

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



| Entity ID | CTDS | LEA NAME |
|-----------|-----------|---------------------------------|
| 79598 | 080220000 | Kingman Unified 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: |
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| Universal and correct wearing of masks | Y | <p>Wearing face coverings/masks are strongly encouraged yet optional for both staff and students. Masks worn by staff and students should be fitted appropriately following CDC guidelines. Additionally, cloth masks are an acceptable alternative for both staff and students. Bandanna masks will not be allowed.</p> <p>If a staff member or student becomes sick during the school day, each building will have masks available for staff and students to wear until they leave campus.</p> <p>Administration will work with students and staff who may need masks for specific needs.</p> <p>OSHA's <i>Seven Steps to Correctly Wear a Respirator at Work</i> is published in our <i>2021-2022 KUSD Guide for Keeping Schools Open</i>, as well as posted in public areas at each KUSD site.</p> |
| Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) | Y | <p>Additional signage with grade appropriate guidance regarding social distancing, self-reporting of symptoms, and mindful actions have been incorporated into common spaces. Times for lunch, recess, dismissals, etc. have been staggered to reduce the number of people in a common space.</p> <p>In elementary schools, classrooms limit the number of whole-class transitions to reduce the number of students in the hallway. Building administrators stagger common times to reduce traffic flow in hallways also. Adjacent classrooms will not line up in the classroom at the same time. At the elementary level, students will walk on the right side of the hall in a single file line. Classes will not be able to pass another class and will remain six feet behind the class in front of them at all times.</p> <p>In the middle and high schools, directional hallways will be established when possible.</p> |

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| | | <p>Staggered student release or block schedules are used to reduce the number of students in the hallway.</p> <p>Whole-classroom restroom breaks are discouraged. Instead, teachers are to send only one student from their classrooms at a time. Based upon the size of the restroom, schools limit the number of students allowed in the bathroom at one time. Signage is placed outside the bathrooms to inform staff and students the number of students allowed in the restroom. Security monitors restroom areas to encourage no loitering.</p> <p>Plexi-glass shields are utilized in offices with high-customer contact.</p> <p>Additionally, the district outfitted all of its schools with bi-polar ionization systems within their HVAC systems. These systems clean classrooms and reduce germs by more than 97 percent. Also, when a classroom has a confirmed positive, it can be cleared of students and staff to allow the bi-polar system to purge the air and cycle in clean air.</p> <p>EPA Information on Bi-Polar Systems</p> |
| Handwashing and respiratory etiquette | Y | <p>Handwashing - CDC's Clean Hands posters are published in our <i>2021-2022 KUSD Guide for Keeping Schools Open</i>. These posters are also placed in all bathrooms and hallways of all KUSD sites.</p> <p>Everyone is encouraged to wash their hands with soap and water for at least 20 seconds before and after they leave the classroom, playground, bathroom or touching an object that may be frequently touched by other people. These objects can be door handles, tables and handrails. If soap and water is not available, hand sanitizer with at least 60% alcohol is available in every room and public area.</p> <p>Respiratory etiquette -Health Department's <i>Cover Your Coughs and Sneezes</i> posters are published in our <i>2021-2022 KUSD Guide for Keeping Schools Open</i>. These posters are also placed in all hallways and public areas at all KUSD sites.</p> |

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| | | <p>Everyone is encouraged to cover their mouth and nose with a tissue when they cough or sneeze. Used tissues need to be thrown away in a lined trash can. If no tissue is available, coughing their elbow is acceptable. Hand washing is required after blowing your nose, coughing or sneezing.</p> <p>Elective courses such as music, band and art will utilize district procedures to ensure proper room sanitation. The teacher will clean between classes with district disinfectant. Additional procedures may be implemented by teachers depending on the grade level and subject being taught. All shared instruments will be disinfected between classes using district-approved cleaner after each session. It is recommended students bring their own art supplies when possible. Additionally, band students will use their own instruments when possible. After students leave the room, teachers will sanitize their rooms following district guidelines.</p> |
| Cleaning and maintaining healthy facilities, including improving ventilation | Y | <p>A standard cleaning schedule is developed in collaboration with building administrators to ensure classrooms, equipment and any commonly touched surface area are cleaned and disinfected before, during and after school. In addition to KUSD's established custodial staff, an additional custodian has been added to each site to ensure that the frequency of disinfecting is increased throughout the school day.</p> <p>All KUSD schools' ventilation systems have an ionization system. Bipolar Ionization is the process of introducing ions into the atmosphere that will then attach to particles in the air. The ions that are created latch to particulates in the air to help neutralize bacteria and viruses, odors, and VOCs.</p> <p>EPA Information on Bi-Polar Systems</p> <p>In an effort to increase ventilation and limit contact, common doors and classroom doors will remain open when possible during times before school, in between classes, and during transitions. At the start of each school day and through common periods, doors will remain open for additional ventilation and to limit exposure by reducing the number of staff and students touching the doors.</p> |

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| <p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p> | <p>Y</p> | <p>Our district follows the most recent CDC guidelines when contact tracing positive student results.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-contact-tracing/about-quarantine.html</p> <p>Staff who have tested positive for COVID, been in close contact with a COVID-positive individual, or are experiencing COVID-like symptoms, are to notify their supervisor, who then makes a report to the District Office. A designated HR team member performs contact tracing with the staff member, utilizing a decision tree designed in accordance with CDC and health department recommendations and District practices and procedures. Depending upon information given by the staff member to the contact tracer, the staff member may need to quarantine, isolate, or may continue working. Staff members who have a positive lab-confirmed test for COVID must self-isolate and may return to work when they meet the CDC guidelines to cease self-isolation. Upon returning to the workplace, COVID-positive staff must sign a self-certification form that they have met the CDC's guidelines to cease self-isolation. As part of this process, District representatives speak with the COVID-positive staff member to create a list of possible close contacts. These contacts are notified that they have come in contact with a COVID-positive individual and are asked to monitor for symptoms.</p> <p>The same quarantine procedures for students are initiated based on CDC guidelines.</p> |
| <p>Diagnostic and screening testing</p> | <p>Y</p> | <p>Students and staff are encouraged to self-assess and not come to school if they exhibit common symptoms associated with COVID-19 or other communicable diseases.</p> <p>A screening station is available when arriving on campus. Staff, students and guests have the opportunity to self-screen when they arrive on a campus. Schools have screening stations in the</p> |

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| | | main lobby and/or the office. Students with temperatures of 100.4 or greater will be given a mask to put on and escorted to the health attendant's office for a full screening. In the health attendant's office, students' temperatures will be taken again as their health is assessed. Students whose temperatures register 100.4 in the health attendant's office will have their parents contacted for immediate pick up. If students have other COVID symptoms (cough, headache, general exhaustion) and are not feeling well, they will be sent home. |
| Efforts to provide vaccinations to school communities | Y | Collaborating with the Region for Border Health, KUSD offered several immunization clinics at a variety of school locations. The Pfizer Covid Vaccination was available at each immunization clinic. Information about what each clinic offered, location, dates, and times were posted in common public areas, sent home with students and shared using our school messaging system. |
| Appropriate accommodations for children with disabilities with respect to health and safety policies | Y | Administration will work with students and staff who may need masks for specific needs or a medical reason that preclude them from being able to wear a mask |
| Coordination with State and local health officials | Y | KUSD consistently contacts state and local health officials for guidance. |

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?

KUSD continues to survey staff, parents and stakeholders, seeking input and collaborating in a transparent manner. Based on those results, several committees have been created to ensure continuity of services is not interrupted.

Students' Needs:

Academic Needs

KUSD provides traditional and alternative instructional models based on the unique needs of our students in order to ensure all students have access to a high-quality education and provide teachers the opportunity for input, planning and delivery of all instructional modalities. Professional Learning Communities at each site has been created to inform instruction and gauge student learning. This structured time will allow teachers to provide support for one another and plan for changes in instruction based on social-emotional and academic data. Interventions, utilizing Multi Tiered Systems of Support, are offered to students during school, as well as outside school hours.

Kingman Online Learning Academy is now available as an alternative to live instruction and is open to all students grades K-12. All KOLA

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| | students have access to clubs, sports and activities on the live campus in their address zone. If a family does not have a working computer or Internet access, students may qualify to receive internet and technology access for school use at home. |
| Social, Emotional and Mental Health Needs | <p>A school intervention team that includes an administrator, attendance interventionist, behavior coach, counselor and social worker is available at each site. The goal of the team is to foster positive outcomes for students and their families through strategies that build school-home connectedness and personal responsibility. In addition to our intervention teams, we offer full time counseling services, SEL curriculum, parent liaison support, and a designated safe place for students to reflect and redirect their behavior.</p> <p>Our SEL strategies are included in every classroom, both on-site and online, to ensure our students are reintegrated into the classroom setting and have the opportunity to receive support related to traumatic experiences.</p> |
| Other Needs (which may include student health and food services) | Food services are tapping into the programs Kingman USD is eligible for such as the At-Risk Supper Program, Community Eligibility Program, and Summer Feeding Program when appropriate to ensure all students have access to nutritious foods. They are also incorporating nutrition education related to understanding how different foods affect physical and mental health. The kitchen staff at each school are also encouraged to use Mood Boosters which provide a guided activity to help students better understand the importance of nutritious foods, while also working to ensure the foods they serve taste great to further support the initiative. |
| Staff Needs: | |
| Social, Emotional and Mental Health Needs | Our district's benefits provider has options for employees to use related to counseling, primary care referrals, and tele-health, including mental health resources. These resources will be posted in common areas such as the copy room directing staff to the ease of use for these services |
| Other Needs | Our Certified and Classified staff share other concerns during their monthly Meet and Confer meetings with district staff. Based on those results, and our 360 survey and feedback we have aligned a variety of interventions and strategies to combat the reported work fatigue. Among those are reduced class sizes, adding staff to help improve student behaviors, expanded our mentoring program to go beyond the first year of teaching, targeted professional development and support. To expand on the benefits we already offer, we have also partnered with a local Employee Assistance Program, Arizona at Work. |

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**

Date of Revision

May 6, 2022

Public Input

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Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:

Our district has a Strategic Planning committee that uses a variety of data points to find trends and perspectives. Based on those results, a vision statement will be written and actions reviewed and discussed on a bi-monthly basis. Some actions might include finding research, reviewing CDC guidelines, reviewing costs / payroll, surveying or interviewing staff, parents and stakeholders, etc. Everything discussed is recorded in real time and available to review.

The Strategic Planning teams work closely with each school's Improvement Team to compare their Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA) planning sessions. In addition to surveys, we have several volunteers participate in focus groups and individual interviews to determine Strength, Weaknesses, Opportunities, Threats (SWOT) in relation to our Safe Return plan

Once all information is gathered, we look at the need to revise our identified priorities and goals based on our internal and external scans and the CNA outcome patterns.

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.
- (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