** onto Hwy 101. Instead, **TURN RIGHT** and follow 101 to Bay Park Lane, on the right. It will allow you to safely wind around Bunkerhill to the traffic light across from 7-11. It is steep and curvy, so again, please use caution!
- Bussed students will enter from the lower lot, come up the main staircase and access all front classrooms. Those in need of playground entrances will be directed down the sidewalk towards the main garden and will follow the sidewalk completely around to their rooms. Again, staff will be there to assist.
- Students arriving after 8am will need parents to park in the lower lot, climb the stairs and wait as they are admitted at the main entrance. There will be a sign-in sheet and students will be guided by staff to their rooms.
- The gate will open at 7:40, Please do not arrive before 7:40. Gates will close at 8am.
- The office may be closed during the arrival times as we need all staff to assist in the arrival procedure. Please leave your message or email the office.

ARRIVAL TIMES -

7:40 Last Name A-G

7:50 Last Name H-P

7:55 Last Name O-Z

This schedule allows us to limit congestion. If you are a bit off your timeslot, just join the line of cars and all students will be admitted in order of arrival. (Again, gates close at 8 am.)

Any student arriving at their classroom door with a temperature over normal limits will immediately be sent to the office and wait for a parent to retrieve them. We understand this may be an inconvenience, and the fever may not even be COVID-19 related, but it is a mandate of the state, and therefore will allow us to keep our school open.

DEPARTURES - Beginning promptly at 3 pm.

- Vehicles should plan to again arrive at Woodstock Lane and enter the campus.
- Students must remain with their teacher either in a line, or in their classroom, if the exterior door makes it convenient.
- We will quickly identify families and vehicles as we see them and will call students forth. They'll be allowed to enter vehicles at the mailbox stop, and then again at the playground stop. This should resemble the morning drop-off plan.
- Vehicles will then exit through the back gate, heading down the hill, and again, make a right turn on Hwy. 101, then turning right again onto Bay Park Lane, and around Bunkerhill to the traffic light.
- Students taking the bus will depart their classrooms a few minutes early and be guided to waiting buses.
- Any students not picked up by 3:20 will return to wait outside the office entrance while a parent or guardian is contacted.

Due to the complexities of this process:

- Please limit early pickups to necessities only. We cannot have traffic coming through at all times. In such a case, contact the school first, to determine a release procedure.
- All changes to your families pick-up procedure must be arranged before 1pm.
- All transportation needs must be communicated through the office. Please DO NOT rely on your child to communicate needs.
- The office WILL NOT be able to receive calls between the minutes of 2:30-3:20 pm, as ALL staff will be invested in the school release pick-up process.

2020-21 Recess Protocol

Due to COVID 19 concerns, recess will look very different over the next school year. We ask that all staff and students comply with the following information and procedures, in order to maintain safety, while providing students an opportunity to socialize and recharge their bodies, minds and spirits.

- Recess times will be staggered to limit the number of students on the playground. The schedule only allows 2 - 2 ½ classes on the playground at one time, limiting totals to no more than 65 students dispersed throughout various play areas.
- Acceptable activities will be defined for students and monitored by informed staff members.
- ML teachers will follow their classes out to the playground and remain on duty with their students, so as to maintain “the bubble”.
- Social distancing will be maintained. Students will be limited to playing only with their predetermined classroom cohort.
- Activities that may cause a student to over exert themselves, and therefore breathe more heavily, will be prohibited or limited to areas with specific protocol.
- Existing, or shared playground equipment will not be used, however other games and activities will be introduced.
- There will be no early morning recess. Students will go directly to their classrooms.
- Due to vehicle traffic on the playground throughout the day, and the fact that P.E. classes may use the space, no grade level will be allowed to access the playground outside their regularly scheduled times.
- Our tight schedule means duty teachers will need to monitor the clock and call students off the playground with enough time to minimize exposure during grade level rotations.
- Students will be expected to walk on and off the playground, lining up according to safety guidelines. Upon entering the classroom, the teacher should allow time for handwashing with soap and water, or at the very least, using hand sanitizer if time is short. Anyone breathing heavily should remain outside briefly, until they gain control.
- Teachers will determine whether a recess should remain indoors due to bad weather.
- No after school sports activities will be allowed to take place.

The Daily Recess Schedule

Schedules have been arranged around class offerings and half-day transportation transitions.

Morning Recess:

K-1-2 9:30-9:45 am
1:30 pm
3-4 9:45-10:00 am
1:45 pm
7-8 10:00-10:15 am
5-6 10:30-10:45 am

Lunch Recess:

1-2 11:00-11:20 am
3-4 11:20-11:40 am
5-6 12:05-12:25 pm
7-8 12:55-1:15 pm

Afternoon Recess:

K-1-2 1:15-
3-4 1:30-
5-6 2:00-2:10 pm

Games and Activities

It will be the teachers role to excite their students about the many new opportunities to be had on the playground. Good old-fashioned fun can reignite simple pleasures...a true Waldorf philosophy.

The school is providing each student with a cloth bag containing games and individual items for play. Teachers should allow students to use a notepad and pencils for drawing, playing paper games such as "hangman" with a friend, writing stories, journaling, observing scientifically, etc.

Certain activities will be introduced during P.E. which can make their way onto the playground on a rotational basis. This may include badminton, soccer football, frisbee golf, etc.

Indoor recess due to weather conditions will involve students playing with items from their recess bags, reading, drawing, or socializing with cohorts, while maintaining proper distancing.

Recess Zones

The playground will be introduced to students as the year begins, and specific zones will be further explained. Again, a rotation system may be put in place to ensure everyone gets a chance to try the available activities throughout each week. It should be noted that students will not be allowed to change activities during recess, as wandering amongst groups must be limited. If students are well informed of their options ahead of time, or are designated a specific zone for play, they must go directly there and stay put. Such pre planning helps maximize our recess times and should eliminate arguments and frustration over fairness.

Quiet Reflection Zones:

The picnic table area just off the primary classrooms, the labyrinth under the covered structure, as well as our two garden zones, shall be designated as reflection spaces. Here students may choose to quietly socialize with others from their cohort, read, draw, or reflect. These areas are to remain free of large movement, and students should maintain proper distancing. Picnic tables will be covered in vinyl cloths that can easily be cleaned between grade level rotations.

Small Game Zones:

Several zones will be marked to indicate that they are meant for individual or small cohort game activities. This would include playing with many of the items found in the students recess bags. Other areas of the pavement have new games painted on them and will have signage to indicate how they should be used.

Swings, Spinners and Merry-go-round:

Some larger equipment will be allowed for use by small numbers of students each recess, as staff will clean between grade level rotations.

Exertion Sports:

Students will naturally need to be able to use their large-motor muscles as they take breaks. Many of the following activities allow for that type of movement, and when carefully monitored, should not become a health and safety risk.

The area of grass from the roadway to the hillside at the far end of the playground shall be designated a large-motor movement zone. Here a badminton net may be erected at times, or students may be allowed to run, skip or hop back and forth (within a line of their own, spaced parallel to others). Adult direction will accompany this area for most experiences.

Jump rope, and individual wall ball, will be allowed in the area between the gym and the wood chip play zone. Although these sports can cause some exertion, if students are spaced appropriately, being outdoors should make these activities possible.

Although our larger playground equipment cannot all be used, and will be designated as off limits, the wood chip zone makes a perfect area for hula hoopers.

Other games that require tossing items, such as bean bags, hoops, etc. will be located along the wall at the end of the science room and perhaps, the wall alongside the gym (in other words, to either side of the gaga pit).

The larger field will be set up at different times, to allow students to kick balls for soccer golf, frisbee golf, or other such games. Items will be cleaned prior to the next group's turn for recess. As this field may be required for PE, it may not *always* be available.

Duty Coverage/Accidents

As previously mentioned, ML staff will be responsible for duty coverage during recess breaks, in order to maintain "the bubble", however, Specialty staff will also support specific zones that require extra vigilance or cleaning of equipment between grade level rotations.

Should a student have an accident, or sustain an injury that requires medical attention, their ML teacher, or next available adult, will walk them to the office for necessary support.

All regular recess rules for safety will apply. However, should a student's behavior become cause for concern, the ML teacher will need to get to the root of the situation and help resolve the issue with fairness and respect. It may be determined that some privileges should be temporarily revoked. In doing so, the teacher must make certain to consider the student's age and individual needs. Determining the reason for the behavior is key, with follow-up that includes the family, or the director, when necessary.

General Room Prep

Note: All finished rooms will need to be assessed for safety by admin before students can enter and will frequently be checked throughout the year, for safety.

- Plan to keep any items necessary to your daily teaching at hand.
- Extra desks, tables and chairs will be needed in other classrooms.
- Box up or bag items that cannot remain. Label and store them in your designated area of the gym. Something to consider: If you can see it out in the open, it will likely need to be packed up. Items that are already stored in your cabinets and closets can remain there, however any open shelving or bookcases should be cleared. (Only a few daily materials should be stored in the open.)
- The gym will house items you do not need frequent access to. If you need to get an item from a cupboard in your former classroom (if you have moved out), then you can do so only outside the school day, so as to maintain the bubble of safety in that space. This will mean planning ahead for such items.
- If you want to have the ability to access your own classroom library of books, then those shelves may remain in your room, if they can be covered with a curtain of some kind. These will be for your access only. No students should be allowed to peruse bookshelves.
- Primary grades will be operating out of two classrooms. You may house your teacher desk in either room, and we will try and find a table or desk for your teaching partner.
- Surfaces, including your own desktop, should be kept as clear of papers and clutter, as possible, at all times. All surfaces will need to be cleaned each day.
- Walls should be pared down to only those items necessary for learning. (Educational posters likely don't need to be up at all times.) The idea here is that at any time, the walls may need to be washed down, and we cannot have them covered in items that cannot be easily cleaned, or that collect germs. We will let the beauty of the colorful rooms set the tone.
- Sink areas should be open and clear for students to access frequently.
- Student desks should be spaced 6 ft. apart around all sides, and students should remain in their own bubble which will be indicated on the floor, and the teacher should have 6 ft. of space between the area they will be speaking from, to the student's desks.

Governor Kate Brown Releases School Health and Safety Metrics

Metrics set strict health and safety standards for in-person instruction, with accommodations for young learners, remote and rural schools

(Portland, OR) — Given the reality that COVID-19 will continue to impact Oregon students, schools, and communities throughout the 2020-21 school year, Governor Kate Brown today released [new metrics](#) to guide school district decisions about when it is safe to resume in-person instruction, and when a transition to comprehensive distance learning is necessary.

"The metrics released today will give our public schools, private schools, and communities the opportunity to make sound decisions based on the latest science and health data," said Governor Brown. "They make a clear connection between the spread of the disease in a community, and statewide, and when a school may resume, or must halt, in-person instruction.

"We are taking a cautious and careful approach that protects public health, just as we have over the past five months in responding to this disease. If we don't do this right, then the impacts of COVID-19 on students and the very functioning of our schools could deepen existing disparities in opportunity and outcomes for our children, and widen racial and socioeconomic inequality in our society."

Oregon school districts are currently developing plans for the coming school year using ODE's Ready Schools, Safe Learners guidance. The following metrics were developed by doctors and health experts at the Oregon Health Authority, working with education experts at the Oregon Department of Education and the Early Learning Division.

In-Person Instruction or Hybrid Instruction Model: All Grade Levels and School Districts

In order to resume in-person instruction in any form, including hybrid instruction models when students are only sometimes in the classroom, the following conditions must be met:

County Metrics (Must be Met Three Weeks in a Row)

- 10 or fewer cases per 100,000 people over 7 days
- Test positivity of 5% or less over 7 days

Statewide Metrics (Must be Met Three Weeks in a Row)

- Test positivity of 5% or less over 7 days

In-Person Instruction or Hybrid Instruction Model: K-3 Students and Remote and Rural School Districts

Under some conditions, in-person instruction can resume only for K-3 students and remote and rural school districts with fewer than 100 students. Younger students get the virus at lower rates, get less sick, and spread the virus less than older students and adults. Younger students also need more in-person instruction to build the literacy and math skills critical for lifelong learning. Schools in remote and rural communities are less likely to contribute to the community spread of COVID-19 cases that

cannot be traced and contained. The following conditions must be met for in-person instruction for K-3 students or for remote and rural students:

- Fewer than 30 cases per 100,000 over 7 days
- Test positivity of 5% or less over 7 days
- COVID-19 is not actively spreading in the school community
- School districts are in compliance with sections 1-3 of Ready Schools, Safe Learners Guidance

Transition Planning for Comprehensive Distance Learning

For school districts where in-person instruction is occurring during the school year, planning for a switch to comprehensive distance learning should take place, including training for staff and notification of the community, if one or both conditions are met:

- 20 cases or greater per 100,000 over 7 days
- Test positivity of 7.5% or greater over 7 days

Comprehensive Distance Learning

All school districts must implement comprehensive distance learning if the following conditions are met:

- 30 or more cases per 100,000 over 7 days
- Test positivity of 10% or greater over 7 days

Based on these metrics, with the increasing spread of COVID-19 in both rural and urban Oregon this summer, many, if not most, Oregon students live in school districts that will begin school in the fall by focusing on online distance learning or will have a hybrid model that combines remote online education and in-person classroom time. Districts across the state have been developing plans to provide high quality education to all students, including students of color, low-income students, students experiencing disabilities, and rural students—all students who were disproportionately impacted by the institution of comprehensive distance education last spring.

With more time for school districts to develop a planned response to COVID-19 for the coming school year, Oregon schools will be expected to work to address the diverse needs of students and their families and provide the best possible education for every Oregon student.

Oregon COVID-19 County Metrics by week: July 5th - July 25th

| County | Week Begin | Case rate per 100,000 | Test Positive Rate |
|-------------------|------------|-----------------------|--------------------|
| Oregon, statewide | 7/5/2020 | 45.9 | 5.9% |
| | 7/12/2020 | 57.1 | 5.4% |
| | 7/19/2020 | 52.3 | 5.1% |
| Baker | 7/5/2020 | 43.4 | 3.7% |
| | 7/12/2020 | 6.2 | 5.9% |
| | 7/19/2020 | 55.8 | 5.0% |
| Benton | 7/5/2020 | 19.3 | 2.7% |
| | 7/12/2020 | 16.1 | 1.0% |
| | 7/19/2020 | 6.4 | 1.6% |
| Clackamas | 7/5/2020 | 34.7 | 4.4% |
| | 7/12/2020 | 34.7 | 3.5% |
| | 7/19/2020 | 34.4 | 3.7% |
| Clatsop | 7/5/2020 | 9.9 | 2.3% |
| | 7/12/2020 | 17.4 | 2.2% |
| | 7/19/2020 | 14.9 | 0.6% |
| Columbia | 7/5/2020 | 17.2 | 3.3% |
| | 7/12/2020 | 24.8 | 1.9% |
| | 7/19/2020 | 15.3 | 1.9% |
| Coos | 7/5/2020 | 14.0 | 2.6% |
| | 7/12/2020 | 24.8 | 3.0% |
| | 7/19/2020 | 14.0 | 4.6% |
| Crook | 7/5/2020 | 20.5 | 3.7% |
| | 7/12/2020 | 28.7 | 4.8% |
| | 7/19/2020 | 28.7 | 2.6% |
| Curry | 7/5/2020 | 4.4 | 0.0% |
| | 7/12/2020 | 4.4 | 6.3% |
| | 7/19/2020 | 13.1 | 0.0% |
| Deschutes | 7/5/2020 | 24.3 | 3.4% |
| | 7/12/2020 | 43.0 | 7.5% |
| | 7/19/2020 | 54.6 | 4.6% |
| Douglas | 7/5/2020 | 12.6 | 2.4% |
| | 7/12/2020 | 18.9 | 2.7% |
| | 7/19/2020 | 27.9 | 5.3% |
| Gilliam | 7/5/2020 | 0.0 | 0.0% |
| | 7/12/2020 | 52.3 | 0.0% |
| | 7/19/2020 | 52.3 | 10.0% |
| Grant | 7/5/2020 | 0.0 | 0.0% |
| | 7/12/2020 | 0.0 | 0.0% |
| | 7/19/2020 | 13.9 | 3.6% |

Case rate per 100,000 and Test Positive Rate broken down by County and Week Begin.

The view is filtered on County, which excludes Region Marion-Polk, Region Multnomah-Washington-Clackamas and Region-Other.

Ready Schools, Safe Learners: Community COVID-19 Metrics

Returning to in-person instruction is one of Oregon's highest priorities, and so is providing safety for our students and school staff, as well as the families they return to each day. Schools not only provide the education that Oregon's children need to succeed, but schools also provide social/emotional growth and support, nutritious meals, and access to medical care. Whether this schooling is provided in person, will depend on many factors. The most important factor is the spread of COVID-19 in our local communities. Schools cannot operate on-site until it is safe, and we cannot create an arbitrary timeline. As Dr. Anthony Fauci has said, "the virus will make the timeline."

COVID-19 has highlighted long-standing inequities in Oregon. People of color have been disproportionately impacted by the illness. Closing schools and moving to distance learning in the spring impacted some families more than others. For example, some students could not fully participate because they didn't have internet. Some parents and caregivers struggled to find childcare while they had to continue working outside the home. Distance learning is more difficult for younger students and for some students experiencing disability. Equity must be the foundation for decisions. As Oregon moves beyond an emergency response to a planned response for school this fall, schools have an increased opportunity and responsibility to prioritize and target investments for students historically underserved by the system, and those most impacted by the closures this spring:

- schools can now plan ahead for Comprehensive Distance Learning and directly focus on closing persistent gaps and inequities while maintaining high expectations for students and staff;
- students will have access to standards-based, grade-level educational materials; and
- students will have daily interaction with one or more teachers who will guide their full educational experience.

Comprehensive Distance Learning will meet all federal and state laws, as well as provide additional supports for mental, social, and emotional health, as well as family engagement.

Increased Risk

Any in-person model risks spreading COVID-19. Re-opening salons, in-person dining and large gatherings all added to the risk of new cases. Modeling shows that closing schools could prevent 2-4% of deaths from COVID-19¹, less than other social distancing measures. However, a July 13, 2020 [study](#)² by the Institute for Disease Modeling, Bellevue, Washington demonstrated that, **unless community spread is reduced, reopening schools to in-person instruction, even with protective measures like physical distancing and face coverings, will cause significant**

¹ Lancet Child Adolescent Health. 2020 May;4(5):397-404.

²https://covid.idmod.org/data/Schools_are_not_islands_we_must_mitigate_community_transmission_to_reopen_schools.pdf

growth of the epidemic. A June 2020 [study](#)³ by REL Mid-Atlantic noted that opening schools to in-person instruction, “...is likely to result in increased infection among children, teachers and support staff, although several of the mitigation strategies can substantially reduce the number of infections.” The study also noted that certain critical factors must be included in the decision to return to in-person instruction, including, “...the rate of infections in the local community, the size of the school, and the age of students (and corresponding ability to learn at home).”

New data suggest that children under 10 years old get the virus at lower rates, get less sick when they get COVID-19 and seem to spread the virus less than older children or adults. However, for any in-person instruction plans, we must consider the safety of staff because they are at a much higher risk of both infection and potentially severe disease due to age and other risk factors, [according to the CDC](#)⁴.

How to Re-Open Successfully

Many countries have re-opened schools. They did so cautiously, and only when rates of new cases were low, and when testing with quick turnaround was widely available to support isolating people with COVID-19 and self-quarantining close contacts.

The American Academy of Pediatrics has endorsed school re-opening, but only with low rates of infection and adequate safeguards. Adequate physical distancing, face coverings and infection control safeguards will support the safe return of students and staff to in-person education.

In addition to the specific metrics on recent rates of COVID-19, restarting in-person education should also consider community factors such as availability of testing, health care system capacity and readiness of the public health system to partner in response to cases of COVID-19 associated with schools.

We all have a part to play. Opening schools to in-person instruction is not a one-way journey. If cases increase in local communities, schools may need to move back to Comprehensive Distance Learning to mitigate further spread. Widespread community commitment to physical distancing, face coverings, handwashing, and reducing group sizes will help open our schools to in-person instruction and keep them open.

Approximate COVID-19 Case Rates in Other Countries When They Re-Opened Schools

| Country | Date | New cases per 100,000 per DAY | New cases per 100,000 per 7 days |
|----------------|-------------|--------------------------------------|---|
| Denmark | 4/15/20 | 2.6 | 18.2 |
| Germany | 4/29/20 | 1.3 | 9.1 |
| Netherlands | 5/11/20 | 1.5 | 10.5 |
| France | 5/11/20 | 0.9 | 6.3 |

³ <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf>

⁴ <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/older-adults.html>

| | | | |
|-------------|---------|------|------|
| New Zealand | 5/15/20 | <0.1 | <0.7 |
| Australia | 5/11/20 | <0.1 | <0.7 |
| Oregon* | 5/25/20 | 0.8 | 5.6 |
| Oregon* | 7/20/20 | 6.9 | 48.3 |

*Oregon data is included for comparison.

How Oregon Compares

These COVID-19 case rate thresholds are lower than Oregon’s current statewide rates, but they are not unattainable. In March and April, Oregon’s new case rates were high, but by May, the case rate fell to less than 1 new case per 100,000 people per day statewide (less than 6 cases per 100,000 people over a 7 day period), which was lower than many countries that safely and successfully reopened schools.

Moving Forward

Given that the current rate of new cases across Oregon is much higher than countries that have successfully reopened schools to in-person instruction, case rates will need to be lower to reduce the potential for spread of COVID-19 into school communities.

To successfully reopen schools in Oregon, there are three levels of metrics:

1. The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.
2. The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.
3. The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.

As additional information about transmission and effective treatments of COVID-19 comes available, these metrics may be altered. These metrics will be reexamined, and reaffirmed or updated, on the same schedule as the Ready Schools, Safe Learners guidance.

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

As additional information about transmission and effective treatments of COVID-19 are learned, these metrics may be altered. These metrics will also be reexamined, and reaffirmed or updated on the same schedule as the Ready Schools, Safe Learners guidance.

For a school to return to in-person instruction through the Oregon Department of Education's (ODE) On-Site or Hybrid instructional models, the metrics below, which consider local as well as statewide conditions, must be met:

Metrics

- For a school district that draws substantial numbers of students or staff from multiple counties, the case rate and test positivity rate should be considered in each of those counties.
- Schools must be in a county that is no longer in baseline phase to consider in-person instructional models.

County Metrics - metrics to be met three weeks in a row:

- Case rate: ≤ 10 cases per 100,000 population in the preceding 7 days*
- Test positivity: $\leq 5\%$ in the preceding 7 days

- and -

State Metric - metric to be met three weeks in a row

- Test positivity: $\leq 5\%$ in the preceding 7 days

Exceptions

The following exceptions should be prioritized, provided that:

- COVID-19 is not actively spreading among the school community;
- The case rate in the county is < 30 cases per 100,000 population in the preceding 7 days for the past three weeks;
- The test positivity in the county is $\leq 5\%$ in the preceding 7 days for the past three weeks; and
- Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.

Exceptions:

1. Providing in-person education for students in kindergarten through third grade. It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19, and seem to spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning.
2. Remote and rural school districts with ≤ 100 total students, and remote and rural private schools with ≤ 100 students

- a. Remote is defined as a public or private school that is located more than 8 miles from any public school that serves any of the same grade levels. This is based on the definitions used in [ORS 327.077](#).
 - b. Rural is defined using the National Center for Education Statistics “Locale” codes. These are available through ODE.
3. As per ODE’s Comprehensive Distance Learning guidance, providing *limited* on-site instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments.

Transition Planning

All schools must prepare transition plans for effectively and efficiently shifting between instructional models. These plans must include professional learning for staff, communication for students and families, and thoughtful timelines for staff and families to adequately prepare for shifts to new models.

Planning for Comprehensive Distance Learning

For schools that have in-person instruction occurring, if one or more of the following metrics are met for more than one week in a row, *planning* for Comprehensive Distance Learning should occur, including training of all staff and communication with school communities.

County Metrics:

- Case rate: ≥ 20 cases per 100,000 population in the preceding 7 days*
- Test positivity: $\geq 7.5\%$ in the preceding 7 days

Initiation of Comprehensive Distance Learning

For schools having in-person instruction, if one or more of the following metrics are met for more than one week in a row, Comprehensive Distance Learning should be initiated.

County Metrics:

- Case rate: ≥ 30 cases per 100,000 population in the preceding 7 days*
- Test positivity: $\geq 10\%$ in the preceding 7 days

*This metric may exclude cases associated with corrections and detention facilities and other settings without direct association with community spread. Conversely, the decision to open youth correctional and juvenile detention education programs to in-person instruction should be made based on the spread of COVID-19 within the specific correction or detention facility.