

Delphos City Schools Safe Return to In-Person Instruction

1. Respiratory Hygiene/Cough Etiquette

The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection.

- Cover your mouth and nose with a tissue when coughing or sneezing;
- Use in the nearest waste receptacle to dispose of the tissue after use;
- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol-based hand rub, or antiseptic handwash) after having contact with respiratory secretions and contaminated objects/materials.

Each facility will ensure the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in waiting areas for visitors.

- Provide tissues and no-touch receptacles for used tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

2. Masking and Separation of Persons with Respiratory Symptoms

During periods of increased respiratory infection activity in the community (e.g., when there is increased absenteeism in school and work settings), offer masks to persons who are coughing. Either procedure masks (i.e., with ear loops) or surgical masks (i.e., with ties) may be used to contain respiratory secretions (respirators such as N-95 or above are not necessary for this purpose). When space and chair availability permit, encourage coughing persons to sit at least three feet away from others in common areas.

Wearing Your Mask Correctly

1. Wash your hands or use hand sanitizer before putting on your mask.
2. Put the mask over your nose and mouth and secure it under your chin.
3. Fit the mask snugly against the sides of your face, slipping the loops over your ears or tying the strings behind your head.
4. If you have to continually adjust your mask, it doesn't fit properly, and you might need to find a different mask type or brand.
5. Make sure you can breathe easily.

3. Social Distancing

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distance, stay at least 6 feet (about 2 arm lengths) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

4. When to Clean and When to Disinfect

Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and may also weaken or damage some of the virus particles, which decreases risk of infection from surfaces.

When no people with confirmed or suspected COVID-19 are known to have been in a space, cleaning once a day is usually enough to sufficiently remove viruses that may be on surfaces and help maintain a healthy facility.

Disinfecting (using U.S. Environmental Protection Agency (EPA)’s List N external icon) kills any remaining germs on surfaces, which further reduces any risk of spreading infection.

You may want to either clean more frequently or choose to disinfect (in addition to cleaning) in shared spaces if certain conditions apply that can increase the risk of infection from touching surfaces:

- High transmission of COVID-19 in your community,
- Low number of people wearing masks,
- Infrequent hand hygiene, or
- The space is occupied by certain populations, such as people at increased risk for severe illness from COVID-19

5. Contact Tracing

People who have been in close contact with someone who has COVID-19—excluding people who have had COVID-19 within the past 3 months or who are fully vaccinated.

- People who have tested positive for COVID-19 within the past 3 months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.
- People who develop symptoms again within 3 months of their first bout of COVID-19 may need to be tested again if there is no other cause identified for their symptoms.
- People who have been in close contact with someone who has COVID-19 are not required to be quarantined if they have been fully vaccinated against the disease and show no symptoms.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (hugged or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

Steps to Take

Stay home and monitor your health

- Stay home for 14 days after your last contact with a person who has COVID-19.
- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19
- If possible, stay away from others, especially people who are at higher risk for getting very sick from COVID-19

Who should get tested for current infection

- People who have symptoms of COVID-19.
- Most people who have had close contact (within 6 feet for a total of 15 minutes or more over a 24-hour period) with someone with confirmed COVID-19.
 - Fully vaccinated people with no COVID-19 symptoms do not need to be tested following an exposure to someone with COVID-19.
 - People who have tested positive for COVID-19 within the past 3 months and recovered do not need to get tested following an exposure as long as they do not develop new symptoms.
- People who have taken part in activities that put them at higher risk for COVID-19 because they cannot physically distance as needed to avoid exposure, such as travel, attending large social or mass gatherings, or being in crowded or poorly-ventilated indoor settings.

- People who have been asked or referred to get tested by their healthcare provider, or state, tribal, local
- external icon
- or territorial health department.

CDC recommends that anyone with any signs or symptoms of COVID-19 get tested, regardless of vaccination status or prior infection. If you get tested because you have symptoms or were potentially exposed to the virus, you should stay away from others pending test results and follow the advice of your health care provider or a public health professional.

This plan is based upon the guidelines from the CDC. This plan may change based upon new information from the CDC at any time and without advance notice.

6. Approaches to Identify Academic Needs

- Response to Intervention – staff meetings to evaluate student needs and determine an intervention plan.
- Academic Evaluations (Gifted and Special Education assessments)
- Classroom benchmark assessments
- Test Scores (state and local)
- Formative and informative measures
- Previous data collection – quantitative and qualitative documented data from prior years
- Grades/attendance

7. Approaches to Address Academic Gap Filling

- Schedule supports during and after school.
- Schedule K-12 Summer School for this summer and in future years.
- Schedule after school tutoring time.
- Continue to provide Special Services: gifted, special education, 504 Plans, etc.

Local Use of Funds:

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning? The district is hiring additional staff to utilize the spaces available that were not allowing us to spread out our students because of massive cuts to our personnel budget in both 2011 and 2020. The district will be starting an in-house preschool program to

protect local students from getting put on a county bus and taken to a ESC facility and exposed to at least 3 other communities. Cleaning supplies will be purchased to sanitize the facility before, during and after student use.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year?

The district will use funds for summer school as well as an after school tutoring program. The district also feels strongly that some of the lost instructional time can be enhanced by making new and innovative class offerings available to students who want opportunities that were not available after elective reductions were made in both 2011 and 2020.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act? The district will continue to provide a specified teacher to students who fall in one or more of the categories of English as a second language, low income, or economically disadvantaged.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, 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.

Teaching staff will begin identifying "power standards" in ELA and math subjects. This will be an ongoing process that may likely continue into the fall. This will provide the basic skills a student would need to achieve at the next grade level. Students will take assessments that are already in place (AIMSWEB, Study Island, IXL, IOWA, 3rd Grade AIR results, etc). That data will be analyzed to identify students that may be in need of assistance. Those students would be invited to receive additional academic support from their teacher after school for a few hours per week. This will be a 7-week program beginning March 22 - May 7th. Students that have mastered those power standards may receive enrichment activities in the regular classroom setting. Parents will be provided weekly updates of their child's progress.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

We looked at gaps that we felt were caused by early education disconnect with the ESC's special needs preschool. We also looked at how the limited opportunities for older students to take electives that would inspire them to expand their learning were lost due to the budget crisis.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds. The district will use the ARP funds to continue a seamless flow from ESSERs II. The funding of the ESL teacher, extended learning and the sanitation supplies began in fiscal year 2021, the preschool, technology equipment and additional education opportunities will begin in 2022.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning. The district will use the funds to continue to update the student technology equipment and as well as the connectivity in and out of the district so the educational process will remain intact even if there are interruptions in the methods that we are to provide educational services to an individual or the masses.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education. The district will be using funds to provide software services for not only the students to be able to access additional work and help but also help the teachers to monitor progress and discover gaps or weaknesses. Additionally almost all of the district's funds will be used for class-size reduction (4 new staff) and early intervention (6 new staff), both of which the district believes are evidence-based strategies.