



Safe Return and Continuity of Services Plan

Providing Educational Needs through the American Rescue Plan's Elementary and Secondary Schools Emergency Relief

Essential Elements of a Safe Return and Continuity of Services Plan

Sperry 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 SPS are committed to maintaining high expectations of all students, increasing individual academic growth, and encouraging students to become socially responsible citizens.

SPS 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.

SPS 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 required 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 Sperry 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.

SPS 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). SPS 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 of contact will be thoroughly cleaned and sanitized.

Instructional Format Options 2023-2024

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. Sperry 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:

- a. Daily attendance, instruction, coursework will be assigned at school in a classroom setting.
 - b. Students will attend for the traditional period of time each day.
 - c. While on campus, students must follow health and safety protocols in place and may change as the color-code designation for the Sperry area changes.
2. **Blended learning** (hybrid instruction utilizing both on-site and virtual/distance learning) Open to secondary grade levels. Sperry 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:

- a. 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.
 - b. Students will attend an amended period of time each day, based on their individual learning schedule.
 - c. While on campus, students must follow health and safety protocols in place and may change as the color-code designation for the Sperry area changes.
3. **Virtual/Distance Learning** (distance/off-campus utilizing either online instructional delivery or distance learning packets) Open to all grade levels. Sperry 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, onsite instructional delivery will provide. In the event that a resurgence of COVID-19 or should other circumstances require

an end to on-site instruction, Sperry Public School will be prepared to provide distance learning to all students.

Virtual/Distance learning format summary:

- a. 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 Orange and **Group Black** 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 Orange - Group Orange students will be students enrolled in Options 1 and 2 whose last name begins with the letters A through J. Students in Group Orange 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 Black - Group Black students will be students enrolled in Options 1 and 2 whose last name begins with the letters K through Z. Students in Group Black will attend class on Sperry 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.

Sperry Public School’s Commitment to the Continuity of Services

As part of our *Safe Return and Continuity of Services Plan*, Sperry 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 | Strategies | | | |
|--------------|---|---|--|--|
| | 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>Provide Summer enrichment session.</p> <p>Provide after school tutoring to qualifying students.</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 general 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 CREOKS Health Services as appropriate.</p> |

| MVP Group | Strategies | | | |
|--|---|--|--|--|
| | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| 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>Provide Tier 3 remediation as needed.</p> <p>Purchase/ acquire manipulatives and other resources to provide additional support.</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 specific to students of low-socio-economic conditions.</p> | <p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through CREOKS Health Services as appropriate.</p> |
| English Learners | <p>Tier 1 instruction to include support for language acquisition as needed.</p> <p>Provide Tier 2 evidence-based supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p> <p>Provide language acquisition programs which can be used at school and/or home on district Chromebook</p> <p>Ensure EL students have access to Chromebook they can take home even in grades</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>Provide translations of appropriate</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>Counselors and ELL coordinator will periodically assess family and school/peer situation for ELL students.</p> | <p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through CREOKS Health Services as appropriate.</p> <p>Counselors and ELL coordinator will periodically assess family and school/peer situation for ELL students.</p> |

| MVP Group | Strategies | | | |
|---|---|--|--|--|
| | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| | <p>which do not check Chromebooks out to students.</p> <p>Afterschool tutoring with ELL Coordinator specifically for students with language barrier issues.</p> | documents as available. | | |
| <p>Students with Disabilities</p> <p>Students with Disabilities</p> | <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>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>Purchase/ acquire manipulatives and other resources to provide additional support.</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>Celebrate and award successes with equal enthusiasm for accomplishments.</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 CREOKS Health Services as appropriate.</p> |

| MVP Group | Strategies | | | |
|---|---|--|---|---|
| | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| 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>Purchase/ acquire manipulatives and other resources to provide additional support. For these students, this can include consumable needs.</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>Online coursework may be used to recover credits or to advance.</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>Homeless Liaison will periodically assess family and school/peer situation and report to appropriate counselor and/or administrators.</p> | <p>Provide school counseling to meet emergent needs.</p> <p>Refer to professional support through CREOKS Health Services as appropriate.</p> <p>Homeless Liaison will periodically assess family and school/peer situation and report to appropriate counselor and/or administrators.</p> |
| Children in Foster Care | <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based</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 to meet emergent needs.</p> <p>Refer to professional support through</p> |

| MVP Group | Strategies | | | |
|------------------|--|--|---|---|
| | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| | <p>supports to address learning loss.</p> <p>Provide Tier 3 remediation as needed.</p> <p>Purchase/ acquire manipulatives and other resources to provide additional support.</p> | <p>vulnerable populations.</p> <p>Provide engagement opportunities for families in academics and activities.</p> | <p>Site counselor will identify and address student social-emotional needs.</p> <p>Foster Care Liaison will periodically assess family and school/peer situation and report to appropriate counselor and/or administrators.</p> | <p>CREOKS Health Services as appropriate.</p> <p>Foster Care Liaison will periodically assess family and school/peer situation and report to appropriate counselor and/or administrators.</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, formative assessments throughout the 2021-2022 school year revealed the effects of lost learning time would not be a quick fix. District staff continued to focus on means to bridge the gap between where students were academically and where they should have been. While the Safe Return Committee continued to seek means by which District students could best be prepared for a loss of instructional time, the main focus became, and in the 2022-2023 school year has continued to be, diminishing the learning gap created by the COVID-19 pandemic shutdowns.

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,
- Hands-On summer camp focused on mathematics and science, and
- Online instructional programs and resources.



Safe Return with CDC Guidance

Sperry 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: When recommended by the CDC and approved by the District school board, properly fitted masks covering the mouth and nose will be worn 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 will use signage to show the recommended 3 to 6 feet of distance in seating and standing wherever possible throughout the Sperry School District as necessary. In classrooms, students continue to be seated to minimize exposure, and the class cohorts travel the hallways in their groups as feasible.

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 remains 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: Sperry Schools uses industrial misting and fogging equipment to sanitize classrooms, buses, indoor gathering areas, 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. HVAC units have been updated or replaced

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 Sperry 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 quarantine notices as necessary.

Diagnostic/Screening Testing: Sperry Public School support District students and staff who want COVID-19 testing as appropriate. Sperry Schools will remain in close collaboration with the Tulsa 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 March and April, Sperry staff were provided opportunities to schedule and receive COVID-19 vaccinations during the school day through the Tulsa County Health Department and Total Wellness. In addition, the Cherokee and Osage tribes offered vaccinations for Native students and others. The District has maintained an on-going collaboration with the Tulsa 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 Tulsa County Health Department, Oklahoma Department of Health, and area tribal health centers continue to support the students and staff of Sperry 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.
- See Example 1.

STUDENTS:

- Unless guidance changes, we will not be doing temperature checks on our students. 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.
- See Example 2.

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.
- See Example 3.

Example 1: Employee Daily Self-Assessment



Employee Daily Self-Assessment

Each morning prior to interaction with any other staff or students, each employee will use this self-assessment tool.

Self-Assessment for Health Concerns

Each Sperry Public School employee will self-assess for COVID-19 symptoms each morning upon entering the building.

- Check for the following symptoms not attributed to another condition:
 - Cough
 - Shortness of breath
 - Fever of 100° F or higher
 - Sore throat
 - Muscle aches
 - Loss of sense of smell or taste
 - Gastrointestinal issues

- Employee has a family member or other person with whom the employee has had close contact with has symptoms and/or has tested positive for COVID-19

- Employee tested positive for COVID-19

- Employee has been advised to self-quarantine by a healthcare provider

- Recent travel outside the state/country

If ANY of the above conditions apply, contact your site administrator and avoid direct contact with anyone until directed by your administrator.

Each employee will take his/her temperature prior to the start of the school day.

Each employee will document their continued Daily Self-Assessment analysis to their site supervisor or principal.

Example 2: Family Daily Health Assessment



Family Daily Health Assessment

Families choosing to enroll their child into Sperry Public Schools on-campus classes are, by doing so, agreeing to perform the following daily health check of each school-age child prior to bringing/sending them to school:

If the response to ANY of the indicators below is YES, your child must not attend on-campus classes that day.

- Does your child have a temperature at or above 100° F. without the use of fever-reducing medications?
- Are any of the following symptoms present that cannot directly be attributed to another condition?
 - Cough
 - Chills
 - Runny nose/congestion
 - Fever
 - Fatigue
 - Sore throat
 - Muscle aches
 - Loss of sense of smell or taste
 - Gastrointestinal issues
- Are any of these emergency warning signs of COVID-19 present?
 - Persistent chest pain or complaints of pressure on chest
 - Shortness of breath
 - A sense of confusion
 - Inability to stay awake or alert
 - Bluish hue to face, especially around lips
- Does your child have a family member or other person with whom he/she has had close contact with has symptoms and/or has tested positive for COVID-19?
- Has your child tested positive for COVID-19?
- Is your child old enough and healthy enough to wear a mask/face covering at school?
- Has your child or a member of your household traveled outside the state/country within the past two weeks?

Example 3: Visitor “Essential Questions”



“Essential” Questions:

To ensure the safety of our students and staff, please answer the following questions. If the answer is yes to any of them, please do not enter our facility.

1. Do you have a temperature of 100 degrees or more?
2. Have you experienced any of the following symptoms today?
 - Cough (unrelated to seasonal allergies or asthma)
 - Shortness of breath (unrelated to seasonal allergies or asthma)
 - Loss of taste and/or smell
 - GI symptoms (vomiting, nausea, or diarrhea)
 - Chills
 - Headache
 - Muscle pain
 - Sore throat
 - Fatigue
 - Congestion or runny nose (unrelated to seasonal allergies)
3. Are you or any member of your household currently under investigation for COVID-19, or have you or any member of your household tested positive for COVID-19 in the past 14 days?
4. Have you or any member of your household traveled internationally in the past 14 days?

****Your temperature will be taken upon entering our facility****

Please contact our office at (918) 288-7213 if you require assistance.

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. Sperry 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. 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.sperry.k12.ok.us

Appendix

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| <p style="text-align: center;">SPERRY PUBLIC SCHOOLS BOARD OF EDUCATION POLICY</p> | <p style="text-align: center;"><i>Instruction</i></p> <p style="text-align: center;">Adopted: September 14, 2020</p> |
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VIRTUAL, HYBRID, AND DISTANCE INSTRUCTION

THIS POLICY MAY BE USED IF STUDENTS ARE UNABLE TO ATTEND SCHOOL OR ABLE TO ATTEND SCHOOL ONLY ON A PART-TIME BASIS FOR VARIOUS HEALTH OR SAFETY REASONS. COMPLETE SCHOOL CLOSURE IS NOT A PREREQUISITE TO USE OF THIS POLICY.

The District may choose to engage in virtual, hybrid, or distance learning (or any combination thereof) when permitted by the Oklahoma State Department of Education (OSDE) and its promulgated rules and regulations. When the District engages in virtual, hybrid, or distance instruction, instruction can be delivered via a number of District Approved Means and Mediums, but in all cases, instructional delivery methods will comply with requirements and guidance from the OSDE. These methods can include, but are not limited to, means and mediums already implemented or may be implemented in the future by District administration which may or may not include use of technology. Although the child may not be on school grounds, “school” will continue, and the District shall continue to engage students with instruction and experiences that provide opportunities for continuous learning while allowing them to stay connected with their instructors and classmates.

EQUITABLE CONSIDERATIONS

Whether provided through virtual, hybrid, or distance instruction, the District shall, to the greatest extent practicable, provide its students with quality educational opportunities and continuity of instruction that is consistent with the District’s vision and mission. As a part of its commitment to providing quality education to all students the District States that:

- When making decisions regarding the means and mediums utilized for virtual and distance instruction, the District shall strive to bridge any equity gaps between those students with and without the technology and resources necessary to access virtual instruction.
- The District will ensure that all students have access to all required supplies (including any necessary textbooks, writing paper, pencils, and other supplies as appropriate) for

participation in virtual, hybrid, or distance instruction. If students lack these, the District shall provide them free of charge.¹

- If the District only offers virtual instruction to students, the District will ensure all students have access to virtual instruction and will provide the necessary equipment and connectivity free of charge to those students who do not have access to the necessary equipment and connectivity.
- If the District offers a combination of virtual and distance learning instruction to students, it will ensure that all students have access to equitably equivalent instruction and content. It may do this by either:
 - Ensuring that all students have the necessary equipment and connectivity to access any virtual learning component of the student’s assigned curriculum or courses and providing access to that necessary equipment and connectivity to any student who does not have access to them.
 - If the District is unable to provide access to necessary equipment and connectivity to all students in need, the District may only provide virtual learning instruction if it ensures that any students unable to access the virtual instruction component be offered equitably equivalent instruction through distance instruction means and methods. If a student receives distance instruction in lieu of instruction that would ordinarily be presented virtually, that instruction should be supplemented, as appropriate, by periodic direct contact with teachers through District Approved Means and Mediums. If the District is only able to provide access to necessary equipment and connectivity to a limited number of students, it will determine which students receive that access in the most equitable manner.
- In no case shall a student have their grade lowered or be otherwise penalized (including attendance measures) for failure to engage with instructional supports the student does not have the resources to access (e.g., telephone service, internet access, transportation).

The District shall utilize all available funding sources and means to bridge these gaps in compliance with federal and State law.

DEFINITIONS

- **Virtual Instruction:** Instruction provided via electronic means, utilizing the internet and computers as the primary tools for delivery of instruction, evaluation, and interaction. Instructional delivery may include video or audio means, online instructor interaction using District-Approved Means and Mediums (platforms, software, and resources, along

¹ Students or parents of students who do not have access to such supplies may request that their classroom teacher provide such supplies or may contact the school site administration. Each classroom teacher will coordinate with the Administration on providing necessary supplies to students in need.

with District social media, instructional television, video telecourses, or other District-approved means that require the internet and computer technology).

- **Distance Instruction:** Instruction provided via printed material, augmented by individual contact with students via District-Approved Means and Mediums (e.g., telephonic means) consistent with this and all District policies.
- **Hybrid Instruction:** Instruction provided utilizing the internet and computers and/or printed material using District-Approved Means and Mediums as well as in class instruction. Hybrid Instruction can be a mix of in-person classes and virtual instruction, or a mix of in-person classes and distance instruction, or a mix of virtual and distance learning instruction.
- **District-Approved Means and Mediums:** Equipment and electronic programs and platforms that have been pre-approved by the board of education for instructional delivery and communication/interaction with students and their legal guardian(s) appropriate to the grade level and subject matter concerned.
- **Social Media:**
 - o **Generally:** Online platforms, websites, or networks on which users share information, communications, or other content and includes, but is not limited to, sites used for media sharing and social networking (e.g., YouTube, Facebook, Twitter, Snapchat, Instagram, etc.).
 - o **District Social Media:** Authorized District-related social media that is either school-based (e.g., approved, established and/or monitored by the building principal or designee) or District-based, District computer network-based, or subject area/department-based.
 - o **Personal Social Media:** Social media that is not District Social Media, which is established by a user for his/her personal or private use and objectives.
 - o **Non-District Social Media:** Social media that is not District Social Media, which is established by a third party or other organization.

IMPACT ON EXISTING POLICIES, RULES, AND SERVICES

Once this policy is effectuated, though instruction will be provided via virtual, hybrid or distance instruction, each is a continuation of the District's instructional program. Therefore, the rules and responsibilities of students, their legal guardian(s), and District personnel, unless otherwise expressly stated in this policy, are the same as if students were present at school during the instructional day. Unless specifically noted in this policy, existing provisions of the Student Handbook, "Acceptable Use" policies and agreements, privacy policies, and rules and policies shall remain in effect. For example, students shall attend scheduled online meetings or classes in a timely manner (attendance), prepare for class in advance of the day's lesson (homework), meaningfully and appropriately participate in instruction (class participation), and shall also adhere to all existing rules concerning behavioral (e.g., bullying, harassment, violations of the Acceptable Use Policy) and academic misconduct (e.g., cheating, unauthorized group work on individual assignments). When students are visible to District personnel or other students, they shall dress in conformance to the school dress code.

Attendance

Students must continue to meet all State-mandated compulsory attendance requirements and are not exempt from State truancy laws, except to the extent permitted or required by the OSDE. To the extent appropriate under the circumstances, District attendance policies shall remain in effect, and student attendance and participation shall be monitored and recorded as closely as possible to existing District policies. Attendance and participation shall be measured by means appropriate in a virtual, hybrid, or distance instruction environment which may include, but are not limited to, District-approved-and-monitored chatrooms and message board posts, emails, submission of assignments, or other District-Approved Means and Mediums.

Teachers shall make contact with each of their students a minimum number of times per school week, as determined by District administration, and count these contacts toward fulltime attendance. These contacts may include, but are not limited to, student participation in virtual classes or virtual instruction platforms, submissions or posts to approved message boards, instructor confirmation with a student or the student's legal guardian(s) that the student did participate, and physical or electronic submission of assignments. Instructors shall log their contacts with each student and submit weekly reports of these contacts to their building principal or designee. The District shall ensure that any attendance measures used for distance instruction comply with any requirements set by the Oklahoma State Department of Education.

When the District provides virtual instruction (as defined by O.A.C. 210:35-21-2), the District shall ensure that its attendance measures will meet or exceed the minimum requirements set by the Oklahoma State Department of Education and mandated by O.A.C. 210:35-21-2, and 70 O.S. §§ 3-145.8, 3-145.8(B).

Grading, Class Rank, Promotion and Retention

In conformance with guidance from the OSDE and to the extent reasonable and appropriate under the circumstances, all existing requirements related to student progression, including retention, promotion, testing, and grade assignment shall remain in effect as if virtual, hybrid and/or distance instruction had not replaced in-person instruction. Traditional letter grades shall continue to be issued in conformance with the District's grading scale. Teachers shall ensure that, regardless of medium of instruction, that the curriculum presented aligns with any applicable Oklahoma Academic Standards for their subject matter. Appropriate efforts shall be made by all District personnel to ensure that the circumstances which effectuate this policy shall not negatively impact student grades.

Special Education

While this policy is in effect, when appropriate, each student's IEP instructor shall make contact with the student's legal guardian(s) to discuss the student's individualized plan for virtual, hybrid, or distance instruction. Instructors and related service providers shall share learning resources with the student's legal guardian(s) that are appropriate for the student in order to

provide a variety of activities and supports which may be utilized that promote continued progress toward the student's IEP goals. IEP meetings shall be conducted as needed via secure District-Approved Means and Mediums that are appropriate under the circumstances.

English Learners (EL)

EL students shall continue to receive EL services. Unless otherwise designated, each student's EL instructor shall be the primary contact for the student's legal guardian(s) while this policy is in effect. In conformance to guidance from the OSDE, the District shall be intentional in ensuring instructors are providing appropriate plans, modifications and accommodations for EL students. Nothing in this policy shall prevent EL students or their legal guardian(s) from directly contacting the student's teacher regarding their educational progress.

Extracurricular Activities

The District will allow participation in OSSAA, Key Club, National Honor Society, Student Council, and FFA extracurricular courses and activities as part of its virtual, hybrid, or distance instruction program. The District will ensure that all its instructors of OSSAA, Key Club, National Honor Society, Student Council, and FFA extracurricular courses and activities are thoroughly educated on virtual and distance learning and the methodologies applicable to their assigned activity. Extracurricular instructors shall provide assignments to measure participation and/or knowledge in their assigned activities. If students are participating in an extracurricular course or activity as a part of gaining credit for a course, the instruction must align with any applicable Oklahoma Academic Standards for that subject matter.

INSTRUCTION GENERALLY

Method and Means of Instructional Delivery

Depending on whether virtual, hybrid, and/or distance instruction is employed by the District, the superintendent or designee is directed to evaluate and select the means and mediums which shall be authorized for instructional delivery and communication with students and their legal guardian(s): the "District-Approved Means and Mediums." These shall be submitted to the board of education for approval prior to their implementation.

Lesson Plans

All instructors, including those who teach or coach electives, are responsible for submitting lesson plans, recording attendance, and assigning and grading two (2) assignments per week per class. Appropriate lesson plans shall be developed by grade level/subject area teams to ensure unified instruction (e.g., all Algebra II students receive the same weekly assignments, regardless of instructor). Lesson plans shall include supplementary or enrichment activities. Instructors shall ensure that the maximum number of hours of work they assign conforms to OSDE guidance. EL, Reading, Language Arts, and other District specialists will work with grade level

teams to develop appropriate lesson plans. All instructors shall submit their virtual, hybrid, or distance instruction lesson plans to their building principal or designee in conformance with this policy.

Office Hours

Every instructor and building administrator must be available during regular working hours to support instruction and student needs. District and building administrators shall develop and distribute a schedule for instructors to hold “office hours.” During office hours, each instructor is required to be available to provide instruction or otherwise provide immediate feedback to students and their legal guardian(s) via District-Approved Means and Mediums. A portion of office hours may be utilized to conduct interactive virtual instruction lessons with students in conformance with this policy or tutoring.

Communication with Students and Parents

Instructors are expected to communicate with students and their legal guardian(s) regularly, making actual communicative-contact with students at least two (2) times per week. Electronic or telephonic messages left for instructors must be returned within 24 hours, excluding weekends/holidays via District-Approved Means and Media.

District personnel who communicate with students shall do so in conformance with this and all other District policies and may do so only via District-Approved Means and Mediums, except when expressly approved, in writing, by an immediate supervisor. Such communications shall be limited to discussions regarding classroom, school, and school related activities only. At all times, District personnel shall exercise their best professional judgment and act with integrity and concern for their students’ well-being.

Communication with students for the purpose of fraternization is strictly prohibited.

Contact or communications between District personnel and students via personal phone numbers, personal emails, personal social media accounts, and group messaging apps (that are not District-approved) is expressly prohibited. **Students, legal guardians, and District personnel shall have no expectation of privacy when communicating via District Approved Means and Mediums.**

Intellectual Property

At no time shall either District personnel or students use, upload, post, mail, display, store, or otherwise transmit in any manner any such material that is protected by copyright, patent, trademark, service mark, or trade secret, or in violation of any Federal Communications Commission rules applicable to public broadcasts, except when such use or disclosure is properly authorized and bears the appropriate notations. District personnel shall consult guidance from the OSDE regarding compliance with applicable infringement laws, including fair use. Instructors shall use public domain resources when permission to use protected material cannot be obtained.

Privacy Laws and FERPA

In all cases of virtual, hybrid, or distance instruction, but especially in an online learning environment, District personnel shall conform with FERPA requirements, guidance from the U.S. Department of Education, and other applicable privacy laws and District policies. **The District specifically prohibits non-district personnel (including third-parties, students or their parents/legal guardian(s)) from making any recordings of online learning environments that in any way display students or reveal student information.**

Notwithstanding the provisions above, the District permits teachers to record their lectures with prior administrative approval, so long as no students are audible or visible in the recording and no personally identifiable student information is mentioned or displayed. If a teacher records their lecture, it may only be disseminated through District-Approved Means and Mediums to students in that class or to authorized district personnel.

VIRTUAL INSTRUCTION

All virtual instruction shall be delivered only via District-Approved Means and Mediums. Virtual instruction lesson plans for the following week shall be submitted to the building principal or designee by 4:00 p.m. on Thursday. The building principal or designee shall ensure these are electronically posted to and made available from District Social Media by 8:00 a.m. on Monday.

HYBRID INSTRUCTION

All hybrid instruction shall be rendered in accordance with a mix of virtual and/or distance instruction and designated in-person instruction dates. The Virtual portion of the instruction shall be delivered only via District-Approved Means and Mediums. The Hybrid instruction lesson plan for the following week shall be submitted to the building principal or designee by 4:00 p.m. on Thursday.

If the Hybrid instruction is a mix of in-person and distance instruction, the building principal or designee shall print, compile, and make distance instruction packets available at building sites by 8:00 a.m. on Monday, and, at the discretion of the District, other appropriate locations at a to-be-announced time.

If the Hybrid instruction is a mix of in-person and virtual instruction, the building principal or designee shall ensure the virtual instruction lesson plans for the following week are electronically posted and made available from District Social Media by 8:00 a.m. on Monday.

DISTANCE INSTRUCTION

All distance instruction shall be rendered and delivered in print form. Distance instruction lesson plans for the following week shall be submitted to the building principal or designee by 4:00 p.m. on Thursday. The building principal or designee shall print, compile, and make distance instruction packets available at building sites by 8:00 a.m. on Monday, and, at the discretion of the District, other appropriate locations at a to-be-announced time (e.g., District food distribution sites).

PROFESSIONAL DEVELOPMENT AND TLE

In anticipation that this policy may become effective, District personnel shall receive required professional development instruction on best virtual, hybrid, and distance instruction practices, which shall include grade level and content area-specific training, in addition to training on any District-Approved Means and Mediums for virtual and distance instruction and communication. Building administrators shall conduct weekly staff meetings via District-Approved Means and Mediums.

District administrators shall also receive appropriate training on how to supervise and evaluate personnel who are providing virtual, hybrid, and distance instruction under this policy. District personnel shall follow OSDE guidance regarding TLE observation and evaluation in virtual, hybrid, and distance instruction and shall monitor virtual instruction by joining classes in-progress and providing feedback to the instructor.

SUPPORT SERVICES

Whether virtual, hybrid, or distance instruction is utilized by the District, appropriate support services will continue to be available to District personnel, students, and their legal guardian(s) including:

- **Technical Support** — The District shall provide basic technical support for instructors, students and their legal guardian(s) in accessing and using District-Approved Means and Mediums of communication and virtual and distance instruction.
- **Instructional Support** — Instructors should contact their immediate supervisor with any questions regarding virtual, hybrid, or distance instruction.
- **Social-Emotional Wellbeing Support** — To the extent practicable and appropriate under the circumstances, the District shall provide information and resources to assist stakeholders in coping with the circumstances necessitating effectuation of this policy.
- **Special Education Resources and Support** — The Special Education Director or designee will provide support to students with disabilities or other special needs, along with their legal guardian(s), to help them navigate virtual, hybrid, and distance instruction and compliance issues while this policy is in effect.

ONGOING EVALUATION AND ADAPTATION TO EXIGENT CIRCUMSTANCES

The District, in consultation with State, local, and federal officials, shall continuously evaluate this policy, and the procedures herein, and adapt the same based on guidance from appropriate agencies.

Reference: 20 U.S.C. § 1232g
34 CFR Part 99