



August 2, 2021

Dear Students, Parents, Guardians, and Staff:

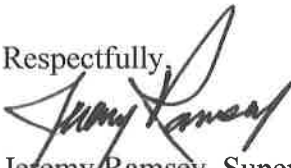
I address you concerning the district's efforts to ensure continued excellence in education for all our students. This Safe Return and Continuity of Services Plan, like its predecessor, The Return to Learn Plan, is designed to help students, staff, parents, and community members work through the frequently changing requirements and recommendations for safe school operations due to the COVID-19 pandemic. There is not a family in our school community that has not been impacted by this pandemic, and some have endured tragic loss because of it.

Still, Welch Public School has been blessed in that we have remained operational to a far higher degree than many other districts. Through providing families with options for modes of student learning and preparing for potential district-wide shutdown of our facilities, the district has provided continuous opportunities for student learning throughout the 2020-2021 school year.

As we prepare for the 2021-2022 school year, Welch Public School is proud to announce we will open for in-person learning and will make every effort to remain so throughout the school year. Even so, the district will continue to provide options to our patrons. The district will continue to provide three modes of instructional settings: Traditional (in-person), Blended, and Distance Learning.

We will continue to monitor community health conditions with the same intensity as we did last year and will adjust this plan accordingly.

Thank you in advance for helping us continue our tradition of excellence in education for all of our students.

Respectfully,

Jeremy Ramsey, Superintendent
Welch Public Schools



WELCH
Public Schools

**Safe Return and Continuity of
Services Plan**

Proposed to the Board of Education

Monday, August 9, 2021

Essential Elements of a Safe Return and Continuity of Services Plan

Welch Public School remains committed to provide Excellence in Education through quality educational opportunities for PK-12 students that are aligned with Oklahoma Academic Standards. We at WPS are committed to maintaining high expectations of all students, increasing individual academic growth, and encouraging students to become socially responsible citizens.

WPS will conduct traditional in-person school operations as appropriate based on the most recent requirements from the Centers for Disease Control (CDC), Oklahoma State Department of Health, Oklahoma State Department of Education, and local and tribal health departments. Instruction will pivot to distance learning for students as conditions require. The Superintendent will decide to activate distance learning for classrooms, buildings, or the district as necessary. See the district *Return to Learn Plan* for details on the recommendations and requirements based on current cases of COVID-19.

WPS plans to resume traditional transportation. Buses will continue be cleaned/sanitized on a daily basis. When possible, windows will be down to improve air circulation. Masks are still recommended for students and staff while on the bus due to the proximity to others. If there is a shortage of bus drivers due to COVID-19, the district may need to reduce the number of bus routes. Notification of necessary changes in routes will be made through the district's phone notification system.

It is essential that all families partner with us in monitoring the health of students and families. We ask that children's temperatures be taken on a daily basis at home. No student with a temperature of 100 degrees or higher may enter any Welch Public School facility. It is imperative for the health and safety of all students and staff that students participate in distance learning on days they have a fever or have any symptoms of illness. Distance learning will not count against attendance if the student completes assigned online lessons or returns distance learning packets in the allotted time frame.

WPS will make every effort to promote healthy practices and protocols. Social distancing will be implemented when feasible. Masks are highly recommended for all non-vaccinated students and staff. Our staff will monitor reportable illnesses. Oklahoma Health Department guidance will be utilized for quarantine (see the district updated Quarantine Guidelines for more information). WPS will follow city, county, and State mandates. Requirements and recommendations are subject to change.

The social-emotional well-being of our students is as important as their academic learning. Our counselors are prepared and available to help our students and families. Counselors and site administrators are preparing resources and opportunities to help all students maintain social- emotional well-being.

At the onset of the COVID-19 pandemic, the District increased its cleaning and sanitizing of facilities in an effort to protect our staff and students. Enhanced cleaning and sanitizing will continue. Frequent hand-washing and other healthy protocols will continue to be expected of students and staff. Hand sanitizer and hand sanitizer stations will be regularly checked and refilled, and station availability will be increased if necessary. Upon notification of a positive COVID-19 case on campus, the areas if contact will be thoroughly cleaned and sanitized.

Instructional Format Options 2021-2022

We are preparing a safe return to school with three options in instruction as we begin school for all learning formats on August 19.

NOTE: All students are automatically enrolled into the Traditional Learning option unless the District receives a request from parents/guardians for their student to participate in one of the other two options.

1. **Traditional Learning** (on-site instructional delivery) Open to all grade levels. Welch Public School has as its initial plan to provide traditional instructional programs on site utilizing digital learning management systems and other online resources for in-class supports and activities. The digital component to the traditional learning format will facilitate the preparation of students for a potential forced move to mixed virtual/distance and face-to-face or to all virtual/distance in format. This learning delivery option will be available as long as public health officials deem it safe to do so. Therefore, staff have all planned for this mode of instruction to begin in August. District maintenance and custodial staff have reviewed and prepared for sanitizing and cleaning procedures to ensure each classroom and building is as healthy and safe a learning environment as possible.

Traditional learning format summary:

1. Daily attendance, instruction, coursework will be assigned at school in a classroom setting.
 2. Students will attend for the traditional period of time each day.
 3. While on campus, students must follow health and safety protocols in place and may change as the color-code designation for the Welch area changes.
2. **Blended learning** (hybrid instruction utilizing both on-site and virtual/distance learning) Open to secondary grade levels. Welch Public School will offer students the option of taking some courses online and others on-site. These students will receive some of their instruction on campus in face-to-face instructional environments and some instruction in a distance learning format. Students may attend school for specific courses for which face-to-face instruction is particularly beneficial, then complete other course work off campus.

Blended learning format summary:

1. Daily attendance, instruction, coursework will be assigned at school in a classroom setting for some classes and follow the policy for virtual/distance attendance for other classes.
2. Students will attend an amended period of time each day, based on their individual learning schedule.
3. While on campus, students must follow health and safety protocols in place and may change as the color-code designation for the Welch area changes.

Virtual/Distance Learning (distance/off-campus utilizing either online instructional delivery or distance learning packets) Open to all grade levels. Welch Schools will also offer students the option of distance learning either through use of distance learning packets or internet-based instructional activities that will provide instruction covering the same standards and objectives at similar rigor as traditional. In the event that a resurgence of COVID-19 or should other circumstances require an end to on-site instruction, Welch Public School will be prepared to provide distance learning to all students.

Virtual/Distance learning format summary:

Daily attendance, instruction, coursework according to District policy for virtual and distance coursework, with District-approved-and-monitored chatrooms and video sessions, message board posts, emails, submission/uploading of assignments, documented access to an ongoing lesson, documented telephone calls, or other District-approved means and mediums. Attendance for students utilizing distance learning packets will be based on timely return of assignments, email/phone contacts with assigned teacher, and other documented means to verify work progress.

Students choosing to receive instruction through either of the District's two options with a distance learning component will complete distance learning courses one of two ways. One method of distance learning is the use of distance learning packets which will be provided by the school on a weekly or bi-weekly basis. Another distance learning method is referred to as virtual learning, as the students may use their Chromebooks or devices of their own that connect to the internet and complete work electronically.

Students choosing to utilize distance learning packets will pick up their weekly/bi-weekly assignment packets and return them the following week to receive their next packet. The distance learning packets will be designed to provide instructional guidance, assignments to provide practice for new skills and to relate new learning to previous learning, and assessments that provide the student with an opportunity to verify learning.

Students in all options will be required to participate in State mandated assessments appropriate for their grade level designation.

Mixed Format Instruction

As a contingency plan, should the District deem it necessary and prudent in the best interests of student academic success to further reduce the number of individuals present on campus at any one time, the District may transition all students not enrolled in virtual/distance learning to a hybrid instructional format. Should the District arrive at this decision, approximately half of the on-campus student population will be assigned to distance learning while the other half continues with on-campus instruction for two days a week, and all students will be assigned to distance learning on Wednesdays. This configuration is meant to mitigate further spread of COVID-19 by reducing the interaction of students on-campus as much as feasible without converting all instruction to distance learning format. Breakfasts and lunches will be available for pick up for students during their distance learning days.

Group A and Group B scheduling applies only to students enrolled in Options 1 and 2. Students enrolled in Option 3 will not change their instructional format at this level.

Group A - Group A students will be students enrolled in Options 1 and 2 whose last name begins with the letters A through J. Students in Group A will attend class on campus on Mondays and Tuesdays. On Wednesdays, Thursdays, and Fridays, their instruction will be conducted through a distance learning format.

Group B - Group B students will be students enrolled in Options 1 and 2 whose last name begins with the letters K through Z. Students in Group B will attend class on campus on Thursdays and Fridays. On Mondays, Tuesdays, and Wednesdays their instruction will be conducted through a distance learning format.

On the days that students are working through a distance format, they will use the distance learning packets or the online programs based on the format they will receive their work. Students attending on-campus class may not be assigned the same activities as students working via distance learning that same day.

Welch Public School’s Commitment to the Continuity of Services

As part of our *Safe Return and Continuity of Services Plan*, Welch Public School 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, English learners, children with disabilities, students experiencing homelessness, children in foster care, and students of migratory families.

Ensuring Continued Excellence in Education through Support of All Students with Extra Measures for Most Vulnerable Populations (MVPs)

MVP Group	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All Students	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p>	<p>Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations.</p> <p>Provide engagement opportunities for families in academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Infuse lessons and activities that support socio- emotional learning throughout the school programs.</p> <p>Identify and address student social-emotional needs.</p>	<p>Provide school counseling and collaboration with Grand Lake Mental Health</p> <p>Refer to professional support through Craig County Health Services as appropriate.</p>
Students of Low-Socio-economics	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p>	<p>Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most</p>	<p>Infuse lessons and activities that support socio- emotional learning throughout the school programs.</p>	<p>Provide school counseling and collaboration with Grand Lake Mental Health</p> <p>Refer to professional support through Craig County Health Professionals.</p>

MVP Group	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socio-economics	Provide Tier 3 remediation as needed.	vulnerable populations. Provide engagement opportunities for families in academics and activities.	Identify and address student social-emotional needs.	Services as appropriate.
English Learners	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports to address learning loss. Provide Tier 3 remediation as needed.	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations. Provide engagement opportunities for families in academics and activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. Provide translations of appropriate documents as available.	Infuse lessons and activities that support socio- emotional learning throughout the school programs. Identify and address student social-emotional needs.	Provide school counseling and collaboration with Grand Lake Mental Health Refer to professional support through Craig County Health Services as appropriate.
Students with Disabilities	Implement evidence-based Tier 1 instruction. Provide Tier 2 evidence-based supports to address learning loss.	Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations.	Infuse lessons and activities that support socio- emotional learning throughout the school programs. Identify and address student	Provide school counseling and collaboration with Grand Lake Mental Health Refer to professional support through Craig County Health Services as appropriate.

MVP Group	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Provide Tier 3 remediation as needed.</p> <p>Provide additional resources for qualifying students as needed to ensure students have sufficient opportunity to progress in achieving goals.</p> <p>Provide in-person learning for qualifying students during distance learning days as appropriate.</p>	<p>Provide engagement opportunities for families in academics and activities.</p> <p>Celebrate and award successes with equal enthusiasm for accomplishments.</p>	<p>social-emotional needs.</p>	<p>Services as appropriate.</p>
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p> <p>The District will strive to obtain school records from previous schools.</p> <p>Full or partial credit may be awarded for coursework completed before enrollment.</p>	<p>Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations.</p> <p>Provide engagement opportunities for families in academics and activities.</p>	<p>Infuse lessons and activities that support socio- emotional learning throughout the school programs.</p> <p>Identify and address student social-emotional needs.</p>	<p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through Craig County Health Services as appropriate.</p>

MVP Group	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students Experiencing Homelessness	Online coursework may be used to recover credits.			
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p>	<p>Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations.</p> <p>Provide engagement opportunities for families in academics and activities.</p>	<p>Infuse lessons and activities that support socio- emotional learning throughout the school programs.</p> <p>Identify and address student social-emotional needs.</p>	<p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through Craig County Health Services as appropriate.</p>
Migratory Students	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p> <p>Identify migratory students at the point of enrollment.</p>	<p>Encourage school clubs and activities to create a sense of “belonging” for all students, specifically those of the most vulnerable populations.</p> <p>Provide engagement opportunities for families in academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Infuse lessons and activities that support socio- emotional learning throughout the school programs.</p> <p>Identify and address student social-emotional needs.</p>	<p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through Craig County Health Services as appropriate.</p>

Addressing Lost Learning Time

Throughout the COVID-19 pandemic, instruction at one time or another was interrupted for District students. With the school closure and impromptu distance learning the final weeks of the 2019-2020 school year, every student began the 2020-2021 school year with at least some lost learning opportunities. Throughout the 2020-2021 school year staff at all sites endeavored to shore up the effects of that lost instructional time to the extent possible given the District resources and time limitations. As part of the District *Safe Return and Continuity of Services Plan*, special attention will be made during the 2021-2022 school year and beyond to address lost instructional time.

The District will utilize programs and/or activities designed to provide opportunities to mitigate the potential for learning loss due to cessation of instructional time due to the COVID-19 pandemic. In the spring of 2020, Oklahoma shut schools down to diminish the spread of the coronavirus. Although teachers worked diligently to provide suitable instructional opportunities based on the conditions and limitations mandated by the State, students did not receive the instructional time that they otherwise would have had. Instructional staff provided opportunities to ensure learning loss was minimal and recovered as the 2020-2021 school year got underway.

While academic gains continued in spite of the spring 2020 long-term closure and the short-term closures in the 2020-2021 school year experienced by some of the student population, the potential consequences of encountering the loss of instructional time during the 2021-2022 school year is a serious concern for District staff. Therefore, the Safe Return Committee sought means by which District students could best be prepared for a loss of instructional time, whether affecting small numbers of students being quarantined or the entire District through temporarily shut down.

Committee staff and administrators investigated scientifically research-based pedagogical activities and programs to determine how to remediate any lost learning and to minimize learning loss should the District or select sites be required to pivot to distance learning in the future. These programs may include, but will not be limited to

- Before/after school small-group tutoring sessions,
- Elective courses designed to improve studying skills and learning techniques,
- Elective courses to supplement classroom instructional activities,
- Additional classroom resources to supplement traditional learning activities,
- Resources to provide remediation for students for whom learning loss has been identified,
- Resources to improve family engagement in learning activities, and
- Online instructional programs and resources.
- Summer Learning Camps for all students.

Safe Return with CDC Guidance

Welch Public School will continue to support the recommendations established by the Centers for Disease Control (CDC), Oklahoma State Department of Health, as well as local and tribal health departments as appropriate. Key elements that will be reviewed and addressed throughout the school year include, but are not limited to the following:

Universal and Correct Wearing of Masks: Properly fitted masks covering the mouth and nose will be recommended on buses and recommended for non-vaccinated students in situations where students are not able to social distance, as recommended, during times of yellow, orange, or red alert according to the State Department of Education COVID-19 map.

Modifying Facilities for Social Distancing: Facilities are marked to show the recommended 3 to 6 feet of distance in seating and standing wherever possible throughout the Welch School District. In classrooms, students are seated to minimize exposure, and the class cohorts travel the hallways in their groups.

Handwashing and Respiratory Etiquette: Students are trained and reminded in classroom about the health benefits of proper and frequent handwashing as well as respiratory etiquette of covering one's mouth during coughs and sneezes. Signage is posted throughout all facilities with these reminders. Hand sanitizer is available in classrooms, offices, cafeterias, hallways, and other areas students or patrons frequent.

Cleaning and Maintaining Healthy Facilities including Improving Ventilation:

Welch Schools uses industrial misting and fogging equipment to sanitize classrooms, buses, and outdoor seating. Custodians use industrial strength cleaners, sanitizers, and disinfectants as needed throughout the District with emphasis on areas of high traffic. Air filters are changed regularly, using high grade filters designed to assist in minimizing the transmission of viruses carried on airborne particles.

Contact Tracing Combined with Isolation, Quarantine, and Collaboration with State, Local, and, as appropriate, Tribal Health Departments: The Superintendent and other District representatives have attended Zoom and/or Google meetings with State and/or local health departments, OSDE departments, and other organizations to be informed on the status of infections, testing, vaccines, and CDC guidance for prevention habits, isolation, and quarantine in order to keep our students and staff as safe as possible and to maintain in-person learning for most Welch students. Students and staff who are fully vaccinated are not required to quarantine if they are traced to a positive exposure. Each site has staff trained as contact tracers for COVID-19 and are prepared to initiate parental quarantine notices as necessary.

Diagnostic/Screening Testing: Welch Public School support District students and staff who want COVID-19 testing as appropriate. Welch Schools will remain in close collaboration with the Craig County Health Department and support staff and students who seek tribal health services who also offer COVID-19 screening and vaccinations.

Vaccination Efforts for School Communities: In prior months, Welch staff were provided opportunities to schedule and receive COVID-19 vaccinations during the school day through the Craig County Health Department. In addition, the Cherokee and Osage tribes offered vaccinations for Native students and others. The District has maintained an on-going collaboration with the Craig County Health Department for COVID-19 support, and will continue to support staff and students to meet screening and vaccination needs. The Cherokee Nation offers on-going screening and vaccinations as well.

Appropriate accommodations for students with Disabilities with Respect for Health and Safety Policies: At times when school is moved to distance learning due to COVID- 19, qualifying students with disabilities will be offered the option to learn in person in classrooms, as appropriate. All classrooms used during this time will be cleaned and sanitized daily. As appropriate, ESSER COVID Relief funds can be used to purchase various resources, including adaptive technology for students with disabilities to use when they are required to engage in distance learning due to quarantine, deep cleaning, or inclement weather.

Coordination with State and Local health officials: The Craig County Health Department, Oklahoma Department of Health, and area tribal health centers continue to support the students and staff of Welch Schools. The District receives regular information about outbreaks, COVID-19 screening tests, and vaccination clinics. The District remains in close contact with the Oklahoma State Department of Education, the Oklahoma Department of Health, and other local health agencies concerning the level of outbreaks and safety protocols enacted in Oklahoma and our local area.

Staff, Student, and Visitor Health Screenings

STAFF:

- Each employee will take the “Employee Daily Self-Assessment” before or upon arrival at his/her place of employment.
- Each employee will be prepared to verify that they meet the requirements of the self-assessment.
- Temperature checks may be administered at arrival. This will be determined by the current guidance available.
- At any time during the day, if a staff member has a fever, they will immediately notify the site principal and proceed to a designated area to isolate until advised by the principal to do otherwise.
- Employees who have a temperature of 100 F. or higher prior to coming to school are not

to come to campus, but should immediately notify their site administrator.

STUDENTS:

- Unless guidance changes, we will not be doing temperature checks on our students. It is the Parent's responsibility to follow the Family Daily Health Assessment and temperature check their children.

However, if a student shows signs of possible fever, temperature will be taken at the site office, as has been done in the past.

- If a fever is detected at any time during the day, or other indications that cause a staff member to suspect a child may have COVID-19, the student will be isolated at a predetermined area until parents/guardians are notified and are on their way to take the child home. During this time, the student will be asked to wear a mask if he/she is not already wearing one.
- Students sent home with a fever and/or other conditions indicative of COVID-19 are not to return to school until they are fever free for 24 hours, unassisted by medication.
- Students will be provided the "Family Daily Health Assessment" at the start of school. **The "Family Daily Health Assessment" is for family use at home and does not need to be returned to school.** This document will also be available as a pdf to download onto phones or other personal electronic devices as well.
- Please do not send children to school if they have a temperature (when not using of fever- reducing medicines) or are symptomatic of any contagious illness. It is extremely important that our families partner with us in monitoring the health of our students and families.
- Welch Public Schools will follow the OK State Health Dept COVID-19 Student Symptom Scenarios, Symptomatic Illness Assessment, and Options to Reduce Quarantine for Contacts of Person with COVID-19 Using Symptom Monitoring and Diagnostic Testing guidance. (Attached to our Plan)

VISITORS:






- All visitors will be required to review the "Essential Visitor Screening" form prior to entering any District building.
- All visitors may have their temperature taken before entry into the building.
- All visitors may be asked to sign in and verify that they have read the "Essential Visitor Screening" form and answer "no" to each of the questions.
- Based on health department recommendations for the current level transmission of COVID-19, non-vaccinated visitors may be required to wear a mask for the duration of their visit. If a non-vaccinated visitor does not have a mask, one will be provided as available.

- During the school day, parents/guardians need to call the school office when coming to bring or pick up a child, deliver supplies/medicine for a child, or anytime entry to the building or contact with their child is required.



COVID-19 Student Symptom Scenarios

As of 7/23/2021

SYMPTOMS*	SCENARIO 1	SCENARIO 2	SCENARIO 3	SCENARIO 4	SCENARIO 5
<p>CLASS A:</p> <ul style="list-style-type: none"> • Fever (defined as 100.4F or higher) • Sore Throat • Cough • Difficulty Breathing • Diarrhea or Vomiting • New Loss of Taste or Smell <p>CLASS B:</p> <ul style="list-style-type: none"> • Stuffy OR Runny Nose • Muscle/Body Aches • Fatigue • Chills • Nausea • Loss of Appetite • Elevated Temperature (defined as < 100.4F) • New Onset of Severe Headache <p><i>*That are not explained by an existing condition, such as asthma.</i></p>	<ul style="list-style-type: none"> • NO close contact of someone with COVID-19 • 1+ Class A symptom or 3+ Class B symptoms • Tested NEGATIVE 	<ul style="list-style-type: none"> • Close contact of someone with COVID-19 • 1+ Class A symptom or 3+ Class B symptoms • Tested POSITIVE, awaiting test results or HAS NOT BEEN tested 	<ul style="list-style-type: none"> • Close contact of someone with COVID-19 • NO symptoms • FULLY VACCINATED – See Vaccination criteria below 	<ul style="list-style-type: none"> • Close contact of someone with COVID-19 without masks in place • NO symptoms • Tested NEGATIVE, awaiting test results or HAS NOT BEEN tested • NOT fully vaccinated/doesn't meet Vaccination criteria 	<ul style="list-style-type: none"> • Close contact of someone with COVID-19 while both parties masked appropriately • NO symptoms • Tested NEGATIVE, awaiting test results or HAS NOT BEEN tested • NOT fully vaccinated/doesn't meet Vaccination criteria
	<p> Follow school's sick policy.</p>	<p> Stay home. Please isolate.</p>	<p> Attend school as usual.</p>	<p> Stay home. Please quarantine.</p>	<p> Please quarantine from other activities.</p>
	<p>Follow your school's sick policy. If symptoms do not resolve in 24 hours, contact your health care provider.</p>	<p>Return to school 10 days after symptoms started AND at least 24 hours have passed since fever resolved (without medication) AND symptoms have improved.</p>	<p>Can attend class and participate in any extra-curricular activities as usual. Monitor for any symptoms.</p>	<p>Return to school after quarantine duration*** from last date of Close Contact IF no symptoms develop during that time period.</p>	<p>Student can attend class as usual, but must quarantine from any extra-curricular activities following quarantine duration***.</p>
<p>*** QUARANTINE GUIDELINES</p> <p>Schools may follow three quarantining options. Please be sure you know which option your school has chosen to follow:</p> <ul style="list-style-type: none"> • Quarantining students may return to school after day 14, without new or developing symptoms. • Return to school after day 10 if the student HAS NOT been tested and has NOT developed new symptoms. • With a negative COVID test on or after day 5, students can return to school after day 7 if they have NO new symptoms. 	<p>CLOSE CONTACTS</p> <p>"Close Contact" means being:</p> <ul style="list-style-type: none"> • Within 6 ft of a person with COVID-19 for 15 cumulative minutes if both individuals did not consistently wear masks over their nose and mouth OR • Within 3 ft of a person with COVID-19 for 15 cumulative minutes regardless of mask usage. <p>If masks were worn over the nose and mouth by the positive case and the contact, the contact can attend class (and continue to wear a mask) but should quarantine from any other activities</p>				

Vaccinated persons who are close contacts of someone with COVID-19 are not required to quarantine if they meet the following criteria**.

1. Are fully vaccinated – at least two weeks have passed since their second dose (or single J&J dose). 2. Have not had symptoms since their current COVID-19 exposure.

**Vaccinated inpatients and residents in healthcare settings are an exception and should continue to quarantine as before.



COVID-19 Symptomatic Illness Assessment

"A" Symptoms	"B" Symptoms
Fever > =100.4 F Sore Throat Cough Difficulty Breathing Diarrhea or Vomiting New Loss of Taste or Smell	Stuffy Nose Runny Nose Muscle/Body Aches Fatigue Chills Nausea Loss of Appetite Elevated Temperature < 100.4F New Onset of Severe Headache

Recommend Testing When:

- Person has 1 "A" Symptom **OR**
- Person has 3 "B" Symptoms

Symptomatic with Negative COVID-19 Test

- Stay home and monitor your symptoms
- Consider seeing a healthcare provider to check for causes other than COVID
- Seek guidance from your school's sick leave policy

Positive COVID-19 Test

- Notify the school immediately
- Isolate for 10 days from the date of symptom onset

Symptomatic with Close Contact Exposure

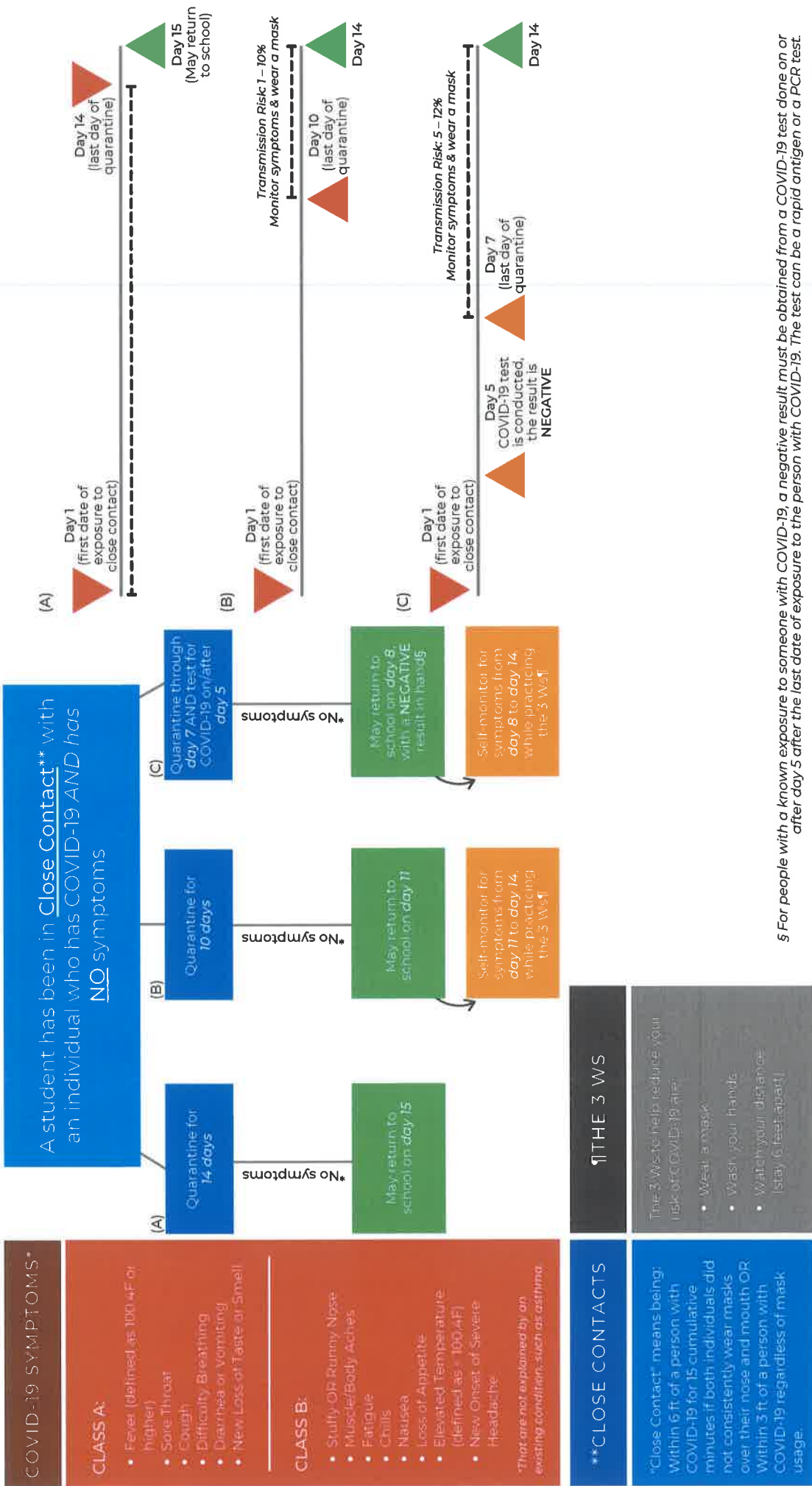
- Notify the school immediately
- It's recommended to see a healthcare provider to check for the causes of symptoms, including COVID. If negative for COVID, follow the instructions listed below for "Symptomatic with Negative COVID-19 Test"
- Isolate for 10 days from the date of symptom onset

Returning to School

- After 10 days of isolation
- If symptoms have improved
- No fever for 24 hours without the use of fever-reducing medication



Options to Reduce Quarantine for Contacts of Persons with COVID-19 Using Symptom Monitoring and Diagnostic Testing



† For people with a known exposure to someone with COVID-19, a negative result must be obtained from a COVID-19 test done on or after day 5 after the last date of exposure to the person with COVID-19. The test can be a rapid antigen or a PCR test.

Continued Social Distancing

Both the CDC and Oklahoma State Department of Health continue to support social distancing as an effective way to prevent potential infection. Welch Public School employees, students, parents, and visitors are encouraged to practice staying approximately 3-6 feet away from others in an attempt to eliminate direct contact with others when it is possible. In a school environment, proper social distancing is often not a feasible choice; so attempts may be made to adjust behaviors to allow for as much social distancing as is reasonable.

In practice this means:

- Staying at least 3-6 feet from others as a normal practice
- Eliminating contact with others, such as handshakes or embracing co-workers, visitors or friends
- Avoiding touching surfaces touched by others to the extent feasible
- Avoiding anyone that appears to be sick, or is coughing or sneezing
- Traffic Flow-Taped lines on the floor will mark the walking direction throughout the office, hallways, cafeterias, common areas, etc., in order to maintain the social distancing requirement of 3-6 feet.
- Ad-hoc Interactions/gatherings-Non-essential/informal meet-ups and visiting should be avoided.

Continued Practice of Good Hygiene

1. All District staff and students will be encouraged to follow elevated hygiene practices.
2. District-wide signage encouraging hand-washing, coughing/sneezing etiquette, keeping hands away from face, etc.
3. Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
4. Avoid touching your eyes, nose, and mouth.
5. Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
6. See CDC guidelines on good hygiene practices to mitigate the spread of diseases:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Continuation of School Cleaning Practices

General School Cleaning:

- District cleaning/disinfecting procedures will be maintained.
- Cleaning refers to the removal of germs, dirt and impurities from surfaces. It does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- Disinfecting refers to using chemicals, for example, EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
- Disinfect areas with “fog machines” as appropriate.
- Each classroom will have disinfectant spray for teacher to use as needed.
- Upon notification of a positive COVID-19 case in a building, a classroom and/or school will be closed and cleaned according to current guidance. The goal would be to clean and disinfect identified school sites as quickly and thoroughly as possible in order to reopen school and resume in-person learning.

Classroom Cleaning Procedures:

- Wipe down “heavy use” areas throughout the school day. Examples of these areas would be doorknobs, desktops, light switches, counter tops, keyboards, etc.
- Wipe down shared devices after each use.
- Spray desktops/table tops at the end of each school day.

Transportation Cleaning Procedures:

- Wipe down “heavy use” areas after each use.
- Disinfect seating and walkways by using either a “fog machine” or sprayer after each route (after AM and again after PM routes).
- Transportation employees will use the “Transportation Cleaning” form weekly to certify daily cleaning procedures are completed.
- All activity bus drivers will be required to follow these procedures as well.

Communication with Parents and Students

The District will communicate with parents and students through the school website, phone notification system, and other means of communication as appropriate.

We will be posting information on the school website and our Facebook Page, Welch Public Schools. Due to the highly fluid nature of the COVID-19 pandemic, changes to plans, policies, and daily procedures can take place rapidly. The District will make efforts to ensure updates and added information are placed on the District website.

Website Link: www.welchwildcats.net

ONLINE INSTRUCTION

Adoption Date:6/12/12, 9/10/13, 6/22/20,
8/10/20**Revision
Date:**7/16/02, 6/16/03, 11/18/10, 2/7/12, 5/21/12,
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Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Welch Board of Education. The proposed course(s) may be evaluated by the State Department of Education. The district may provide a virtual instruction or distance learning program on dates to be determined by the Superintendent. This power shall be provided by the board of education so that the students of the district may be allowed to continue instruction in the event of a school closure for an emergency. Such dates shall be provided to parents and students on the school website with as much advance notice as possible under the circumstances. Students and staff will be expected to participate, and attendance shall be taken in accordance with district attendance policies and procedures for students and employees. The school district will provide resources to ensure that all students have access to virtual or distance learning programs. All instruction will be provided in compliance with Oklahoma's Academic Standards. Grades will be assigned which will reflect the progress of the student with regard to assignments and/or tests provided. Students will be allowed to participate in extracurricular activities in accordance with requirements set by the school district.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instructions to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Distance learning plan means a plan implemented under a public school or charter school's distance learning policy, describing any means by which instruction will be delivered to students outside a traditional school setting. A distance learning plan must meet the requirements set forth in the state accreditation standards.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interaction video instruction may both see and hear each other in an approximation of real-time.

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Virtual instruction means the use of the internet or other such digital information transmission systems as the primary medium of instruction. Virtual instruction may be synchronous or asynchronous or may become synchronous or nonsynchronous instruction.

In the event of an emergency declared by a federal or state government entity that impacts the operation of public schools in Oklahoma, or upon an action taken by the State Board of Education declaring such an emergency that leads to the temporary emergency closure of school campus or otherwise significantly impairs the operation of public schools in Oklahoma, the school district may implement distancing learning plans which provide for distance learning that is accessible to all students.

The district may provide for short-term implementation of a distance learning plan due to a localized emergency such as a weather-related school closure or a localized public health emergency. The school calendar may include one or more emergency closure "makeup days" to be delivered through the distance learning plan.

Prior to the implementation of virtual or distance learning plans the district will survey parents and guardians regarding educational services and technology capabilities. After surveying parents and guardians, the district shall make individualized determinations of which students would be able to access virtual instruction. Those students unable to access virtual instruction would be provided an equitable education through distance learning options.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district, either as resident students or transfer students will be granted access to supplemental online courses. Records of student enrollment and attendance shall be maintained through the school's authorized student information system consistent with state accreditation standard requirements.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.

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8/10/20**Revision
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- c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
 6. Students earning credit by means of virtual online instruction shall participate in required state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
 7. Courses offered for credit by means of virtual online instruction shall be aligned with the Priority Academic Student Skills (PASS).
 8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
 9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student. Under all circumstances the provision of the Family Educational Rights and Privacy Act (FERPA) apply to student data held or accessed by any public school or its contractors or agents, including any contracted provider of virtual instruction or other distance learning media.
 10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
 11. All federal and state statutes and regulations pertaining to student privacy, transmission or the posting of images or other content on the internet or World Wide Web, copyright of materials,

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Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)

12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of virtual online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Participation in the distance learning plan must be accessible to every student regardless of household resources. If the school district delivers its home-based education program solely through virtual instruction, any participating student who does not already have access to the necessary connectivity and/or devices shall be provided the connectivity and devices necessary to access the instruction free of charge. If the district cannot provide connectivity and devices for all students due to limitations such as budget and/or geography, the distance learning plan must provide for alternative methods to deliver equitably equivalent instruction to all students. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or Charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.

SCHOOL DISTRICT SCREENING PROTOCOL**Adoption Date:** 6/22/20**Revision
Date:****Page 1 of 1**

In an effort to prevent the spread of communicable diseases, especially during a pandemic or public health crisis, the district may implement the following protocol to control and restrict access to school property, activities, and events:

The district encourages parents, legal guardians, and all school employees to self-screen at home. If a student or employee has a temperature of 100 degrees Fahrenheit or higher, the student or employee should remain at home until the individual has been free of fever for twenty-four (24) hours.

The district may screen any individual who enters a school facility which screening process may include taking temperatures, asking health-related questions, and isolating those that have symptoms of a communicable disease.

The district will adhere to guidelines set by local, state, and federal health and safety guidelines when feasible.

**REFERENCE: 70 OS § 5-117
63 OS § 1-507**