

Varnum Public Schools



**Return to Learn
2021-2022**

Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs.

This plan describes how Varnum Public Schools will maintain the health and safety of students, educators, and other school and division staff during and following the return to full in-person instruction. Success will require a group effort from parents, guardians, and school personnel. We will all have to stay conscious of our own health and the health of our children. Everyone must follow CDC, Oklahoma State Health Department and district guidelines. Our goal is to have as much classroom instruction as possible. We can maximize classroom instructional time by complying with the rules and guidelines.

Academics and Distance Learning Planning

Varnum Public Schools is committed to providing the best possible educational services to our students and will remain open for in-person learning for the 2021-2022 unless certain criteria are met. The administration will monitor community health and adjust the plan accordingly. The district superintendent will decide to activate remote learning for classrooms using the following information:

- Number of positive cases in the district including students, teachers, and staff.
- Community spread that is impacting the school or could potentially impact the school negatively.
- Positive cases in classrooms that meet the criteria set forth by the CDC, state and local health organizations, and government requirements.

Varnum is a 1:1 school and chrome books/tablets and hotspots are offered to all students that are enrolled. The district will focus on the health and safety of students and staff while providing a positive learning environment. Parents have the choice of virtual instruction, partial days under a blended model, or traditional instruction. Traditional instruction is recommended for most students, but the district will work with parents to develop the best plan for each child.

- Traditional instruction, following CDC guidelines.** All courses/classes taken at regularly assigned school site with in-person instruction.
- Total virtual instruction.** Used when entire classes are under quarantine, or if school must be closed. We will continue to offer virtual instruction for those families that request it. Students that choose to remain totally virtual using a combination of Google Classroom and board approved software. To select this option student must meet specific criteria including meeting with the director of virtual instruction and maintaining adequate progress in their coursework. Two teachers will be designated virtual instructors. They will provide remediation, tutoring, and supervision for all virtual students. Students will be required to come into a remote location occasionally to encourage collaboration, take tests, and other activities as deemed necessary.
- Blended model:** A combination of traditional and virtual instruction that can also include concurrent college coursework and career tech courses. A schedule that best meets the needs of the student will be created with the appropriate school personnel involved to ensure that state and federal requirements are met.

Extracurricular Activities

Students enrolled in Varnum Public Schools, regardless of the method of instruction selected by the parents, are eligible to participate in extracurricular activities. Parents need to contact the building administrator to develop a plan for the student to participate. All rules regarding practicing, participation, grades, etc. made by the coach will still be in effect.

Calendar and Start Times

We will return to normal start times and bus routes.

- PK-12th will start at 8:00 and end at 3:30
- Buses will run the first route in the morning and return for cleaning for the afternoon route.

Attendance

Virtual

Student attendance will be calculated by the completion of **3%** of work per subject per week. Please see the attachment titled “Work Schedule”. Parents will be contacted weekly by a teacher/staff if their child is not making adequate progress.

The school district will provide devices and hotspots for families that need them. Please contact the building administrator to make arrangements to pick up devices. Virtual students are placed in grade level Google Classrooms so that they also receive direct instruction from teachers.

Traditional

Varnum School Board policy states that students should attend 95% of scheduled classes to receive credit. We ask that families exercise great care in the decision whether or not to send a potentially ill child to school. We will support any student who needs to remain at home for medical concerns. Those students who are homebound due to illness will be allowed to log in and complete their class requirements and will not be counted absent.

Blended

Students will need to complete both the online instruction portion and have regular attendance at school. Each family should work with their building administrator to develop an educational plan for each student.

Students on 504 or with Special Education Needs

All 504 and IEP Plans will be followed. Any modification to service due to health concerns will be documented and agreed upon utilizing normal meeting processes. All IEP/504 team meetings will be held in person unless a request is made for a phone conference. For more information, please contact Kandle Brewer at 405-382-1408.

Credits and Grades

Varnum Public School District used the Oklahoma Academic Standards (OAS) to select appropriate software and to plan lessons. The OAS will continue to guide the curriculum provided to all students. Grades and credits will be calculated based on the type of programming that the student is using and the grade level of each student. During virtual weeks or for total virtual instruction, grades will be collected from the software program. Students who elect the blended option will be given grades based on the percentage of time that the student is participating in the various programs.

Communication

Varnum Public School District will deliver communication to parents through the district app, website, emails, texts, phone messages, mail, and social media depending on the issue, the number of students impacted, and the urgency of the message.

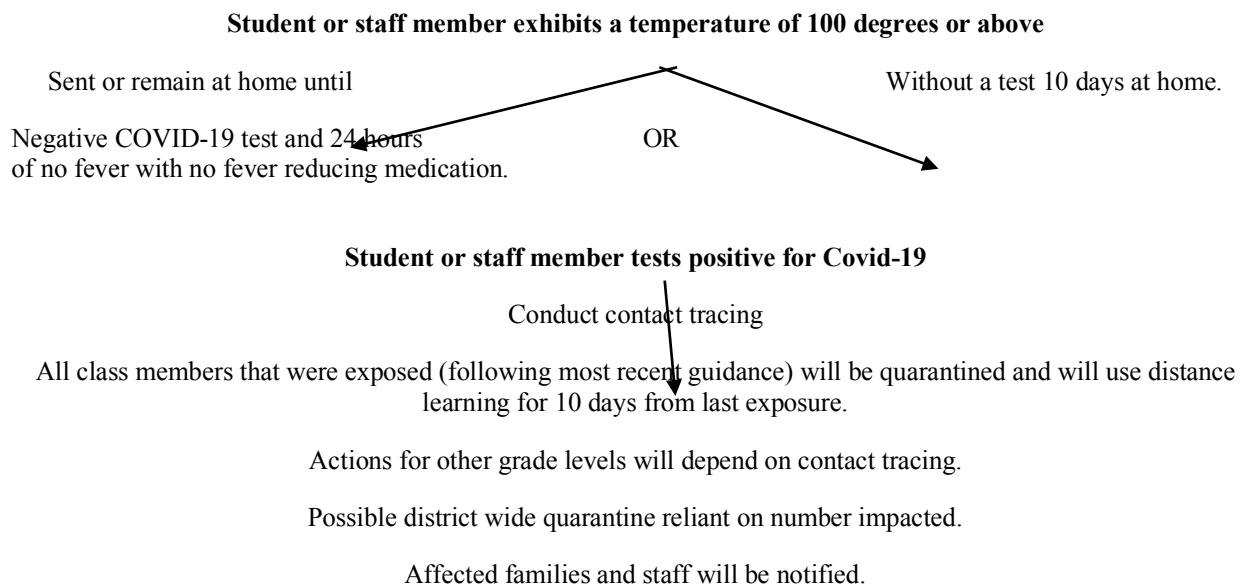
Daily Wellness Screening

For those students that attend traditional or blended instruction they must participate in daily wellness screenings. Every morning, parents, guardians, teachers, staff, and students will need to take the time to assess and screen themselves for good health. It is imperative that everyone follow the procedures to check themselves and their children for the symptoms listed below. Students will be scanned and will not be allowed on the bus or in the school building if they have a temperature of 100 degrees or higher. If the student starts running a temperature after they arrive at school, they will be placed in an isolation room and their parent/guardian will be contacted and asked to come pick them up.

Students must be picked up *immediately* when the school contacts the parent/guardian. The student may not return to school until they are fever free for 24 hours without the use of medication *and* receive a negative COVID-19 test. If they do not have test results the student must stay home for 10 days before they are allowed to return. The student will immediately be placed on virtual curriculum and will not be counted absent as long as they are making progress daily and meals will be provided. These rules are also in place for all teachers, staff, and administration.

Possible symptoms of COVID-19:

- Fever or chills
- Sore Throat
- Cough
- Loss of smell or taste
- Shortness of breath
- Close contact to a positive COVID-19 patient
- Muscle or body aches
- Headache
- Nausea or vomiting
- Diarrhea



If your child or a family member tests positive for COVID-19, please contact a school administrator immediately. We will do contact tracing and send anyone that has been in close contact home for 14 days. Your information will be kept confidential and will only be used to determine appropriate action. After receiving a positive test, students, teachers, staff, and administrators must stay home a *minimum of 10 days* after the test, until symptoms are diminished, and fever is gone for 24 hours without medication.

Transportation

Transportation is provided as a courtesy and the privilege can be revoked at any time. Students will be assigned a seat on the bus they will sit at each time they ride the bus. They will follow the rules of the bus or risk being removed for an extended period of time. Your child can be placed in virtual instruction if they are not able to find transportation to school.

- A seating chart will be created, and students must follow it. Failure to do so will result in the loss of bus privileges.
- Students will be spaced out as much as possible on the bus to reduce contact.
- Temperatures will be taken before students load on a bus.
- Students will NOT be allowed on the bus if they have a fever of 100 degrees or higher.
- Buses will have an assistant onboard to ensure students are following directions.

Entry into Buildings

Students in different grade levels will be assigned a specific door to enter the building. This information will be provided by the building principal. Temperatures of all teachers, staff, and students will be taken upon entering the building. Anyone with a temperature above 100 degrees will not be allowed in the building.

Cafeteria

The cafeteria will return to normal operations. Parents and guardians of virtual students will be responsible for contacting the school and making arrangements to pick up meals for their children.

Hygiene and Prevention

Evidence shows hand washing is one of the best means of protection against infection. Students will be encouraged to wash their hands often with soap and water for at least 20 seconds, especially after blowing their noses, coughing, sneezing, going to the bathroom, and before eating. They will also have access to an alcohol-based hand sanitizer throughout the school building and school vehicles when hand-washing opportunities are not readily available.

Paint on playground equipment will be cleaned regularly. Masks, gloves, disinfectant, and sanitizer will be placed in all rooms and on all buses. Each building and transportation have received foggers to treat the buildings and buses daily. Hygiene training will be provided for all teachers and staff.

Teachers will examine classrooms to maximize spacing of student desks/tables with one-directional seating and as much social distance as possible between students. We will encourage outside instruction when weather allows. Seating charts for each period/class will be created and kept up to date to make contact tracing easier. Automatic water fountains that fill water bottles have been added to all school sites. Please send a reusable water bottle with your child.

The buildings will be fogged every morning before anyone enters the building. Additional air filters and cleaning equipment has been added to improve ventilation. Bathrooms will be cleaned regularly by school staff with the appropriate chemicals.

Vaccinations

Vaccinations have been offered to all teachers and staff that have requested them. We are not going to require vaccinations for teachers, staff, or students. If someone is exposed and they have had a vaccination, they will not be required to quarantine.

Social Distancing

While it will be difficult to maintain distances between the students at school, we have taken every precaution possible. Teachers have been instructed to space students' desks as far apart as possible and to eliminate extra furniture. We are spreading students out as much as possible, requiring seating charts and limiting events with large groups.

Face Coverings

Evidence strongly supports the role and importance of face coverings in interrupting the spread of COVID-19. There may be individual students or staff members who are considered in the vulnerable population. The use of face coverings will be determined by the site administrator depending on area (halls, classrooms, people with compromised immune systems, etc.) and COVID-19 activity level in the school and community. The district will have masks available for students that need one.

Visitors

- Parents, guardians, and visitors will not be allowed in the building.
- Please send children on time and pick them up at designated time when possible.
- If you need to pick up a student early, call and make arrangements ahead of time.

Parents and Guardians

- Please notify school if your child has a compromised immune system.
- Students and staff entering school buildings are required to complete a checklist and temperature check for safety guidelines each day at home. They may be asked to produce the checklist if contact tracing is necessary. We will send a copy of the checklist home in the COVID-19 Handbook.
- Students' temperatures will be checked before they get onto a bus and before they enter the buildings. They will not be allowed onto a bus or into a building if they have a fever of 100 degrees or higher. Please do not medicate a fever and then send them to school. If they get a fever while at school, they will be isolated, sent home, and not allowed to return for ten days.
- Parents will be required to fill out a health form daily on each child. Attendance at school will confirm the student or staff has answered "no" to all questions. Answering "yes" to any of the questions means the student or staff should remain off-site and take a sick day. If a student or teacher has a fever they must be fever free for 24 hours without taking any medication and have a negative test, or ten days with a test. Students should do their virtual assignments and they will not be counted absent.

Isolation Procedures

- A student who exhibits a fever of 100 degrees or higher will be immediately isolated in a predetermined room in their building. Parents will be contacted, and the student will be sent home.
- A student who has been sent home due to fever must remain out of school until he or she is fever free with no fever-reducing medication for at least 24 hours after receiving a negative COVID-19 test or 10 days if no COVID-19 test is done. During this time, the student will become a distance learner according to district procedures. Daily off-site attendance will be taken through the digital platform as stated in the district's digital learning guidelines.

Positive Cases

It will take a team effort of parents and school officials to reduce exposures of our students and staff. Please notify a school administrator if your child has been exposed or has tested positive. If a parent or staff member notifies the school district of a positive test, exposure, or being symptomatic of COVID-19, the utmost care will be taken to ensure confidentiality. It is important that paperwork is maintained so that we can determine who needs to be tested or quarantined without making the information public.

- A student who has tested positive for COVID-19 will be part of contact tracing. Such tracing will require the whereabouts of the student in school to be communicated to the health department.
- Parents of other students who have been in close contact with a student who tested positive for COVID-19 will be contacted.
- Siblings of positive tested student will also be quarantined.
- Texts, letters, social media posts and calls will be utilized to communicate positive cases have been identified will be sent to staff and parents of the site where the case has been identified.

Please feel free to reach out to any of the administrators regarding concerns or questions. This can be a scary and frustrating time for everyone involved. We have had to rethink everything about how we provide educational services. We must be flexible and prepared for things to change. For us to be successful, we must all work together. We hold the safety and well-being of your students and our staff as a top priority.

Academic Recovery

Varnum will respond to the academic, social, emotional, and mental health needs of all students and employees. We will pay particular attention to those students who are disproportionately impacted by the COVID-19 pandemic. Students that fall into any of the categories including low-income families, minorities, English learners, disabilities, homelessness, mental illness, and foster care will receive additional assistance. We are adding additional staff to provide additional supports for the students that fit into these categories.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All students, but prioritizing minority populations.	<ol style="list-style-type: none"> 1. Implement evidence-based Tier 1 instruction. 2. Provide Tier 2 evidence-based supports for unfinished learning. 3. Provide Tier 3 tutoring as needed. 	<ol style="list-style-type: none"> 1. Food, clothing, hygiene items, showers, washers & dryers provided at school. 2. Assess school's clubs and activities to open new opportunities for "belonging" 	District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.	<ol style="list-style-type: none"> 1. Hired additional counselor to meet needs of students. 2. Refer to professional support through agencies.

	<p>4. Provide additional training for all teachers responsible for steps in the tier system.</p> <p>5. Hired extra teachers at each site to provide additional reading remediation.</p> <p>6. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas.</p> <p>7. Teachers will be added to the schedule to provide reading remediation.</p> <p>8. Six-week summer school program for all students not making adequate progress.</p> <p>9. Implementing after school program daily until 5:00 for all students Pk-12.</p>	<p>3. Engaging families in school programs of academics and activities.</p>		<p>3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>
<p>Students of Low-socioeconomics</p>	<p>1. Implement evidence-based Tier 1 instruction.</p> <p>2. Provide Tier 2 evidence-based supports for unfinished learning.</p> <p>3. Provide Tier 3 tutoring as needed.</p> <p>4. Provide additional training for all teachers responsible for steps in the tier system.</p> <p>5. Hired extra teachers at each site to provide additional reading remediation.</p> <p>6. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas.</p> <p>7. Extra teachers have been added to</p> <p>8. Six week summer school program for all students not making adequate progress.</p> <p>9. Implementing after school program daily until 5:30 for all students Pk-12.</p>	<p>1. Food, clothing, hygiene items, showers, washers & dryers provided at school.</p> <p>2. Assess schools clubs and activities to open new opportunities for “belonging”</p> <p>3. Engaging families in school programs of academics and activities.</p>	<p>District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>	<p>1. Hired additional counselors to meet needs of students.</p> <p>2. Refer to professional support through agencies.</p> <p>3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>
<p>Students with Disabilities</p>	<p>1. Hired additional staff to lower ADA in special ed classes.</p> <p>2. Scheduled organized math and reading remediation for students.</p> <p>3. Pre-Post test students to determine placement and to identify areas of need.</p> <p>4. Maintain in person services. Implement evidence-based Tier 1 instruction.</p> <p>5. Provide Tier 2 evidence-based supports for unfinished learning.</p> <p>6. Provide Tier 3 tutoring as needed.</p> <p>7. Provide additional training for all teachers responsible for steps in the tier system.</p> <p>8. Hired extra teachers at each site to provide additional reading remediation.</p> <p>9. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas.</p>	<p>1. Food, clothing, hygiene items, showers, washers & dryers provided at school.</p> <p>2. Assess schools clubs and activities to open new opportunities for “belonging.”</p> <p>3. Engaging families in school programs of academics and activities.</p>	<p>District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>	<p>1. Hired additional counselors to meet needs of students.</p> <p>2. Refer to professional support through agencies.</p> <p>3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>

<p>Students Experiencing Homelessness</p>	<ol style="list-style-type: none"> 1. Implement evidence-based Tier 1 instruction. 2. Provide Tier 2 evidence-based supports for unfinished learning. 3. Provide Tier 3 tutoring as needed. 4. Provide additional training for all teachers responsible for steps in the tier system. 5. Hire extra teachers at each site to provide additional reading remediation. 6. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas. 7. Teachers will be added to the schedule to provide reading remediation. 8. Six week summer school program for all students not making adequate progress. 9. Implementing after school program daily until 5:30 for all students Pk-12. 	<ol style="list-style-type: none"> 1. Food, clothing, hygiene items, showers, washers & dryers provided at school. 2. Assess schools clubs and activities to open new opportunities for “belonging.” 3. Engaging families in school programs of academics and activities. 	<p>District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>	<ol style="list-style-type: none"> 1. Hire additional counselors to meet needs of students. 2. Refer to professional support through agencies. 3. Have written grants to attempt to add additional staff such as LPCs. 3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.
<p>Children in Foster Care</p>	<ol style="list-style-type: none"> 1. Implement evidence-based Tier 1 instruction. 2. Provide Tier 2 evidence-based supports for unfinished learning. 3. Provide Tier 3 tutoring as needed. 4. Provide additional training for all teachers responsible for steps in the tier system. 5. Hire extra teachers at each site to provide additional reading remediation. 6. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas. 7. Teachers will be added to the schedule to provide reading remediation. 8. Six week summer school program for all students not making adequate progress. 9. Implementing after school program daily until 5:30 for all students Pk-12. 	<ol style="list-style-type: none"> 1. Food, clothing, hygiene items, showers, washers & dryers provided at school. 2. Assess schools clubs and activities to open new opportunities for “belonging.” 3. Engaging families in school programs of academics and activities. 	<p>District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>	<ol style="list-style-type: none"> 1. Hire additional counselors to meet needs of students. 2. Refer to professional support through agencies. 3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.
<p>Migratory Students</p>	<ol style="list-style-type: none"> 1. Identify any migratory students at the point of enrollment. 2. Train staff to identify migratory students. 3. Implement Tier I, II, and III instruction as needed. 5. Hire extra teachers at each site to provide additional reading remediation. 6. Add STEM classes to increase higher order thinking skills and explore careers in STEM areas. 7. Teachers will be added to the schedule to provide reading remediation. 8. Six week summer school program for all students not making adequate progress. 	<ol style="list-style-type: none"> 1. Food, clothing, hygiene items, showers, washers & dryers provided at school. 2. Assess schools clubs and activities to open new opportunities for “belonging.” 3. Engaging families in school programs of academics and activities. 	<p>District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.</p>	<ol style="list-style-type: none"> 1. Hire additional counselors to meet needs of students. 2. Refer to professional support through agencies. 3. District is part of the Whole School, Whole Community, Whole Child (WSCC) Institute. We will implement time in the schedule daily to discuss Core SEL Competencies.

	9. Implementing after school program daily until 5:30 for all students Pk-12.			
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The Varnum Public School Plan is available to the public on the district website at <https://www.varnum.k12.ok.us/>

During the period of the ARP ESSER award (until September 2023), Varnum Public Schools will periodically review and, as needed, revise its plan for the safe return to in-person instruction and continuity of services. The plan will be reviewed at least every six months, and Varnum Public Schools will seek and consider public input during the review process. Plan revisions will address updated CDC guidance on safely reopening schools if any are issued.

Work Schedule for Online Class Work

August 7th : 3% Completed
 August 14th : 6% Completed
 August 21st : 9% Completed
 August 28th : 12% Completed
 September 4th : 15% Completed
 September 11th : 18% Completed
 September 18th :21% Completed
 September 25th :24% Completed
 October 2nd :27% Completed
 October 9th :30% Completed
 October 16th :33% Completed
 October 23th : 36% Completed
 October 30th : 39% Completed
 November 6th : 42% Completed
 November 13th :45 % Completed
 November 20th :48% Completed
 December 15th : 50% Completed
 January 8th : 53% Completed
 January 15th : 56% Completed
 January 22nd :59% Completed
 January 29th : 62% Completed
 February 5th : 65% Completed
 February 12th :68% Completed
 February 19th :71% Completed

February 26th :74% Completed
March 5th :77% Completed
March 12th :80% Completed
March 26th :83% Completed
April 2nd: 86% Completed
April 9th : 88% Completed
April 16th : 91% Completed
April 23rd : 94% Completed
April 30th : 97% Completed
May 5th : 100% Completed