

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	PUSD follows the recommendation of masking as outlined by the CDC. Wearing a well-fitting mask consistently and correctly reduces the risk of spreading the virus that causes COVID-19. Universal indoor mask use is recommended at a high COVID-19 Community Level. Anyone who chooses to or not to wear a mask should be supported in their decision to do so at any COVID-19 Community Level.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Not one of the mitigation strategies implemented at PUSD.
Handwashing and respiratory etiquette	Y	Washing hands can prevent the spread of infectious diseases. 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. Teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19. Display guidance through the school campus.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Custodial staff will use enhanced cleaning procedures to clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected. 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	The District Response Team will monitor cases and coordinate with the local health department of possible outbreaks.
Diagnostic and screening testing	Y	PUSD has rapid Covid-19 testing available for staff and students. Test to Stay (TTS) combines contact tracing and serial testing (testing that is repeated at least twice during a seven-day

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		period after last close contact with a person with COVID-19) to allow some students, teachers, and staff who would otherwise need to quarantine, do not test positive for COVID-19, and do not have symptoms of COVID-19 to continue in-person learning.
Efforts to provide vaccinations to school communities	Y	Coordination with CCHHS to administer vaccines. Staying up to date on routine vaccinations is essential to prevent illness from many different infections. For COVID-19, staying up to date with COVID-19 vaccinations is the leading public health strategy to prevent severe disease.
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. 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 <u>well being</u> and community support. 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 will begin school on August 9th, 2022 for the 2022-2023 SY. During SY 21-22, PUSD 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 and will continue as an option this school year. 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. Further strategic and sustainability planning will be the continued focus moving forward.

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.



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 and comprehensive assessment strategy that uses multiple measures of data.

Expectations:

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.

Social, Emotional and Mental Health Needs

Big Rock #2: Culture of Learning

District Commitment: PUSD is committed to a culture focused on students learning that honors diversity, equity, and inclusion

Expectations:

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)

St. Mary's food program, hygiene products, school supplies, cleaning products and clothing exchange available to any family with a PUSD student.

Parent Outreach: Strengthening families framework, motivational interviewing, and culturally relevant, trauma informed wrap around services available.

Staff Needs:

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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) as well as Capturing Kids' Hearts.

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	August 9, 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 Outreach- needs collected during multiple registration blitz efforts at all chapter houses and on the PUSD campuses CWC (Community Wellness Coalition) met monthly with local health care providers, superintendent, board president, LEA team, COVID specialist to discuss mitigation strategies and appropriate next steps. CWC will continue meeting to determine and respond to ever changing needs.

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