

# Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Entity ID	CTDS	LEA NAME
		Litchfield Elementary School District

**How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the Centers for Disease Control and Prevention (CDC)**

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	Masks are optional for all students, staff and visitors.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Spacing of furniture as much as possible in all rooms
Handwashing and respiratory etiquette	Y	<p>Procedures implemented upon arrival and throughout the day. Require all students and staff to wash their hands with soap and water for at least 20 seconds at the times listed below.</p> <ul style="list-style-type: none"> <li>• Upon arrival at school (use hand sanitizer if there is no sink in the classroom)</li> <li>• After being outside for physical activity</li> <li>• After using the restroom</li> <li>• Before and after lunch</li> <li>• Prior to leaving school for home</li> <li>• After sneezing, coughing, or blowing nose</li> <li>• Handwashing signs in all school bathrooms, to promote proper handwashing by students.</li> <li>• Posters for every school, department, and District Office, to promote health and safety protocols.</li> </ul>
Cleaning and maintaining healthy facilities, including	Y	<ul style="list-style-type: none"> <li>• As part of the daily cleaning regimen, EPA approved disinfectant cleaner will be used on all touchpoint surfaces.</li> <li>• Classroom touchpoint areas will be disinfected throughout the day.</li> <li>• Bathroom touchpoint areas will be disinfected daily.</li> </ul>

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



<p>improving ventilation</p>		<ul style="list-style-type: none"> <li>• Each classroom will be provided with approved disinfecting cleaner and staff training of its proper use, while keeping the products away from children.</li> <li>• Change air filters on a regular schedule.</li> <li>• Exploring where improved filtration can be used without damaging HVAC equipment.</li> <li>• Cleaning interval HVAC system components to reduce trapped dust which may harbor germs.</li> <li>• Increasing outdoor air circulation using HVAC equipment for filtration in all spaces where and when practical.</li> </ul>		
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>		<p>The following COVID-19 reporting procedures should be followed for employees and students.</p> <p>Employee/student reports having COVID-19 symptoms or positive test results.</p> <table border="1" data-bbox="499 704 1934 1482"> <tr> <td data-bbox="499 704 1205 1482"> <p><i>If employee is at home:</i></p> <ul style="list-style-type: none"> <li>• Employee stays home and notifies their principal/supervisor.</li> </ul> <p><i>If employee is at work:</i></p> <ul style="list-style-type: none"> <li>• Employee should separate themselves from all other students and staff.</li> <li>• Employee notifies (calls or emails) their principal/supervisor.</li> <li>• Employee is sent home safely, immediately.</li> <li>• Call 911 if the employee appears to be in medical distress.</li> </ul> <ul style="list-style-type: none"> <li>• Principal notifies Human Resources or School Nurse, School Nurse notifies Human Resources                             <ul style="list-style-type: none"> <li>○ Supervisors notify Human Resources</li> </ul> </li> <li>• Human Resources sends appropriate notification to the employee to Isolate or Quarantine. The notification includes when an employee may return to work.</li> </ul> </td> <td data-bbox="1205 704 1934 1482"> <p><i>If student is at home:</i></p> <ul style="list-style-type: none"> <li>• Student stays home and the parent notifies the school nurse.</li> </ul> <p><i>If student is at school:</i></p> <ul style="list-style-type: none"> <li>• The student is separated from all other students and staff, except for one staff member to supervise the student.</li> <li>• Staff assisting the student may wear a cloth face covering or PPE and maintain a distance of at least 3 feet from the student at all times, unless there is an emergency.</li> <li>• Staff escorts the student to the School Nurse's office.</li> <li>• Staff will communicate COVID-19 symptoms right away to the nurse before leaving the student in the health office to ensure safety precautions can be initiated.</li> <li>• The School Nurse or designee will immediately notify a parent or emergency contact to pick up the student. Parents are provided instructions for returning students safely to school.</li> </ul> </td> </tr> </table>	<p><i>If employee is at home:</i></p> <ul style="list-style-type: none"> <li>• Employee stays home and notifies their principal/supervisor.</li> </ul> <p><i>If employee is at work:</i></p> <ul style="list-style-type: none"> <li>• Employee should separate themselves from all other students and staff.</li> <li>• Employee notifies (calls or emails) their principal/supervisor.</li> <li>• Employee is sent home safely, immediately.</li> <li>• Call 911 if the employee appears to be in medical distress.</li> </ul> <ul style="list-style-type: none"> <li>• Principal notifies Human Resources or School Nurse, School Nurse notifies Human Resources                             <ul style="list-style-type: none"> <li>○ Supervisors notify Human Resources</li> </ul> </li> <li>• Human Resources sends appropriate notification to the employee to Isolate or Quarantine. The notification includes when an employee may return to work.</li> </ul>	<p><i>If student is at home:</i></p> <ul style="list-style-type: none"> <li>• Student stays home and the parent notifies the school nurse.</li> </ul> <p><i>If student is at school:</i></p> <ul style="list-style-type: none"> <li>• The student is separated from all other students and staff, except for one staff member to supervise the student.</li> <li>• Staff assisting the student may wear a cloth face covering or PPE and maintain a distance of at least 3 feet from the student at all times, unless there is an emergency.</li> <li>• Staff escorts the student to the School Nurse's office.</li> <li>• Staff will communicate COVID-19 symptoms right away to the nurse before leaving the student in the health office to ensure safety precautions can be initiated.</li> <li>• The School Nurse or designee will immediately notify a parent or emergency contact to pick up the student. Parents are provided instructions for returning students safely to school.</li> </ul>
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- Call 911 if the student appears to be in medical distress.

**EMPLOYEES AND STUDENTS      STUDENTS**

**HAVE SYMPTOMS, TESTED POSITIVE, BEING TESTED FOR COVID-19**

- If you:
- Have symptoms: cough, fever, or shortness of breath, OR [other symptoms](#) of COVID-19, OR
  - Have tested positive for COVID-19, OR
  - Are waiting for test results

- You should:
- Isolate at home for 5 days until [it is safe to be around others](#).
  - Follow [Isolation Guidelines](#) for number of isolation days depending on positive or negative test results.
  - If you have symptoms and do not take a test, you should follow steps for having symptoms and testing positive.

- When can I return to work/school?
- Employees - Follow [Isolation Guidelines](#) provided by Human Resources.
  - Students - Follow Isolation Guidance given to you by the school nurse.

**CLOSE CONTACT/EXPOSURE TO SOMEONE WITH COVID-19**

- If you:
- Live in the same home OR were in close contact (within 3 a cumulative total of 15 minutes or more over a 24-hour period) with someone who has tested positive for COVID-19.
- You should:
- Stay home and away from others (quarantine) for 5 days after the last time you had close contact with the person. [Follow Quarantine Guideline](#).
  - [Wear a mask](#) on days 6-10.



**Vaccinated Persons and Close Contacts**

- If an [Employee or Student] who is up to date on their vaccine has close contact with a person who tested positive for COVID-19, at home or otherwise, and does not develop symptoms, that [Employee or Student] will not be required to quarantine and may continue to come to work or school as usual while continuing to follow all applicable procedures, including wearing a mask for 10 days.

This change in your procedures is based on the CDC's vaccination guidance that is available here: [COVID-19 Vaccines](#)

Diagnostic and screening testing

Y

- A staff member will visually check each student upon arrival.
- Any student with visible symptoms of runny nose, cough, shortness of breath or vomiting will be taken to the health office immediately, where parents may be contacted for pick up, with the following exceptions:
  - If the student has a runny nose and no other symptoms, the nurse/health aide will contact a parent to determine if other symptoms are present or if there is exposure to COVID-19 in the home. If not, the student may return to class.
  - If the student has health information that confirms a diagnosis of asthma or other respiratory condition, the nurse/health aide will contact a parent to confirm that the student has no other symptoms or exposure to COVID-19 at home. If not, the student may return to class.
- School Health Centers will be set up to maintain physical distancing as much as possible.
- The school nurse will encourage staff to only send students who appear ill to the Health Office. To encourage this practice each teacher will receive a basic First Aid bag to keep in their room for minor cuts, scrapes, etc.



- If a student is determined by the school nurse to be possibly contagious, parents/guardians are expected to pick up their student in a timely manner once contacted by the school nurse.
- Students who are determined to have certain symptoms listed below may be isolated to contain exposure.
- If a student is isolated, the school nurse or a trained employee will stay with the student until they are picked up by the parent/guardian.
- Parents/guardians are expected to follow guidelines given to them by the school nurse once the student is picked up.
- If a student tests positive for COVID-19 after being at school, and the school nurse receives a confirmed diagnosis from a doctor or health agency, the school nurse will send out a non-identifying letter to all those who were in close contact with the student.
- Parents/guardians with a COVID-19 positive student will be informed by the school nurse that a report will be sent to the Maricopa County Health Department.
- All staff and students who are diagnosed with COVID-19, have symptoms or think they have been exposed, will be cataloged to contain and keep track of trends. Only the school nurse and school principal will have access to this information.

### *At Home*

This is the first point on the screening continuum. Students and staff must not come to school if exhibiting ANY of the following symptoms:

- fever of 100.4 degrees or higher
- chills
- shortness of breath or difficulty breathing
- muscle aches
- sore throat
- headache
- fatigue or lethargy
- congestion or runny nose
- Red, itchy eyes with drainage
- cough
- vomiting
- diarrhea
- new loss of taste, smell or appetite

By choosing In-Person enrollment, families will agree to follow the student screening expectations for the above symptoms each morning, to self-report symptoms to the school, and keep students at home if any symptoms are present. Families are to be informed with registration documents, online registration pages, individual school and district websites, school-wide phone calls, and email reminders of the expectation to screen students at home. Students will have the opportunity to make-up work missed due to symptoms of COVID-19.

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Efforts to provide vaccinations to school communities	Y	Provided a Vaccination Pod for all school staff in February, 2021. Provided vaccination pod for students and staff on November 20, 2021 and December 11, 2021.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p><b><i>Health and Safety (All Students-non-medical)</i></b></p> <ul style="list-style-type: none"> <li>• Clean and disinfect areas between groups (across all settings).</li> <li>• Consider additional PPE for staff working with students that may have spitting, drooling or bodily fluids or unable to wear masks due to sensory needs, disability or during necessary physical interaction (face shields worn with face masks unless social distancing in place and/or gowns).</li> <li>• Consider additional PPE (masks and face shields) for those traveling to more than one campus and/or classroom in a day (psychologists, related service, coaches, coach paraprofessionals).</li> </ul> <p><b><i>Health and Safety (Medically Fragile)</i></b></p> <ul style="list-style-type: none"> <li>• Identify students previously identified as medically fragile and contact to determine return to school plan, consider medical release or update to care plan, and consider placement and/or additional accommodations/modifications if needed.</li> <li>• Consider increased or different PPE that may be needed (medical grade masks, gloves).</li> <li>• Consider limiting exposure to other staff or students outside of the classroom environment.</li> <li>• Consider providing therapies via teletherapy with a therapist in the front office so that staff can still access them to ask questions or provide an in-person model if needed. Para/nurse/teacher interacts with student(s) while student and staff are guided by a therapist through the computer.</li> <li>• IEP goals including self-help skills will continue to be addressed wearing appropriate PPE as necessary.</li> </ul> <p><b><i>Resources</i></b></p> <ul style="list-style-type: none"> <li>• Additional masks, gloves, thermometer for Medically Fragile classroom.</li> <li>• Specific workspace(s) that can be used for related services and coaches on campuses and provide virtual therapy sessions.</li> <li>• Consider additional PPE.</li> </ul>

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Coordination with State and local health officials	Y	LESD leaders will continue participation in Arizona Department of Health Services weekly live webinars and consult with this department as needed.
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How the LEA will ensure **continuity of services**, including but not limited to services to address **students' academic needs and students' and staff social, emotional, mental health, and other needs**, which may include **student health and food services**

### How the LEA will Ensure Continuity of Services?

#### Students' Needs:

Academic Needs

Attendance for the 180-day calendar year will be documented and reported to ADE for both the in-person and Digital Learning Academy distance learning.

#### *Guiding Principles*

- Maintain high expectations for continuity of quality instruction
- Provide social-emotional support systems
- Ensure access and equity for all students
- Continuous communication with students, families, and staff
- Provide accurate evaluation of student learning

#### *Curriculum*

Curriculum standards for all four options are in alignment with the Arizona Department of Education state adopted standards.

#### *Instruction*

Within both all of the instructional delivery models, best practice is supported through professional learning, professional learning communities, and teacher evaluations. LESD has supported effective learning models such as Gradual Release of Delivery model, formative assessment, constructive feedback, project-based learning, inquiry-based instruction, cooperative learning, multi-tiered systems of support, and data-driven decision making.



It is the expectation of all instructional leaders to provide quality and appropriate instruction to all learners including special populations: special needs, English Language Learners (ELL), culturally diverse learners, disadvantaged, and homeless learners.

Delivery of instruction will follow the adopted school calendar, be consistent between In-Person, Hybrid and Distance Learning, LESD Digital Learning Academy. Instructional delivery will be the responsibility of each teacher for the content for which they are assigned.

*Tools for Curriculum and Instruction*

Project/Vendor	Grade Level
Wonders/ELA	K-5
Study Sync/ELA	6-8
Moby Max	K-8
Near Pod	K-8 DLA
Edgenuity	K-8
NoRedInk	6-8
Newsela	5-8

Consistent utilization of instructional tools is a high priority and a commitment to our LESD families. Distribution of technology in the case of a school closure will be coordinated with impacted families.





LESD team members will continue to utilize email, phone calls, home visits, or video conferencing to support families and their child's educational experience.

### *Assessment of Learning*

Participation in daily assignments, projects/exhibitions, and class participation will all be part of students' evidence of learning and documented in Gradebook for ParentVue and StudentVue (middle school).

Assessment of students (K-8) to measure learning levels will be in place. These benchmark assessments for English/Language Arts and Mathematics will ~~must~~ be administered within the first six weeks of students physically returning to school.

### *Intervention*

For the 2021-2022 school year, LESD will continue to offer school day intervention and remediation for grades K-8. Through the multi-tiered system of support (MTSS), students identified through benchmark assessments will receive additional support at each school site.

## SPECIAL EDUCATION

LESD Special Education Department has developed strategies and plans to best meet our students' needs.

### *Self-Contained/Developmental Preschool*

#### **In-Person Learning Model**

- Will include all minutes as typically delivered during the school day.
- Continue with peer tutoring (reverse mainstreaming).
- Developmental Preschool students who are placed in typical preschool per the IEP will continue this placement.



- Paraprofessionals will perform usual duties, but may need to shift to other classroom/duties depending upon ratios in classrooms.

*Resource*

**In-Person Learning Model**

- Will include all minutes as typically delivered during the school day.
- Paraprofessionals will perform usual duties, but may need to shift to other classrooms/duties depending upon ratios in classrooms.

**LESD Digital Learning Academy**

- Students will have the option to enroll in the LESD Digital Learning Academy.
- The student’s IEP will be reviewed to determine if the needs of the student can be met with the LESD Digital Learning Academy.
- If additional considerations are needed, the IEP team will review necessary accommodations and services, and determine if the LESD Digital Learning Academy can provide FAPE (Free and Appropriate Public Education) for the student.
- If the IEP team determines that FAPE cannot be provided through the LESD Digital Learning Academy, the team will discuss an alternative virtual option. This will be staffed by a separate resource teacher(s) with a caseload of students enrolled in this model.
- Paraprofessionals may be assigned to the digital academy and support student instruction or run virtual small groups under the guidance of the teachers

*Related Services*

**In-Person Learning Model**

- Will include all minutes as typically delivered during the school day.

**LESD Digital Learning Academy**

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



	<ul style="list-style-type: none"><li>• If the IEP team determines that the LESD Digital Learning Academy is appropriate for the student, related services will be provided in a virtual format by therapist or therapy assistant (PTA, SLPA, COTA).</li></ul>
Social, Emotional and Mental Health Needs	<p>LESD will continue to provide social emotional support for staff and students regardless of the academic setting. The basis of the plan will incorporate our District's adopted social emotional program of Conscious Discipline which includes the key elements of safety, connection, and problem solving. The adult's role in the classroom or through online learning is to assure the physical and emotional safety of our students. The structures and rituals to ensure safety include a safe keeper ritual and family agreement, visual schedule and routines, teaching composure through breathing, and the Safe Place steps to deescalate. Next, is creating a connection with adults and students through the school family that will systematically create the positive school climate necessary for academic success. The school family includes greetings, a brain smart start, jobs, and wish wells. Lastly, we will use teachable moments in the physical or virtual classroom to teach social-emotional skills for students to manage themselves, resolve conflict, and develop prosocial behaviors. Strategies used to support these skills will include teaching of the brain states, the time machine, and class meetings. Focusing on these key social emotional skills of safety, connection, and problem-solving will best support our students and staff to navigate through these challenging times.</p> <p>LESD partners with Touchstone Behavioral Health to provide comprehensive behavioral services for youth and their families. The idea is to provide youth help to address behavioral and mental health concerns and bring together the family and the school in how best to address and support the youth.</p> <p>Touchstone provides services in a way the youth and family feel most comfortable. There are in person services delivered with safety procedures. Additionally, Touchstone's School</p>

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Based Services can be provided completely virtually through secure telehealth conferencing.

Youth are assigned an SBS Therapist and Interventionist. The Interventionist will provide active care coordination, case management, facilitate Child and Family Team meetings to help determine the most effective course of treatment, family support/resources, and may provide living skills to youth in order to help develop their social, emotional and other vital skills. Therapists may provide either individual therapy, family therapy and/or group therapy to help process the mental health concerns, and facilitate the youth, family and schools in supporting interventions to help the youth thrive.

Touchstone's School Based Services program can address a variety of needs including but not limited to: anxiety, depression, parenting support/skills, attention deficit hyperactivity disorder, anger management, emotional regulation, trauma, self-harm, suicidal ideation, substance abuse, and other concerns. In addition, Touchstone's SBS program offers specially designed School Based Groups that utilize a curriculum that has been shown to provide youth, families, and schools the ability to achieve positive improvements in academics, decrease in suspensions and expulsions, decrease in problem behaviors in the classroom and increased peer and social skills.

Other Needs (which may include student health and food services)

### *On the Bus*

- Student transporters and monitors may wear face coverings (masks/face shield) when passengers are on the bus.
- Student transporters and monitors will disinfect the vehicle after morning, mid-day, and afternoon routes (*see Vehicle Information below*). When feasible, and time permitting, vehicles will be disinfected between runs using a 75% alcohol cleaning wipe.



- Staff will wear disposable gloves when needed to attend to students/passengers while on the school bus (monitors will change gloves between attending to students to mitigate cross-contamination).
- Students that do not have a parent at the bus stop or at home, that display signs/symptoms will be provided a seat away from other students. Staff will notify the Transportation Dispatch office to contact the school nurse.

### Vehicle Information

- The front two (2) seats on each vehicle will be left open for students that are showing signs and symptoms at the bus stop. They will also communicate with Transportation Dispatch to notify the school nurse of a student arriving with signs/symptoms.
- Cleaning/Disinfecting of Vehicles
  - Each morning upon arrival, student transporters will enter the vehicle and disinfect the school bus using the district product titled *700 Disinfectant Cleaner* (provided through *Waxie® Sanitary Supply*) before conducting a thorough Pre-Trip Inspection on the vehicle.
  - Student transporters will then execute the morning routes for each bus (generally consisting of 2-3 schools per route), which takes an average of 2.4 hours each morning.
  - Upon return to the Transportation Department, student transporters will:
    - conduct a thorough Post-Trip of the school bus as directed by the Arizona Minimum Standards for School Buses.
    - place every other window down on each side of the bus for fresh



- air to circulate throughout the vehicle.
  - clean the vehicle.
  - disinfect using the *700 Disinfectant Cleaner* product to high touch areas (seats, handrails, dash, driver's compartment, and doors) before clocking out for the morning shift.
- The process listed above will be repeated for all mid-day routes.
- Upon returning to clock in for the afternoon shift, student transporters will:
  - perform an afternoon Pre-Trip on the vehicle as directed by LESD standards.
  - disinfect the vehicle before leaving the yard to travel to respective schools for afternoon routes.
- Upon return to the Transportation Department, student transporters will
  - conduct a Post-Trip Inspection on the vehicle as defined by the Arizona Minimum Standards for School Buses.
  - use the *700 Disinfectant Cleaner* product to disinfect the buses (including seats, handrails, dash, driver's compartment, and doors) before clocking out for the evening.
  - close windows after PM routes to secure the bus for the evening.
- Student transporters will use cleaning wipes (75% alcohol formula) between each run after dropping off at school in the AM, or before arriving at schools in the PM on high touch surfaces (handrails, door, top of seats, etc.).

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



- Windows may be open to 1/2 for increased air circulation during seasonal times of the year. Windows will be open at 1/2 for safety reasons.
- Roof hatches will be vented at all times for fresh air to circulate inside the vehicle while using the air conditioning system during warm months.
- All buses will have clearly visible signage (provided from the CDC) above the driver communicating to parents that students should not enter the school bus with any of the identified symptoms (visible symptoms include runny nose, cough, shortness of breath, or vomiting).

### *Food Service Operations*

- Students may continue to receive healthy nutritious meals that meet the USDA's National School Lunch and School Breakfast Programs through LESD Food Services or choose to bring their own.
- Meals will consist of individually plated variety of nutritious, healthy items both freshly made and pre-packaged while allowing students the ability to have a choice of their meals. Self-serve items may be limited to pre-packaged items. -
- We will be encouraging students to follow the CDC's "No Sharing" guidelines with all food, drinks, devices, personal belongings, etc.
- If the need arises again to close schools and switch to Distance Learning due to COVID-19, meal service will be distributed according to USDA National School Lunch Program guidelines.

### Staff Needs:

Social, Emotional and Mental Health Needs	Administrators were provided a training from Touchstone Behavioral Health on the signs and symptoms of mental health concerns so that they could intervene with any staff member demonstrating these signs and symptoms swiftly.
Other Needs	

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



The LEA must **regularly, but no less frequently than every six months** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**

<b>Date of Revision</b>	<b>02/01/2022</b>
<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	Parents were surveyed in January 2021 and feedback was used to revise the plan.

## U.S. Department of Education Interim Final Rule (IFR)

### **(1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services**

- (a) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—
- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
    - (A) Universal and correct wearing of masks.
    - (B) Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding)
    - (C) Handwashing and respiratory etiquette.
    - (D) Cleaning and maintaining healthy facilities, including improving ventilation.
    - (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
    - (F) Diagnostic and screening testing.
    - (G) Efforts to provide vaccinations to school communities.
    - (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.
    - (I) Coordination with State and local health officials.
  - (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(b)(i) During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.

- (ii) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
- (iii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.



## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



- (c) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).
  
- (d) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
  - (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; an
  - (iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent