

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.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	N	The WESD is following the updated recommendations from the CDC and Maricopa County Department of Public Health which was updated 8/11/22.
Handwashing and respiratory etiquette	Y	<p>Health Screen and Hand Hygiene</p> <p>Students will be reminded of proper respiratory hygiene, including:</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>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</p> <p>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:</p> <p>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>

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		<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>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>Enhanced Cleaning – 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.</p> <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.</p> <p>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.</p> <p>Continuing to supplement our schools with vendor-provided cleaning staff as needed.</p> <p>HEPA air scrubbers for classrooms, cafeterias and other locations.</p> <p>Continuing to maintain preventive maintenance schedules, repairs, and unit/component replacements, for heating, ventilation, and air conditioning (HVAC) units throughout the school district.</p> <p>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.</p> <p>Keeping all exhaust fans running continuously to maximize the amount of local exhaust ventilation, per ASHRAE guidelines.</p> <p>Adjusted all HVAC schedules to start up two-hours pre-occupancy and continue running two-</p>

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		<p>hours post-occupancy to further ventilate the interior spaces and maximize the amount of fresh air, per ASHRAE guidelines.</p> <p>Protective barriers installed in all school offices and department transaction counters.</p> <p>Installed new handwashing sinks at multiple schools.</p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	N	The WESD is following the updated recommendations from the CDC and Maricopa County Department of Public Health which was updated 8/11/22.
Diagnostic and screening testing	Y	<p>Mitigation page on WESD website provides 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, including testing and vaccines. • 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).
Efforts to provide vaccinations to school communities	Y	<p>Mitigation page on WESD website provides 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, including testing and vaccines. • 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).
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	WESD has been open for in-person instruction since the 2022-2023 school year began. The district opened its 33 rd school, the Online Learning Academy, this fall which gives parents the option of in-person or virtual learning. The Online Learning Academy provides supports for special education and gifted students.
Coordination with State and local health officials	Y	The WESD is following the updated recommendations from the CDC and Maricopa County Department of Public Health which was updated 8/11/22. The WESD continues to take part in the biweekly meetings with MCDPH.

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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?

WESD has been open for in-person instruction since the 2022-2023 school year began. The district opened its 33rd school, the Online Learning Academy, this fall which gives parents the option of in-person or virtual learning.

Students' Needs:

Academic Needs

In-Person Learning Model

- Daily lessons taught by WESD educators focused on essential Arizona content standards in math, reading, science, social studies, writing and special areas skills.
- Intervention opportunities to support individual student needs.
- Small group instructional strategies to provide targeted skill development.
- Consistent monitoring and assessment of student progress to evaluate current learning mastery on a consistent basis.
- 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.
- Special Education, English Language and Gifted services provided.
- Utilization of technology and virtual learning tools embedded into classroom instruction.
- ParentVUE utilized to communicate effectively with parents on grades, lessons and progress.

Online Learning Model (Online Learning Academy)

- WESD will offer Chromebooks for families without personal devices to utilize at home during online learning.
- Technology support resources available for families to support virtual learning.
- 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.
- Assessment and monitoring of student learning and progress.
- Small group and intervention groups provided to meet individual needs of students.
- Special Education, English Language and Gifted services available for qualifying students.
- Access to student grades, assignments and communication tools with teachers through ParentVUE.
- Support for students' social and emotional needs.
- Access for families to request support services from WESD Social Services team and community partners.
- Teachers will be provided with ongoing professional development on effective distance learning instructional strategies.
- Online learning training opportunities for parents to support children with distance learning tools.



<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. • 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.

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- 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).
 - 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.
- Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection.
- Provide on-going instruction to staff regarding:
 - o Respiratory hygiene:
 - 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.

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

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	<ul style="list-style-type: none"> • 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.
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	July, 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 regular 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, most recently September 9 to inform families we're following the CDC recommendations. 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.

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- (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