

WINFREE ACADEMY CHARTER SCHOOLS

PUBLIC HEARING:
ARP ESSER USE OF FUNDS PRESENTATION
&
CONTINUITY OF SERVICES/SAFE RETURN TO LEARN PLAN

KEY RESOURCES

- General Education Funds (local and state)
- State Compensatory Education Funds
- State and Federal (IDEA) Special Education Funds
- ESSA Title 1 Funds
- State ESL Program Funds and ESSA Title III Funds
- ESSER II
- ESSER III

FEDERAL FUNDS

ESSA (Every Student Succeeds Act)

- **Title I: \$ 154,226**

Note: WACS will utilize ESSER II and III dollars to help supplement the Title 1 program efforts due to the reduction of available funds in ESSA and the expected increased demand.

- **Title II - \$ 14,177**
- **Title III - \$13,316**
- **Title IV - \$12,811**
- **School-Improvement - \$390,517**

IDEA-B (Individuals with Disabilities Education Act) - \$ 258,022

ESSER II & III- COVID-19 RECOVERY

Amount:

ESSER I - \$ 149, 809

ESSER II - \$ 618,634

ESSER III - \$ 1,389,363 (75% currently available - \$ 926,242)

USE OF FUNDS PLAN ESSER II & III

IMPORTANT NOTE: The Board is advised that WACS assures, as part of the required assurances of the grants, that although funds may be used for one-time or ongoing purposes, WACS understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. WACS makes no assumption that the State will provide replacement State funds in future years and that this fact will be raised and explicitly discussed with the Board.

STAKEHOLDER INPUT

WACS sought stakeholder input from:

- WACS families
- Campus educators
- Campus administration
- Special Education staff
- English Language staff
- Other school leaders
- Other educators
- District administrators
- Other school staff including those representing disadvantaged students
- Community members

KEY TAKEAWAYS

Top strategies we may consider related to COVID Recovery: *(in no particular order)*

- Supplies for cleaning/sanitation
- Training for staff on minimizing the spread of infectious disease
- Systems to improve preparedness & response efforts
- Facility repairs & improvements to reduce the risk of viral spread
- Instructional technology
- Activities to address unique needs of disadvantaged groups
- Learning loss
- Extended learning needs

KEY TAKEAWAYS

Highest priority needs – in rank order:

1. Planning/implementing activities related to extended learning opportunities (tutoring, after-school, summer program)
2. Providing resources for social & emotional support
3. Address learning loss through evidence-based activities & high-quality assessments
4. Planning/implementing activities to address the unique needs of disadvantaged groups
5. Purchase instructional technology

COVID RESPONSE - ACADEMIC

- Increase the amount of time and/or repurposing time dedicated to personalized learning, intervention and enrichment
- Provide High-Impact Tutoring Program (HIT) to address learning loss
- Provide additional academic supports for designated students
- Employ multi-campus Reading and Dyslexia support
- Employ additional educator interns based on individual campus needs
- Provide additional social & emotional support for learners and staff
- Purchase resources for instructional technology to support robust instructional model(s)

RETURN TO IN-PERSON LEARNING PLAN

WACS has reviewed guidance given from the CDC, TEA, and local public health authorities. WACS will continue to review guidance and make decisions best for the whole WACS community.

Based on data related to COVID spread and in line with rules ordered by the Governor of Texas and the Texas Education Agency, WACS will adopt the following operational guidelines for the 2021-2022 school year:

School Health Operations Requirements

June 5, 2021

The guidance in this document is authorized by Executive Order GA-34, which has the effect of state law under Section 418.012 of the Texas Government Code. Executive Order GA-34 provides TEA with the legal authority to publish requirements for the operation of public school systems during the COVID-19 pandemic. This document takes effect June 5, 2021, replacing all prior guidance. TEA recommends that public school systems consult with their local public health authorities and local legal counsel before making final decisions regarding the implementation of this guidance.

This guidance addresses:

- On-campus instruction
- Administrative activities by teachers, staff, or students that occur on school campuses
- Non-UIL extracurricular sports and activities
- Any other activities that teachers, staff, or students must complete

Required Actions if Individuals with Test-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is test-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).
2. Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an [online form](#). The report must be submitted each Monday for the prior seven days (Monday-Sunday).

Health and Hygiene Practices: Masks

Per GA-36, school systems cannot require students or staff to wear a mask. GA-36 addresses government-mandated face coverings in response to the COVID-19 pandemic. Other authority to require protective equipment, including masks, in an employment setting is not necessarily affected by GA-36.

School systems must allow individuals to wear a mask if they choose to do so.

Additionally, as a reference for practices recommended by the CDC, see [here](#).

TEA GUIDANCE - JUNE 5, 2021

**as of 07.27.2021*

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RETURN TO IN-PERSON LEARNING PLAN

CDC GUIDANCE- JULY 9, 2021

Key CDC Strategies for COVID-19 Prevention in Schools:

1. Promote Vaccination for all staff and students ages 12 and up
2. Universal masking in schools
3. Where not everyone is fully vaccinated - Maintain social distancing strategies – 6 feet
4. Screening Testing of everyone not fully vaccinated
5. Improve ventilation
6. Practice handwashing
7. Stay home when sick and get tested (fully vaccinated individuals included if they experience any of the COVID-19 symptoms)
8. Contact Trace with Isolation & Quarantine
9. Cleaning & disinfecting once a day

RETURN TO IN-PERSON LEARNING PLAN

FACE MASKS

**as of 07.27.2021*

- WACS will include an exception to the dress code that allows learners and staff to wear school appropriate masks as desired.
 - Optional
 - School-appropriate
 - Learners

RETURN TO IN-PERSON LEARNING PLAN

SELF - SCREENING

- Employees, visitors, and learners are asked to self-screen before entering WACS facilities.
 - * Fever \geq 100.4 or feeling feverish
 - * Cough
 - * Shortness of breath/difficulty breathing
 - * Headache
 - * Sore throat
 - * Diarrhea
 - * Chills/ Shaking or exaggerated shivering
 - * Loss of taste or smell
 - * Fatigue
 - * Significant muscle pain or body aches
 - * Congestion or runny nose
 - * Nausea or vomiting

Learners may not return to school until they are fever free for 24 hours and meet the health guidelines within the student handbook.

RETURN TO IN-PERSON LEARNING PLAN

TEST-CONFIRMED COVID-19

School systems must exclude learners from attendance on campus who have received a positive test result for COVID-19. The exclusion period is ten full calendar days. Learners who test positive for COVID-19 who also experience symptoms of COVID-19 must isolate until the following conditions for return are met:

Conditions for Campus Return – POSITIVE COVID-19 & SYMPTOMATIC

- At least one day (24 hours) has passed since recovery (resolution of my fever without fever-reducing medication);
- Improvement in symptoms;
- One full calendar day has passed since symptoms first appeared; and
- The exclusion period is ten full calendar days. Day zero, plus 10 full days. Learners are permitted and expected to return on day 11 if all conditions above are met.

Conditions for Campus Return – POSITIVE COVID-19 & ASYMPTOMATIC

- (10) full calendar days have passed since positive test-confirmation

RETURN TO IN-PERSON LEARNING PLAN

CLOSE CONTACT

Parents/Guardians/Adult learners who are determined to be close contacts of an individual with COVID-19 may opt to keep their learner or themselves at home during the recommended stay-at-home period.

For individuals who voluntarily quarantine, the stay-at-home period can end for learners experiencing no symptoms on Day 10 after close contact exposure. The learner can return to campus on Day 11. The day of close contact is day zero, learners must stay home, day zero plus 10 days.

Alternately, learners can end the stay-at-home period if they receive an acute infection test at an approved testing location that comes back negative for COVID-19 after the close contact exposure ends.

Close contact within the same residence cannot end before Day 10. TEA states that LEAs may choose to require household-based close contact learners to stay at home during the stay-at-home period based on local community case rate decisions.

RETURN TO IN-PERSON LEARNING PLAN

SUSPECTED CASE OF COVID-19 - SYMPTOMATIC

Learners experiencing symptoms of COVID-19 shall stay at home until the conditions for campus return are met. Parents, guardian, caregiver, or learner shall complete the [WACS Learner COVID-19 Report](#) from the WACS website and follow the instructions given.

Conditions for Campus Return - SYMPTOMATIC

- At least one day (24 hours) has passed since recovery (resolution of my fever without fever-reducing medication);
- Improvement in symptoms;
- One full calendar day has passed since symptoms first appeared; and
- Receive on acute infection test at an approved testing location that comes back negative for COVID-19 no earlier than one full day since symptoms first appeared.

FAQ

Why can't my student enroll in the WACS Virtual Academy like last year?

UPDATE: *On September 1, 2021, Senate Bill 15 was sent to the governor to be signed into law. WACS is reviewing the requirements and constraints on local remote learning under SB 15 to determine learner and campus needs.*

Will WACS offer Remote Conferencing for COVID-19 matters?

UPDATE: *On August 5, 2021, TEA issued guidance allowing schools to provide Remote Conferencing (remote synchronous instruction) for learners who are absent with a documented, temporary medical condition. WACS may provide virtual instruction via Remote Conferencing (RC) for learners who test positive for COVID-19, or learners who are identified as having been in close contact with COVID-19. *Certain conditions apply.*

Can my learner take class online if they are sick at home?

No. WACS will not be able to provide remote learning options for students who are absent unless there is a medical reason allowable under Remote Conferencing provisions.

There were several other protocols in 20-21 that are not listed in the 21-22 Safety Protocols: Safe Return to In-Person Instruction & Continuity of Services Plan. Will WACS continue other protocols from last year?

All items are subject to change, but in general, all protocols are outlined in the **21-22 Safe Return to In-Person Instruction & Continuity of Services Plan** included on the website. WACS will not practice any additional protocols due to COVID other than those in the Plan and those found in the Learner Resource Guide and Employee Handbook.