

Covington-Douglas Preliminary Re-entry Plan

Through parent surveys and in-person input parents have indicated that an overwhelming majority of parents want the school year to be as close to a "normal" day of school as possible. To that end our plan is being developed to attempt to bring as much normalcy as possible while providing a safe environment to learn in. Parent input is always welcome and encouraged.

The school year will begin August 10, 2022 with the sanitation and distancing protocols we finished 2022 with. As this continues to be a fluid situation, flexible contingency plans will be maintained to allow for adaptability during changing conditions. **Guidance from state and local health authorities will be monitored closely with steps taken as necessary to maintain safe conditions for students, teachers, staff and the community as a whole.** The Garfield County Health Department will be a fundamental contact for the school.

Illness and Absences

- Parents/guardians are the frontline of defense. Parents/guardians are to check for symptoms and elevated (100 degrees Fahrenheit or greater) temperature before sending children to school. Students must stay home if they have a high temperature (100 degrees Fahrenheit or greater). Students must be fever free for 48 hours without fever reducing medicine before returning to school. Special consideration when considering absences will be given to students exhibiting signs of illness.
- All teachers will have touchless thermometers and the authority to take student temperatures. Those with temperatures over 100 degrees will be isolated and sent home.
- Student temperature checks will be performed as needed at this time.

Bus Routes

- Parents are encouraged to bring their students to school and pick them up if at all possible. Those choosing to ride the bus will be seated in family groups and every effort will be made to ventilate the bus.
- Bus routes may be discontinued if local, state, and/or national authorities determine that to be the need. Alternative ways for parents to transport students to school should be considered.

Cleaning

- Specific cleaning protocols will be used to improve and focus cleaning on items in high traffic areas. (All faculty and staff will be called upon to carry this out)

Hand Washing

- Dedicated hand washing times and lessons on proper hand washing will be implemented. Increased hand washing will be emphasized. Hand sanitizer station will be stationed throughout the school.

Distancing

- Desks will be arranged to maximize spacing of students.
- Before school, lunch times, and after school systems will be implemented to help limit students contact with grades other than their own as much as possible.

Respiratory Etiquette - Masks

- Masks are highly recommended
- Classroom ventilation with outside air will be incorporated whenever possible
- Mask wearing is encouraged and supported for students, faculty, and staff, but not required at this time.

Mandatory Distance Learning

- Acellus online learning systems along with teacher designed lessons will be used for distance learning in the event of a forced closure.
- All distance learning grades will count toward the students grades. Grades and assignments will not be optional
- Distance may contain the following platforms of delivery:
 - Acellus
 - Google Classroom
 - Zoom
 - Paper Packets
 - E Mail
 - Exact Path
 - Reading Eggs
 - Other platforms as approved by the school administration
- We will have practice virtual days with students on site at regular days of school to help train them for the eventuality of having forced virtual days in response to the pandemic.
- Pre-Kindergarten will be included in forced distance learning

Counseling Services

- Counseling whether by our guidance counselor or by an outside agency will be provided to aid staff and students in maintaining good social and emotional mental health

Educational Options

- To attempt to provide the most "normal" educational opportunity full virtual education will not be an option. All of the school's efforts will be focused on providing the safest possible "normal" education to reflect the desired educational opportunity parents have requested.

This is not an all inclusive list and updates to the plan will be made at a minimum of every 6 months with likely changes occurring monthly. If you have questions or input, feel free to contact the school at 580-864-7450

Positive Covid -19 Test

If an employee or student is suspected or known to have contracted Covid-19 must meet all of the following:

5-day quarantine from onset of first symptom

48 hours without fever (While using no fever reducing medicine)

Symptoms are no longer present

Vaccines and Diagnostic Testing

All available information concerning vaccine distribution and opportunities will be passed along to staff, parents, and students.

All state laws regarding vaccinations will be followed.

Diagnostic testing will be encouraged and information will be provided concerning Covid-19 testing.

Federal Funds Including ESSER I (CARES Money), ESSER II, and ESSER III (ARP)

CARES - ESSER 1	\$66,009.08	
ESSER 2	\$271,160.55	
ARP - ESSER 3	\$121,796.53	Learning Loss Set Aside
	\$487,186.12	Available to spend as described below
	\$608,982.65	Total ARP - ESSER 3

ESSER I (CARES Money) will be spent purchasing supplies and equipment to sanitize and clean the facilities of the Covington-Douglas Schools.

ESSER II and ESSER III funds will be spent within the categories listed below with 20 % of ESSER III (ARP) being spent specifically to address learning loss created by the Covid-19 pandemic

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the local educational agency on sanitation.

7. Purchasing supplies and paying employees to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - B) Implementing evidence-based activities to meet the comprehensive needs of students.
 - C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - D) Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the
14. indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in
15. local educational agencies and continuing to employ existing staff of the local educational agency.