



OKARCHE PUBLIC SCHOOLS

632 W. Oklahoma Ave., Okarche, Oklahoma 73762
405-263-7300

2021-2022 RETURN TO LEARN PLAN

ARP ESSER III: Part 2

Okarche Public Schools began planning for a safe return to school in May 2020. The district formed a Return to Learn Committee in response to our community's desire to have in person school for the 2020-2021 school year. The team developed district procedures and protocols needed to implement a safe return to school.

Okarche School's *Return to Learn Plan* served as the district's guide for opening for the 2020-2021 school year. These procedures are a living document and was posted to our website cashionps.org in July 2020. The procedures were revised and updated as needed to accommodate changes in COVID-19 alert levels, district experience, as well as local, state, and national recommendations. In addition to health and safety procedures, the SY20-21 Return to Learn Plan included information on distance learning, school attendance, meals, transportation, and extracurricular activities. In August 2020, the school board also approved the Return to Learn Plan. This policy was posted on the district's website.

RETURN TO LEARN PLAN COMMITTEE

Through meticulous planning by the Return to Learn Plan Committee and the implementation of COVID-19 protocols and procedures, Okarche Schools was open for in-person instruction the entire 2020-2021 school year. The district staff, students, and community pulled together and worked hard to support student learning.

Return to Learn Plan Committee:

Superintendent: Josh Sumrall
High School Principal: Lisa Munson
Elementary Principal: Chris Roby
School Nurse: Lyndsey Mueggenborg
Counselor/Asst. Principal: G.W. Parham

Public Comment During 2020-2021

The district provided the following opportunities for public comment on the district's Return to Learn plans and procedures:

- Social media posts on the district Facebook page and district website.
- Superintendent meeting with district staff @ 8:00 am on August 10, 2020
- Superintendent sent out a letter to the district parents and community providing an opportunity to contact the superintendent with concerns or comments.
- Monthly school board meetings - public comment opportunity on agendas

Public Comment During 2021-2022

- Social media posts on the district Facebook page and district website.
- Superintendent meeting with district staff @ 8:00 am on August 9, 2021
- Superintendent sent out a letter to the district parents and community providing an opportunity to contact the superintendent with concerns or comments.
- Monthly school board meetings - public comment opportunity on agendas

SAFE RETURN TO LEARN AND CONTINUITY OF SERVICES FOR 2021-2022

This document is intended to be a living document which will change as needed based on the current COVID-19 alert levels and recommendations from local, state and national health officials. Okarche Schools Return to Learn Committee will continue to serve as the steering committee for a safe return to school environment. The plan will be reviewed every 6 months. Opportunities for public comment are available at monthly school board meetings. In addition, the public is invited to email any comments/suggestions regarding the Return to Learn Plan to the superintendent at sumrallj@okarcheschools.org.

ACADEMIC AND SOCIAL EMOTIONAL NEEDS OF STUDENTS

In-person learning and other activities will be offered to the greatest extent possible in order to address student's academic, social, emotional, and mental health needs. We will continue with the Traditional In-Person Learning for PK-12th grade. Distance learning may be implemented for individual students and/or district wide need due to varying scenarios.

In an effort to prevent learning loss caused by the pandemic, the district asks parents and students who feel that they need assistance to contact a school administrator and they will work on an individual plan to offer remediation services. Extended School Year (ESY) is available for special education students according to IEP team decision. Credit recovery courses were available for secondary students.

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OF STUDENTS AND STAFF

The social-emotional well-being of our students is as important as their academic learning. The district will offer the following Social and Emotional Learning (SEL) supports to students and staff:

- School clubs and activities are available to provide a sense of belonging to students.
- Drama, music, band and athletics are available for students to engage with others and develop social skills.
- Participation in extracurricular activities also boosts academic performance.
- School Counselors are available to assist students with needs and make referrals to community resources.
- Community partners and local counseling organizations are invited to meet with students and staff during the school day.
- A new district mental health counselor is available to assist employees who need counseling and/or referrals to community partners.
- Several Teacher and Staff Appreciation Celebration are conducted to celebrate and honor teacher and staff service.
- Action Based Learning along with recess and physical education classes will occur daily to teach students about the benefits of physical activity on mental and physical health.

Okarche Schools will continue to explore activities, curriculum and services to support the social, emotional and mental health needs of students and staff.

MAINTAINING THE HEALTH AND SAFETY OF STUDENTS

For detailed procedures regarding the health and safety of students, please refer to the [COVID-19 School Guidance document](#). The district has addressed the nine CDC safety recommendations as follows:

1. [UNIVERSAL AND CORRECT WEARING OF MASKS](#)
 - What can be mandated is restricted by [Oklahoma SB 658](#);
 - Staff and students will be shown the universal and correct way to wear a mask through demonstration and signage.
 - Masks will only be recommended and not required by students or staff unless state and local officials determine it necessary to implement policies.
 - Masks will be recommended on buses by staff and students.
2. [PHYSICAL DISTANCING](#)
 - Building traffic/access will be limited to prevent outside exposure.
 - Classrooms will be spaced apart when possible to attempt to achieve CDC recommended distancing of 3ft.
3. [HANDWASHING AND RESPIRATORY ETIQUETTE](#)
 - Etiquette for handwashing and the covering of the nose/mouth for Cough/sneezes will be taught to all students and staff.
 - Teach and reinforce appropriate handwashing will be taught through demonstrations and practice led by school nurse and counselor.
 - Hand sanitizer will be available for use by students and staff. Locations to include classrooms, bathrooms, hallways, eating areas, playground, gymnasiums, etc.
4. [CLEANING AND DISINFECTING OF FACILITIES, INCLUDING IMPROVING VENTILATION:](#)
 - Custodial staff will receive extra training in daily sanitizing and will replace air filters regularly to increase air quality.
 - Buildings will be fogged by sanitizing spray frequently to reduce exposure
 - Regularly change HVAC air filters, open windows/doors where safely possible, and allow for student/staff breaks to go outside in an effort to improve air quality.
5. [CONTACT TRACING](#)
 - OPS will collaborate with state and local health department, to confidentially provide information about people diagnosed with or exposed to COVID-19.
 - OPS School Administration will communicate to staff. Notifications will be sent to communicate with applicable parents depending on classroom arrangement and schedule.
6. [DIAGNOSTIC AND SCREENING TESTING](#) – also see [Student Symptom Scenarios](#)
 - Parents should screen their child before sending them to school. Temperatures should be below 100.0. Students may be screened for symptoms while at school. Staff should screen themselves before coming to work.
 - COVID testing is at the discretion of the parents/guardians.
 - Students can become a distance learner at home until they can return to school.
 - Staff and students should follow current policy on when to return to school/work after illness.
7. [EFFORTS TO PROVIDE VACCINATIONS TO SCHOOL COMMUNITIES](#)
 - OPS coordinated with Heritage Pharmacy and the county health department to offer all staff vaccinations in February and March of 2021.
 - OPS will provide information on vaccines per CDC and FDA guidelines.
 - OPS will honor fully vaccinated staff and students to no longer be quarantined after exposures.
 - [CDC Updated guidance for those fully vaccinated](#)
8. [DISABILITIES AND OTHER HEALTH CARE NEEDS](#)
 - OPS provides gowns, masks, and gloves for special education staff upon request and accommodates students with disabilities if they need alternative face coverings, etc.
9. [COORDINATION WITH STATE AND LOCAL HEALTH OFFICIALS](#)
 - The district continues to coordinate with the county health department.

INTERRUPTIONS TO LEARNING

In the event of school closures due to COVID-19, the district will pivot to distance/remote learning days. Virtual instruction will be provided on distance learning days for most students. Each student will be provided with a Chromebook or iPad. Some elementary students may need to use learning packets on distance learning days.

COMMUNICATION TO PARENTS AND FAMILIES

The district will communicate to parents and families through emails and text messages and the district website, including use of classroom communication tools.

BUS TRANSPORTATION

Masks will not be mandated per Oklahoma SB 658. Drivers shall maximize air flow. Buses will be cleaned and sanitized after each use.

REVIEW OF RETURN TO LEARN PLAN

As directed by the ARP ESSER III guidelines, Okarche Schools Return to Learn Plan shall be reviewed by the committee and approved every six months. Changes based on recommendations may be made before the 6-month review timeline.

Our Commitment to the Continuity of Excellence

Return to Learn Plan - PART 3:

Okarche Public Schools will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Setting the Table to Support All Students with Extra Measures for our most at-risk students.

Students	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All Students, including Students of Color	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess schools’ clubs and activities to open new opportunities for “belonging” to most at risk students. Engage families in the school’s programs of academics and activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.	Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.	Provide school counseling program to meet emergent needs. Refer to professional support through local and state agencies.
Students of Low-Socioeconomics	Provide devices and connectivity for virtual learning as needed. Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess food security and provide added nutrition as needed through donations, food bank, etc. Assess schools’ clubs and activities to open new opportunities for “belonging” to most at risk students. Engage families in the school’s programs of academics and activities.	Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.	Provide school counseling program to meet emergent needs. Refer to professional support through local and state agencies.
English Learners	Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess schools’ clubs and activities to open new opportunities for “belonging” to most at risk students. Engage families in the school’s programs of academics and activities. Provide translation services for school’s communications and documents through Apps, translators, and online services. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.	Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.	Provide school counseling program to meet emergent needs. Refer to professional support through local and state agencies.

<p>Students with Disabilities</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to most at risk students. Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments.</p> <p>Celebrate successes with equal enthusiasm.</p>	<p>Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local and state agencies.</p>
<p>Students Experiencing Homelessness</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to most at risk students.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local and state agencies.</p>
<p>Children in Foster Care</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p>	<p>Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local and state agencies.</p>
<p>Migratory Students</p> <p>NA as of 8/3/2021</p>	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to our most at-risk students.</p>	<p>Teachers who commit to intentionally follow our most at-risk students to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through local and state agencies.</p>



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ARP ESSER III: SPENDING PLAN

Okarche Schools has been in meaningful consultation with stakeholders through in-person collaboration to develop a plan for the use of ARP- ESSER III funds. The following plan resulted from information gleaned during these times of consultation.

Okarche Schools received a total amount of **\$218,525.57** from the American Rescue Plan - ESSER III fund and will spend its ARP ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act. Okarche Schools will use ARP ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with CDC guidance on reopening schools to safely open school and conduct in-person learning. Okarche Schools were open during the entire 2020-2021 school year and learned many management strategies to lean upon for the 2021-2022 school year. The school will use our local and state health agencies as resources when making the best purchase decisions from ESSER III monies to help prevent our school being shut down during a pandemic situation.

SPENDING PLAN:

Okarche Schools will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, and English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. Okarche Schools spending plan will address needs identified through consultation focused on preparation, prevention and response to opening schools during the COVID-19 pandemic.

USE OF FUNDS:

Okarche Schools will update and purchase new technology, such as chrome books for students, to help with classroom and possible digital learning efforts, along with hiring a new elementary counselor and district wide mental health counselor with our ESSER III funds.

In response to the COVID-19 pandemic, Okarche Schools will use the 20% set aside of our ESSER III funds in the amount of **\$43,705.12** to address the social and emotional learning and academic impact of lost instructional time due to mental health issues. Okarche Schools met with students, teachers, community stakeholders and representatives of various groups to gain ideas on how to best spend our funds to close the instructional gap and address the mental health needs of our students. Through these discussions, one idea is to use the 20% set aside is to hire a school counselor to lower our counselor to student ratio, specifically targeting our elementary school population and district wide mental health counselor for students and staff. OPS will continue to engage our families and community in the educational process providing ways they can help their child at home. We will connect them with state and local resources to help meet the mental health needs of their family.

Using other sources of funding, Okarche Schools will provide motivating speakers and professional development opportunities to staff and students, provide leadership opportunities for high school age students, provide a extended learning opportunity for students who need remediation, credit recovery, and enrichment programs to meet the diverse needs of specialized groups. More ideas will be put in place as extended collaboration is held with stakeholders of Okarche Schools.