

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



Entity ID	CTDS	LEA NAME
4260	070406000	Washington Elementary School District No. 6

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	Face masks are recommended based on the level of community transmission. Pages 2, 4, 6 and 15
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>School Campuses and Classrooms – Page 6 During the In-Person Learning Model, student seating will be arranged to maintain social distancing when feasible.</p> <p>During the In-Person Learning Model, social distancing will be maintained in open areas, such as hallways, stairwells, gyms, playgrounds. Students will be encouraged to bring their own water.</p> <p>During the In-Person Learning Model, to limit exposure, students will maintain three feet social distancing, where feasible.</p> <p>During the In-Person Learning Model, adjustments to drop-off and pickup routines will be made to facilitate social distancing when feasible. Walking students will be encouraged to leave campus quickly. Busing students will wait in designated zone areas. Parents will wait in assigned pickup zone, while students wait under staff supervision.</p> <p>General Safety/Process – Pages 10 and 11 During the In-Person Learning Model, maintain social distancing when feasible between students and staff in hallways, stairwells, gyms, playgrounds, and other areas of gathering. Installed physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain apart in lines and at other times. Created “one-way” routes for students and staff to navigate the campus. Provided signage on interior walls and tape on the floor to communicate this message.</p>
Handwashing and respiratory etiquette	Y	Health Screen and Hand Hygiene – Page 6 Students will be reminded of proper respiratory hygiene, including:



		<ul style="list-style-type: none"> • Avoiding touching the eyes, nose, and mouth. • Covering the mouth when coughing. • Covering the nose when sneezing and safely discarding tissues. <p>Frequent hand washing/cleaning will be encouraged at regular intervals throughout the day with both soap and water or hand sanitizer. Instructions for hand washing include:</p> <ul style="list-style-type: none"> • Using soap and water, scrubbing for 20 seconds, and rinsing. • Using paper towels to dry hands, when feasible. <p>Classrooms without hand washing stations will have access to alcohol-based hand sanitizer. Hand washing stations are in classrooms or entry ways to cafeteria. Hand sanitizer stations are installed in school and district office entryways.</p> <p>Health and Wellness – Page 12 Ensure posters are in placed at the entry to each classroom to assist with identifying symptoms. Post signage in all rooms and common areas explaining hygiene practices to prevent spread. Provide on-going instruction to staff regarding: Respiratory hygiene:</p> <ul style="list-style-type: none"> • Avoiding touching the eyes, nose, and mouth. • Covering the mouth when coughing. • Covering the nose when sneezing and safely discarding tissues. <p>Hand washing:</p> <ul style="list-style-type: none"> • Using soap and water, scrubbing for 20 seconds, and rinsing. • Using paper towels to dry hands if feasible. • Using alcohol-based hand sanitizer. <p>Face mask</p> <ul style="list-style-type: none"> • Provide instruction on how to wear face masks.
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>Enhanced Cleaning – Page 7 Additional disinfecting of high touch point areas, such as door handles, light switches, sink handles, elevator buttons, etc., per CDC guidelines. All classrooms will have an Environmental Protection Agency (EPA) N-list registered disinfectant available for staff to disinfect high touch points as needed throughout the day. Staff training on the proper use of disinfectants.</p>



Continued air quality will be maintained by changing air filters as scheduled, keeping outside air dampers open to bring in additional fresh air and adding HEPA air scrubbers for classrooms, cafeterias, etc.

Custodial – Page 10

Custodial cleaning procedures follow EPA and CDC guidelines regarding approved products and methods. Disinfecting high touch areas (e.g., door handles, light switches, sink handles, elevator buttons, etc.) per CDC guidelines.

Reinforcing the importance of compliance with CDC guidelines through staff education, training, and distribution of cleaning/disinfection products.

Purchased electric airless sprayers and cart-mounted electric misters per campus/department to apply EPA N-List disinfectants efficiently and safely.

Purchased mini washing machines for each campus for laundering microfiber cleaning towels; bulk purchased microfiber towels.

Continuing to supplement our schools with vendor-provided cleaning staff as needed.

Building Systems – Page 10

HEPA air scrubbers for classrooms, cafeterias and other locations.

Continuing to maintain preventive maintenance schedules, repairs, and unit/component replacements, for heating, ventilation, and air conditioning (HVAC) units throughout the school district.

Inspected and adjusted HVAC unit outside air dampers, economizers, and energy recovery units to reduce interior air recirculation and increase the amount of fresh air being brought into all interior spaces, per the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) guidelines.

Keeping all exhaust fans running continuously to maximize the amount of local exhaust ventilation, per ASHRAE guidelines.

Adjusted all HVAC schedules to start up two-hours pre-occupancy and continue running two-hours post-occupancy to further ventilate the interior spaces and maximize the amount of fresh air, per ASHRAE guidelines.

Protective barriers installed in all school offices and department transaction counters.

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		<p>Installed new handwashing sinks at multiple schools.</p>
<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>Response to Reported Cases – Page 7 CDC protocols regarding reported cases and specific guidance from the MCDPH will be followed.</p> <p>School health technicians will follow established screening protocols, and will consult with public health officials to determine how best to handle students and staff who display or develop COVID-19 symptoms.</p> <p>Isolation areas will be set up within the school for students or staff who may get sick during the day.</p> <p>Health and Wellness – Page 12 Update health records for students in alignment with Health Insurance Portability & Accountability Act (HIPAA) and Family Educational Rights & Privacy Act (FERPA) requirements.</p> <p>Establish isolation areas for students or staff who may be sick after coming to school.</p> <p>Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection.</p> <p>Use screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms.</p> <p>Use processes for staff involved in screenings to report findings to school, district, and public health officials in alignment with medical privacy laws.</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>Communication – Page 8 Provide information and updates to students, families, staff and the community on:</p> <ul style="list-style-type: none"> • School health and safety measures. • Preventive measures staff, students and families should utilize to stay healthy and safe. • Changes impacting district and school operations. • Changes to district and school policies and procedures. • Information about community resources and support to help families and staff with basic needs. • Instructions for ways to prevent spread (e.g., hand washing, respiratory hygiene, social distancing). <p>Update District and school Web pages with information and resources.</p>

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		<p>WESD COVID Website – all communiques are posted, which includes information about where to get tested.</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>Y</p>	<p>Message from the Superintendent – Page 2 MCDPH partnered with school districts and vaccine vendors to ensure that every Maricopa County School staff person working with public, private and charter schools has been offered COVID-19 vaccination in the early part of prioritized Phase 1B. MCDPH, Glendale Union High School District and the WESD partnered with vaccine vendors to offer COVID-19 vaccinations to all students age 12 and over.</p> <p>Communication – Page 8 Provide information and updates to students, families, staff and the community on:</p> <ul style="list-style-type: none"> • School health and safety measures. • Preventive measures staff, students and families should utilize to stay healthy and safe. • Changes impacting district and school operations. • Changes to district and school policies and procedures. • Information about community resources and support to help families and staff with basic needs. • Instructions for ways to prevent spread (e.g., hand washing, respiratory hygiene, • social distancing). <p>Update District and school Web pages with information and resources. WESD COVID Website – all communiques are posted, which includes information about vaccines, vaccination clinics.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p>	<p>Y</p>	<p>Page 4 – In-Person Learning Model Accommodations and services provided (e.g., special education services as determined by the Individual Education Plan (IEP) team, Gifted, English Language Learners).</p> <p>Page 5 – Online Learning Model Accommodations and support services provided (e.g. English Language Learners, Gifted). Special education team will work directly with families to schedule required in-person or virtual therapies.</p>

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		<p>Page 9 – Curriculum and Instruction</p> <p>In-person - Special Education, English Language and Gifted services provided.</p> <p>Online - Special Education, English Language and Gifted services available for qualifying students.</p>
Coordination with State and local health officials	Y	<p>Message from the Superintendent – Page 2</p> <p>CDC Guidelines – Page 3</p> <p>Response to Reported Cases – Page 7</p> <p>The WESD has met and continues to meet weekly, now biweekly, with Maricopa County Department of Public Health to ensure understanding and implementation of the guidance.</p>

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?

WESD has been open for in-person instruction the entire 2021-2022 school year and it offered an online/virtual option through our Distance Learning Program (DLP) for students/families who chose that learning model.

Students' Needs:

Academic Needs	<p>In-Person Learning Model</p> <p>Daily lessons taught by WESD educators focused on essential Arizona content standards in math, reading, science, social studies, writing and special areas skills.</p> <p>Intervention opportunities to support individual student needs.</p> <p>Small group instructional strategies to provide targeted skill development.</p> <p>Consistent monitoring and assessment of student progress to evaluate current learning mastery on a consistent basis.</p> <p>Support for students' social and emotional needs through a variety of lessons, activities and live sessions with WESD social workers, school psychologists and behavior interventionists as needed.</p> <p>Special Education, English Language and Gifted services provided.</p> <p>Utilization of technology and virtual learning tools embedded into classroom instruction.</p> <p>ParentVUE utilized to communicate effectively with parents on grades, lessons and progress.</p> <p>Online Learning Model</p> <p>WESD will offer Chromebooks for families without personal devices to utilize at home during online learning.</p> <p>Scholarships are available for families without Internet service.</p> <p>Technology support resources available for families to support virtual learning.</p> <p>Live daily lessons developed and taught by WESD educators focused on essential Arizona content standards in math, reading, science, social studies, writing and special areas.</p> <p>Assessment and monitoring of student learning and progress.</p> <p>Small group and intervention groups provided to meet individual needs of students.</p>
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	<p>Special Education, English Language and Gifted services available for qualifying students.</p> <p>Access to student grades, assignments and communication tools with teachers through ParentVUE.</p> <p>Support for students’ social and emotional needs.</p> <p>Access for families to request support services from WESD Social Services team and community partners.</p> <p>Teachers will be provided with ongoing professional development on effective distance learning instructional strategies.</p> <p>Online learning training opportunities for parents to support children with distance learning tools.</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>Social, Emotional Well-being and Mental Health</p> <ul style="list-style-type: none"> • Provide access to social services support at all WESD schools and campuses for social, emotional and mental health well-being for students, families and staff. • Provision of a systemic approach to monitoring, assessing and addressing student, family and staff needs. • Sustain emotionally, academically safe and supportive classroom and school environments • Employ relationship-building and interaction strategies with students and families. • Implement consistent and predictable classroom routines. • Offer support to individual and groups of students as indicated through the provision of a multi-tiered system of support. • Routines and procedures will employ following principles: <ul style="list-style-type: none"> o Safety o Trustworthiness & transparency o Peer support o Collaboration and mutuality o Empowerment of student voice and choice o Thoughtful consideration of cultural, historical, and gender issues • Utilize community partnerships to offer an expanded range of supports to identified students, families and staff. <p>Social and Emotional Learning Supports</p> <ul style="list-style-type: none"> • Promote Social/Emotional Learning (SEL) through specific and integrated avenues of instruction, so that all members of our community possess the necessary skills to contribute positively to our community. • Provide ongoing support to staff to teach SEL skills through modeling and integrated instruction. • Create and provide opportunities for students to practice SEL skills, focusing on self-awareness, self-management, social awareness, responsible decision making and relationship skills • Provide opportunities to elevate student and family’s voices in school planning related to social emotional support and learning. • Promote positive student socialization and opportunities for guided play and relationship building. • Incorporate trauma-informed practices and SEL in a manner that supports equity, inclusion and reflects cultural responsiveness.

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	<ul style="list-style-type: none"> • Provide training, support, guidance and consultation to all school personnel related to SEL specific and integrated instructional strategies.
<p>Other Needs (which may include student health and food services)</p>	<p>Health and Wellness</p> <ul style="list-style-type: none"> • Review and revise health policies and practices, as needed, and communicate any changes in health policies and practices to students, families, and staff. • Teachers will informally screen students for respiratory symptoms. If the staff member has concerns for a student, the health office will be contacted. • Ensure posters are in place at the entry to each classroom to assist with identifying symptoms. • Post signage in all rooms and common areas explaining hygiene practices to prevent spread. • Provide training for all staff related to identification of COVID-19 symptoms and management of safety measures to minimize transmission. • All staff will self-assess their own health for symptoms of respiratory infection daily and not report to work if there are any indications of illness. • Establish safe procedures for any basic health screenings (e.g., annual hearing, vision). • Provide school health personnel with any necessary personal protective equipment (PPE) in alignment with identified needs (e.g., gloves, goggles, face shield, procedural masks). <ul style="list-style-type: none"> o Require use of hand sanitizer or hand washing prior to entering the health office. • Provide school staff working with medically fragile students, as identified in individual health plans, with any necessary PPE. • Provide staff who work with students with an IEP with more significant needs with any necessary PPE as recommended by the Special Education Department. • Provide training to staff for use of procedural PPE. • Update health records for students in alignment with Health Insurance Portability & Accountability Act (HIPAA) and Family Educational Rights & Privacy Act (FERPA) requirements. • Establish isolation areas for students or staff who may be sick after coming to school. • Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection. • Use screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms. • Use processes for staff involved in screenings to report findings to school, district, and public health officials in alignment with medical privacy laws. • Provide on-going instruction to staff on how to clean and disinfect objects and high touch surfaces. • Provide on-going instruction to staff regarding: <ul style="list-style-type: none"> o Respiratory hygiene: <ul style="list-style-type: none"> - Avoiding touching the eyes, nose, and mouth. - Covering the mouth when coughing.



- Covering the nose when sneezing and safely discarding tissues.
- o Hand washing:
 - Using soap and water, scrubbing for 20 seconds, and rinsing.
 - Using paper towels to dry hands if feasible.
 - Using alcohol-based hand sanitizer.
- o Face mask
 - Provide instruction on how to wear face masks.

Nutrition Services

- Breakfast will be served in the classroom at all schools.
- Classes will be staggered to arrive in cafeteria to maintain distancing when lining up for lunch, when feasible.
- Additional lunch periods will be added at some schools.
- Cafeteria entries and serving lines will be marked for social distancing.
 - o Students will be socially distanced while eating lunch using the cafeteria, stage, classrooms, and outdoor areas, as weather permits. Lunch tables will be separated and students will be facing one direction, when feasible.
- Students and school staff will wash and/or sanitize hands prior to entering serving area.
- All lunch entrees will be individually portioned.
- When shared objects (utensils, tongs) are used, continue to change and replace according to the food safety code.
- Sharing of food is not allowable.
- Continue using touchless point of sale.
- Follow public health guidelines for cleaning and disinfecting, preparation, and meal service.
- Enhanced air cleaning with HEPA air scrubbers located in the preparation, service and seating areas.

Staff Needs:

Social, Emotional and Mental Health Needs

Social, Emotional Well-being and Mental Health

- Provide access to social services support at all WESD schools and campuses for social, emotional and mental health well-being for students, families and staff.
- Provision of a systemic approach to monitoring, assessing and addressing student, family and staff needs.
- Sustain emotionally, academically safe and supportive classroom and school environments
- Employ relationship-building and interaction strategies with students and families.
- Implement consistent and predictable classroom routines.
- Offer support to individual and groups of students as indicated through the provision of a multi-tiered system of support.
- Routines and procedures will employ following principles:
 - o Safety
 - o Trustworthiness & transparency
 - o Peer support
 - o Collaboration and mutuality
 - o Empowerment of student voice and choice

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	<ul style="list-style-type: none"> o Thoughtful consideration of cultural, historical, and gender issues • Utilize community partnerships to offer an expanded range of supports to identified students, families and staff.
Other Needs	

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	March 21, 2022
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	The WESD sends weekly updates to all families and staff with an email address provided for questions/suggestions. When we've received major revisions from the CDC or MCDPH, we include it in our weekly update. Additionally, the board provides an opportunity for public input at every regular meeting.

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.

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- (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