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Soper Public School

Safe Return and Continuity of Services Plan

Soper Public School prioritizes maintaining the health and safety of students, educators, and other staff through the adoption of this Safe Return and Continuity of Services Plan. Safety recommendations and policies were adopted from the Centers for Disease Control and Prevention and the Oklahoma School Safety Protocols guide provided by the Oklahoma State Department of Education. The Safe Return and Continuity of Services Plan will be periodically reviewed and updated to ensure a continuity of services, including but not limited to services to address students' academic needs and students as well as staff members' social, emotional, mental health, and other needs. The goal is to continue in-person instruction learning and to only recommend, not mandate, the wearing of masks. The policy is subject to change; therefore, updates will be provided through the One Call system and school website postings.

Universal and Correct Wearing of Masks

Tip on wearing and reusing face masks

- Wash or sanitize your hands before putting on or taking off your mask.
- Ensure the mask covers your nose and mouth and fits snugly under your chin, over the bridge of your nose and against the sides of your face.
- Refrain from touching the front of your mask while wearing or removing it.
- Do not allow the mask to hang around your neck or under your nose.
- Do not reuse single-use masks.
- Wash and dry reusable masks after use and store in a clean, dry place.

Putting on Your Mask safely

- Before putting on your mask, wash your hands for at least 20 seconds with soap and water. Or use hand sanitizer with at least 60% alcohol.
- Ensure you are using a new single-use mask or clean cloth mask. Do not reuse single-use masks. Always use a clean and dry cloth mask.
- Check the mask for defects, such as tears or broken loops.
- If you are wearing a single-use mask, position the colored side of the mask outward.
- If the mask has:
 - Ear loops: Hold the mask by both ear loops and place one loop over each ear.
 - Ties: Hold the mask by the upper strings. Tie the upper strings in a secure bow near the crown of your head. Tie the bottom strings in a bow near the nape of your neck.

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- Dual elastic bands: Pull the bottom band over your head and position it against the nape of your neck. Pull the top band over your head and position it against the crown of your head.
- A metallic strip or wire: should be bendable to the shape of your nose by pinching and pressing down on it with your fingers.
- Pull the bottom of the mask over your mouth and chin. Be sure your mask fits snugly.
- If you have facial hair or a beard, consider shaving to help the mask fit better.
- If you wear glasses:
 - remove your glasses while putting on your mask
 - tighten the strings (if your mask has ties)
 - pinch the metallic strip or wire (if your mask one) and press down on your nose
 - wash your glasses with detergent and water to create a film to prevent fogging
 - use micropore tape (available at all pharmacies) to tape the mask along the bridge of your nose and cheeks
 - put a folded tissue across the bridge of your nose, then put your mask on top
 - consider wearing contacts.

Wearing your mask safely

You may use a single-use mask continuously for up to 4 hours, as long as it does not become moist, soiled or damaged. Do not store and reuse single-use masks.

For each new situation put on a clean single-use or cloth mask. For example, you might wear a mask on public transport until you get to work. You shouldn't reuse the same mask during your journey home. Carry clean masks in a paper or zip-lock bag with you.

Don't touch your mask while you are wearing it. If you do touch it, wash or sanitize your hands.

If your single-use or cloth mask gets soiled or damp, replace it with a new one.

When to Wear Masks

Note: The below information comes directly from Oklahoma School Safety Protocols [Oklahoma School Safety Protocols.pdf](#)

During dates when we are at the Green Level (fewer than 1.43 cases per 100,000) Soper School will **recommend** masks for all students, staff members, and visitors prior to entry but not require them.

During dates when we are at the Yellow Level (more than 1.43 but fewer than 14.29 cases per 100,000) Masks are **recommended** for all staff and students in grades PreK-12, with exemptions for adults and children who are physically unable to wear them. Teachers of PreK3 grade students should consider protective face shields or clear paneled masks. Masks are recommended for students in grades PreK-3 in hallways, common areas and during times of school transportation. Masks may be removed while inside classrooms if classroom cohorts remain grouped together throughout the day. During such times, teachers are still recommended to wear

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protective face shields and/or masks (clear-paneled masks preferred). Teachers may wish to wear both a face shield and a mask to provide an additional safeguard layer when students are not wearing masks. Exceptions are allowed for the following: when eating meals, naptime, recess and during physical education if social distancing is possible. Adults are recommended to wear masks around other adults.

During dates when we are at Orange Level 1 (More than 14.29 but fewer than 25 cases per 100,000) Masks are **recommended** for all staff and students in grades PreK-12, with exemptions for adults and children who are physically unable to wear them. Teachers of PreK-3 grade students should consider protective face shields or clear-paneled masks. Exceptions are allowed for the following: when eating meals, naptime, recess and during physical education, if social distancing is possible. Adults are recommended to wear masks around other adults.

During dates when we are at Orange Level 2 (More than 25 but fewer than 50 cases per 100,000) masks are **recommended** for all staff and students in grades PreK-12, with exemptions for adults and children who are physically unable to wear them. Teachers of students in PreK-3rd grade should consider protective face shields or clear-paneled masks. Exceptions are allowed for the following: when eating meals, naptime and recess. Adults are recommended to wear masks around other adults.

During dates when we are at Red Level (more cases per 100,000) masks are **recommended** for all staff and students with exemptions for adults and children who are physically unable to wear them. Exceptions are allowed for meals. Adults are recommended to wear masks around other adults.

Physical Distancing

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing, stay at least 6 feet (about 2 arm lengths) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing masks, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

However, it is impossible to do this while at school 100% of the time. Soper School will practice physical distancing and prevention strategies to the largest extent practical to prevent the spread of the Covid-19 virus.

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Handwashing and Respiratory Etiquette

Students and teachers are recommended to wash hands with soap and water for at least 20 seconds. Use the cleanest water possible, for example from an improved source. Use an alcohol-based hand rub that contains 60% alcohol if soap and water are not available.

Signs and recommended handwashing techniques will be posted throughout the school. Alcohol-based dispensers are also located throughout the buildings, including classrooms and other communal areas.

Cleaning and Maintaining Healthy Facilities

The virus that causes COVID-19 can land on surfaces. It's possible for people to become infected if they touch those surfaces and then touch their nose, mouth, or eyes. In most situations, the risk of infection from touching a surface is low. The most reliable way to prevent infection from surfaces is to regularly wash hands or use hand sanitizer.

- High-touch surfaces will be cleaned at least once a day.
- More frequent cleaning might be needed in some areas.
- A disinfection agent known to kill the Covid-19 virus will be used at the end of the day when students have gone home.

Contact Tracing

Contact tracing is an effective disease control strategy that involves identifying cases and their contacts then working with them to interrupt disease transmission. This includes asking cases to isolate and contacts to quarantine at home voluntarily. Contact tracing is a key strategy to prevent the further spread of COVID-19. Case investigation is the identification and investigation of patients with confirmed and probable diagnoses of COVID-19 (cases). Contact tracing, also referred to as contact investigation, is the identification, monitoring, and support of the individuals (contacts) who have been exposed to the patient and possibly infected themselves. This process prevents further transmission of disease by separating people who have (or may have) an infectious disease from people who do not.

Contact tracing steps include:

1. Case investigation: Public health staff work with a patient to help them recall everyone with whom they have had close contact during the time when they may have been infectious. For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected

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person for a total of 15 minutes or more starting from 48 hours before the person began feeling sick until the time the patient is isolated.

2. Contact tracing: Public health staff begin contact tracing by notifying exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible, not revealing the infected patient's identity.

3. Contact support: Contacts are provided with education, information, and support to help them understand their risk, what they should do to separate themselves from others who are not exposed, and how to monitor themselves for illness. In addition, they are informed of the possibility that they could spread the infection to others even if they themselves do not feel ill.

4. Self-quarantine: Contacts **are encouraged** to stay home and maintain social distance from others (at least 6 feet) until 14 days after their last exposure to the infected patient, in case they also become ill. The best way to protect yourself and others is to stay home for 14 days if you think you've been exposed to someone who has COVID-19. Check your local health department's website for information about options in your area to possibly shorten this quarantine period. Every effort should be made to interview the patient and contacts by telephone, text, or video conference instead of in person. Contact tracing is a labor-intensive process that requires a well-trained workforce of effective communicators who can approach individuals with compassion and build trust.

Diagnostic and Screening Testing

- CDC does not currently recommend schools conduct symptom screening for all students in grades K-12 on a routine (e.g., daily) basis.
- Parents, caregivers, or guardians ("caregivers") should be strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening.
- Students who are sick should not attend school in-person.

Soper School highly recommends everyone attending the school to self-diagnose before coming to school every day. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:

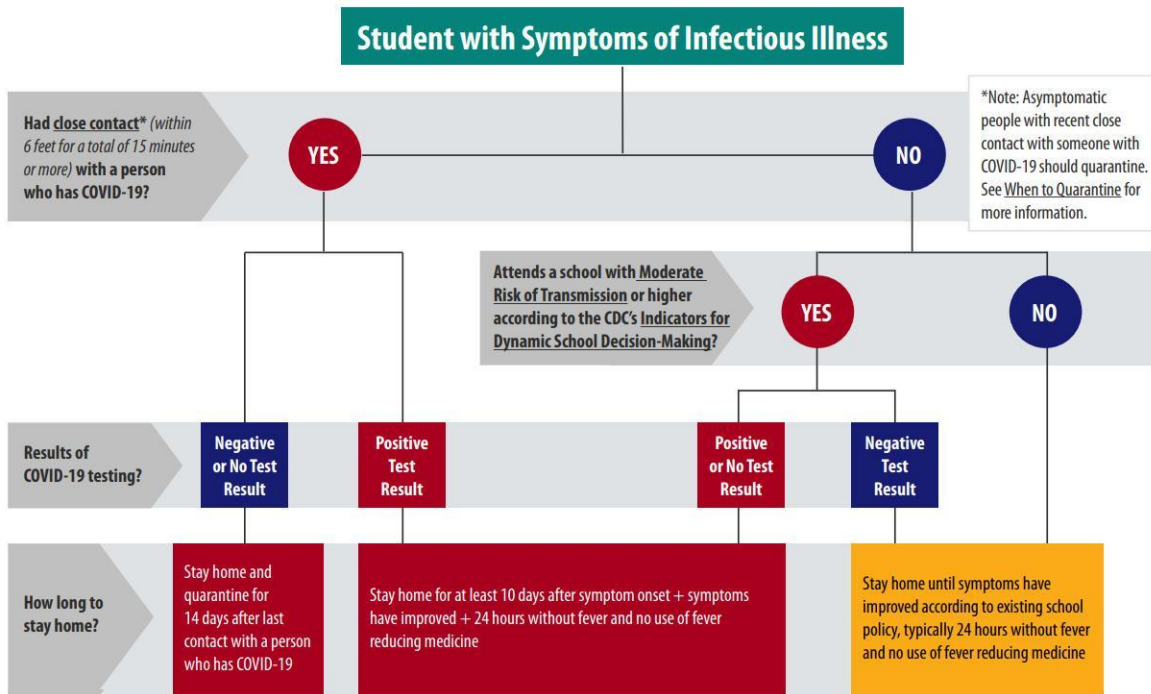
- Fever or chills
- Cough
- Shortness of breath or difficulty breathing.
- Fatigue
- Muscle or body aches
- Headache

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- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. If you have any of these symptoms, it is highly recommended that you do not attend school until you have been properly tested for Covid-19.

COVID-19 SCHOOL SYMPTOM SCREENING FLOWCHART



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Efforts to Provide Vaccinations to School Communities

According to the CDC, COVID-19 vaccines are safe and effective. After you've been fully vaccinated, you can resume activities that you did prior to the pandemic. Vaccinations are highly recommended for everyone eligible to receive them. If the opportunity becomes available, Soper School may host as a location for community members to obtain this vaccination. To date, millions of people have safely received a Covid-19 vaccine.

Appropriate Accommodations for Children with Disabilities

Teachers and staff in special education classrooms are recommended to wear protective face shields and/or masks when social distancing cannot be practiced, or students are without masks. In addition, gloves and gowns are recommended for special education staff when providing services for medically vulnerable students.

Persons who work or directly interact with individuals who are deaf or hard of hearing, and who rely on lip-reading to communicate, may remove a face covering for the duration of time as is necessary to communicate or interact directly with the individual(s). In this situation, consideration should be given to using a clear face covering. If a clear face covering is unavailable, staff members should consider using written communication, closed captioning or decrease background noise to make communication possible while wearing a cloth face covering that blocks the lips. Persons with a medical condition or disability that prevents wearing a face covering must wear a face shield. Persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated or otherwise unable to remove a face covering without assistance. Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication. Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state or federal regulators or workplace safety guidelines. This includes people who work in a setting where cloth face coverings may increase the risk of heat-related illness or cause safety concerns due to introduction of a hazard (for instance, straps getting caught in machinery) may consult with an occupational safety and health professional to determine the appropriate face covering for their setting. Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service. Note: Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

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Coordination with State and Local Health Officials

Soper School will be in contact with the county and state department either through email, phone, or other means on a weekly basis. When Choctaw County gets to Red Level, Soper School will confer with county or state health department officials to examine if the school should consider building closures and distance learning until community transmission declines. Students with disabilities who are unable to receive a Free Appropriate Public Education (FAPE) solely through a distance learning environment (as determined by the IEP team) and those students who are unable to receive instructional services through distance learning, not to exceed fifteen percent (15%) of students enrolled at a site, may receive certain services at a school site that is closed or at an alternate school site or other location. Teachers and staff may be on campus as assigned.

Academic, Social and Emotional Learning

Soper School prioritizes the academic, social and emotional development; physical and mental health; cognitive development; and overall well-being of all students and adults in holistic ways that do not put these concerns in competition with one another. We want to bring together educators, students, families and community partners to co-create transformative learning experiences that cultivate the social, emotional, and academic competencies needed to contribute to a caring, thriving, and just society.

Students' social and emotional competencies (cope with stresses, maintain relationships, make responsible decisions) support their learning and development. Soper School will work with students, as well as staff members', to create equitable learning environments where all feel like they belong and have consistent opportunities to learn about, reflect on, and explore their social and cultural identities, and express their voice. We will center social, emotional, and academic development.

- Build adult-student and peer relationships,
- Weave in opportunities for SEL practice and reflection,
- Implement a comprehensive system of supports,
- Discuss the impact of the pandemic and racial inequity, and
- Collaborate with families and community partners.

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Resources:

<https://www.cdc.gov>

<https://sde.ok.gov/sites/default/files/documents/files/Oklahoma%20School%20Safety%20Protocols.pdf>

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Public Comment

Soper Public School welcomes consultation, comments, and input from stakeholders and the public. Specifically, the school engages in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, and staff. Further, consultation extends to Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, incarcerated children, and other underserved students. Please feel free to contact Soper Public School at (580) 345-2211 to voice any comments, concerns, input, or questions.