



CASHION SCHOOLS

101 N. Euclid, Cashion Oklahoma 73016
405-433-2741

2021-2022 RETURN TO LEARN PLAN

ARPESSER III: Part 2

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

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

RETURN TO LEARN PLAN COMMITTEE

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

Return to Learn Plan Committee:

| Cashion Elementary | Cashion Middle School | Cashion High School | Support Staff/Community |
|--|--|--|---|
| Julie Moore, Elementary Principal Sheri Wagner, Counselor Tammy Bronaugh, Teacher Krysten Isenhower, Teacher Stephanie Wood, Special Ed. | Trisha Fields, Principal Bonnie Howell, Counselor Lynda Reidlinger, Teacher Lisa Pickle, Teacher Brian Archer, Teacher Monica Lamb, Special Ed. | Ryan Schenk, Principal Totsy Manning, Dean Amy Broadbent, Counselor Kim Simmons, Teacher Karen McCabe, Teacher Vernon Richards, Teacher | Sammy Jackson, Superintendent Kay Heaton, Child Nutrition Director Jody Chamberlain, Parent Chad Tichenor, Community Sarah Joliff, Parent |

Public Comment During 2020-2021

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

- Survey with district staff, district parents
- Wildcat TV weekly programming during closure
- Superintendent meeting with district staff @ 9:00 am on August 10, 2020
- Social media posts on the district Facebook page
- Monthly school board meetings - public comment opportunity on agendas

Public Comment During 2021-2022

- Survey with district staff, district parents
- Superintendent meeting with district staff @ 9:00 am on August 10, 2021
- Cashion Schools Website
- Social media posts on the district Facebook page
- Monthly school board meetings - public comment opportunity on agendas

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

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

ACADEMIC AND SOCIAL EMOTIONAL NEEDS OF STUDENTS

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

In an effort to prevent learning loss caused by the pandemic, the district offered summer school during June 2021 elementary students who fell below benchmark in reading and/or math, and middle school/high school students who failed to complete required credits during the 20-21 school year. Extended School Year (ESY) is available for special education students according to IEP team decision. Credit recovery courses were available for secondary students.

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OF STUDENTS AND STAFF

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

- School clubs and activities are available to provide a sense of belonging to students.
- Art, drama, music, and athletics are available for students to engage with others and develop social skills.
- Participation in extracurricular activities also boosts academic performance.
- School Counselors are available to assist students with needs and make referrals to community resources.
- Community partners and local counseling organizations are invited to meet with students and staff during the school day.
- Cashion Schools will implement Hope Navigators district wide. K-8 will use A Better Me curriculum in conjunction with the Hope Navigators initiative.
- An outside counselor is available to assist employees who need counseling and/or referrals to community partners.
- An annual Teacher Appreciation Celebration is conducted to celebrate employee years of service, each site's Teacher of the Year and the District Teacher of the Year
- A Wellness Room is provided for all staff to utilize during the school day as well as outside school contracted hours.
- Action Based Learning along with recess and physical education classes will occur daily to teach students about the benefits of physical activity on mental and physical health.

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

MAINTAINING THE HEALTH AND SAFETY OF STUDENTS

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

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

INTERRUPTIONS TO LEARNING

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

COMMUNICATION TO PARENTS AND FAMILIES

The district will communicate to parents and families through emails and text messages and the district website, including use of both School Messenger and Remind messaging services.

BUS TRANSPORTATION

Masks will not be mandated per Oklahoma SB 658. Drivers shall maximize air flow. Seating chart for bus routes is recommended. Buses will be cleaned and sanitized after each use.

REVIEW OF RETURN TO LEARN PLAN

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

Our Commitment to the Continuity of Excellence

Return to Learn Plan - PART 3:

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

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

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



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ARP ESSER III: SPENDING PLAN

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

Cashion Schools received a total amount of **\$312,731.05** from the American Rescue Plan - ESSER III fund and will spend its ARP ESSER III funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act. Cashion Schools will use ARP ESSER III funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with CDC guidance on reopening schools to safely open school and conduct in-person learning. Cashion Schools were open during the entire 2020-2021 school year and learned many management strategies to lean upon for the 2021-2022 school year. The school will use our local and state health agencies as resources when making the best purchase decisions from ESSER III monies to help prevent our school being shut down during a pandemic situation.

SPENDING PLAN:

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

USE OF FUNDS:

Cashion Schools will update some of our facilities and purchase classroom furniture to help with cleanliness efforts with our ESSER III funds. Facility updates, such as new flooring and paint along with new furniture will be purchased campus wide to help with social distancing, provide more seating for students in common areas and address the need for furniture that is easily disinfected and sanitized on a daily basis. Additional furniture and technology will be added to some of our larger buildings to use as classrooms to spread out our students if needed and create outdoor seating areas to expand our classroom options.

In response to the COVID-19 pandemic, Cashion Schools will use the 20% set aside of our ESSER III funds in the amount of **\$62,546.21** to address the social and emotional learning and academic impact of lost instructional time due to mental health issues. Cashion Schools met with students, teachers, community stakeholders and representatives of various groups to gain ideas on how to best spend our funds to close the instructional gap and address the mental health needs of our students. Through these discussions, one idea is to use the 20% set aside is to hire a school counselor to lower our counselor to student ratio, specifically targeting our middle school population and purchase A Better Me Curriculum to be used with our middle school students in connection with our Hope Navigators initiative. CPS will continue to engage our families and community in the educational process providing ways they can help their child at home. We will connect them with state and local resources to help meet the mental health needs of their family.

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

