

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



Entity ID	CTDS	LEA NAME
4196	030208000	Page Unified School District #8

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	Mask use is highly recommended rather than required for students, staff and visitors in district buildings. Mask use is required for all students, staff, and others on school buses and other public transportation. Mask use is not recommended while outside. Encourages staff and students to wear a new, clean mask each day. Display guidance through the school campus.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Maintain at least 3 feet of physical distance between students within classrooms, cafeterias and buses. Maintain at least 6 feet of physical distance for adults. Display guidance through the school campus.
Handwashing and respiratory etiquette	Y	Teach and reinforce handwashing with soap and water for at least 20 seconds. Remind everyone in the facility to wash hands frequently and assist young children with handwashing. If handwashing is not possible, use hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under 6 years of age. Display guidance through the school campus.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Teachers will disinfect desks after each class. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the District Response Team will be responsible to clean and disinfect the space.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Performed by District Response Team. DRT will coordinate with the local health department.
Diagnostic and screening testing	Y	Diagnostic Testing for symptomatic students and staff.
Efforts to provide vaccinations to school communities	Y	Coordination with CCHHS to administer vaccines.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Based on IEP needs, students will participate at the appropriate level of access given a continuum of services.

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



		In class procedures include full PPE to protect the health of students & staff.
Coordination with State and local health officials	Y	Report suspected and positive Covid-19 Cases to local health departments. Report Covid-19 test results through the State portal. Report suspected and positive Covid-19 Cases to the Navajo Nation for their residents. Community Wellness Collaboration of local healthcare providers as well as key PUSD leaders was established prior to COVID to discuss student and staff well being and community supports. The CWC continues to meet regularly to address ever changing needs.

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?

Page Unified School District has maintained in person learning throughout the school year. Sage and Sand Virtual Academy opened in SY 2020-2021 providing options for students in grades 6-12. For SY 2021-2022, SSVA added grades K-5. PUSD developed a plan around the district big rocks of Instructional Infrastructure, Culture of Learning, and Data Driven Practices to ensure continuity of services for all students.

Students' Needs:

Academic Needs

Big Rock #1: Instructional Infrastructure

District Commitments: Page Unified School District is committed to ensuring ALL students have access to a well rounded education by providing a high quality curriculum that is standards and evidence based and implementation of effective instructional practices that align with the PUSD Curriculum.

Priorities: Acceleration and Year 2 of BT Implementation

Expectations:

1. Schools develop MTSS to address instructional, behavioral, and social emotional needs of learners.
2. Students have access to challenging, engaging school experiences that accelerate their learning including access to grade- appropriate assignments focused on priority content.
3. Students have access to high quality instruction that addresses any gaps in prior learning- "Just in Time Scaffolding"

Big Rock #3: Data Driven Practices

District Commitments: Page Unified School District is committed to data driven decision making through the use of the PLC process. Data driven practices include a balanced

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



	<p>and comprehensive assessment strategy that uses multiple measures of data.</p> <p>Priorities: Performance Matters</p> <p>Expectations:</p> <ol style="list-style-type: none"> 1. Schools develop MTSS to address instructional, behavioral, and social emotional needs of learners. 2. Staff will meaningfully participate in the PLC process using data protocols 3. Teachers will meet weekly in collaborative teams to make decisions utilizing data to ensure student growth and learning. <p>In addition, students have the option to attend Sage and Sand Virtual academy now serving students in Grades K-12.</p>
Social, Emotional and Mental Health Needs	<p>Big Rock #2: Culture of Learning</p> <p>District Commitment: PUSD is committed to a culture focused on students learning that honors diversity, equity, and inclusion</p> <p>Priorities: SEL and Restorative Practices</p> <p>Expectations:</p> <ol style="list-style-type: none"> 1. Schools develop MTSS to address instructional, behavioral, and social emotional needs of learners. 2. Students feel like they belong in their school experience and students and families are treated as authentic partners.
Other Needs (which may include student health and food services)	<p>St. Mary's food program, hygiene products, school supplies, cleaning products and clothing exchange available to any family with a PUSD student.</p> <p>Parent Outreach: Strengthening families framework, motivational interviewing, and culturally relevant, trauma informed wrap around services available.</p>
Staff Needs:	
Social, Emotional and Mental Health Needs	Staff access to Employee Assistance Program which provides Encompass and Canyonlands providing weekly check-ins with staff
Other Needs	Staff training based on need including: CASEL (Restorative Practices and SEL alignment)

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	February 10th, 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:	Community Forum- September 23rd, 2021 and plans to continue every six months to seek continual feedback



CWC (Community Wellness Coalition) meetings monthly with local health care providers, superintendent, board president, LEA team, COVID specialist to discuss mitigation strategies and appropriate next steps
 Survey information sent to families regarding needs and wants around Acceleration of student learning (ongoing)

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

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

