

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



| Entity ID | CTDS | LEA NAME |
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| 4446 | 110404000 | Casa Grande Elementary School District 4 |

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 | Yes | <p>Face Coverings</p> <ul style="list-style-type: none"> ● Mask use for all Students, Staff, and Guests will be optional while on campus and at school related activities. Mask use is encouraged / recommended for close proximity, small group activities; however, usage is still optional. ● When a school reaches 2% positive cases (relative to school population of total student enrollment and total staff members), individuals at that school will be required to mask up for no less than 2 weeks. |
| Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) | Yes | <p>Social/Physical Distancing</p> <ul style="list-style-type: none"> ● Schools should help students and staff maintain physical distance when it is possible/practical to do so. ● Seating arrangements may vary, such as tables, groups, etc. to best facilitate learning. |
| Handwashing and respiratory etiquette | Yes | <p>Handwashing & Hygiene</p> <ul style="list-style-type: none"> ● All staff, contractors, and other approved guests are asked to wash hands or use hand sanitizer regularly. It will be available upon entering a school or district facility. ● All students will be taught to wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol. It is recommended at the following times: <ul style="list-style-type: none"> o upon arrival at school (use hand sanitizer if there is no sink in the classroom) o after being outside for physical activity o before and after breakfast and lunch o prior to leaving school for home, and o after sneezing, coughing, or using a tissue to blow/wipe the nose ● All persons will be encouraged to cover coughs and sneezes with a tissue or place their mouth and nose in the crook of their elbow. Used tissue will be thrown in the trash and hands will need to be washed immediately after a cough or sneeze. ● All students, staff and guests will be encouraged to refrain from putting any non-food |



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| | | <p>items (hands, lanyards, IDs, pencils, etc.) into his or her mouth.</p> <ul style="list-style-type: none"> ● Everyone is encouraged to keep their hands away from eyes, nose, and mouth to the greatest extent possible. |
| <p>Cleaning and maintaining healthy facilities, including improving ventilation</p> | <p>Yes</p> | <p>Cleaning & Disinfecting</p> <ul style="list-style-type: none"> ● In an effort to sanitize and clean our classrooms, we will each need to do our part. It is the goal to keep traffic from going into the classrooms while students are in class. Therefore, multiple times a day, disinfecting of touchpoints will have to be done by in-class staff. Custodial staff will do thorough cleaning and disinfecting after students leave at night. <p>Improving Ventilation</p> <p>HVAC Systems</p> <ul style="list-style-type: none"> ● Fresh air intakes have been opened to the maximum extent possible ● Demand-controlled ventilation (CO2 sensors) have been disabled to increase fresh air intakes ● Fan Coil Units (FCUs) are set to run in “continuous mode” while facility is occupied to maximize fresh air circulation ● The district is performing daily air flushes/dilution and pre-cooling approximately 2 hours before and after school occupancy ● Supplemental HEPA Air Purifiers units were purchased for classrooms, nurse offices, and waiting areas. These units will run during school hours to further clean air in the schools. ● Every classroom in the school district has a classroom cleaning kit. ● There are paper towels in every room either on a dispenser or on a roll next to the kit. Paper towels are best for wiping down surfaces because they are then thrown away. <p>Classroom Cleaning Procedures</p> <ul style="list-style-type: none"> ● Disinfect touch points as needed. ● Disinfecting sprayers and foggers are utilized throughout the buildings for regular deep cleaning and as needed for additional cleaning efforts. ● Use the Purell surface spray on touchpoints daily as needed. Wiping is not necessary; however, it will work best if wiped. Paper towels are recommended for wiping down the surfaces. Wiping the surface is necessary if cleaning up a dirty area or spill. |



- Purell Surface Spray is a 30-60 second kill time - wait at least 30 seconds prior to wiping. Only a light mist is needed.

Cleaning Technology

- To clean technology devices and peripherals (laptops, Chromebooks, i-pads, interactive flat panels, keyboards, mice, etc.), a bleach-free and ammonia-free disinfecting wipe should be used. These wipes are available to be ordered from District Warehouse when your current supply has been exhausted. If cleaning wipes are not available, the Purell Surface Spray from the classroom cleaning kit should be sprayed onto a paper towel or soft cloth and then the device wiped down. Cleaning solutions should never be sprayed directly on any device. The paper towel should be damp, but not dripping.
- Individual devices should be wiped down at least once daily. It is suggested they are wiped down prior to placing them in a charging cart/tub with other devices.

Bodily Fluid Procedure

- In case of a bodily fluid that needs to be cleaned up, please use the emergency cleanup powder by sprinkling it over the surface of the bodily fluid. If a student needs to vomit, please provide the student with the bucket from the classroom cleaning kit. Notify the school office immediately for custodial services.
- While custodial services are cleaning the room, if possible, move students to another location temporarily (outside, if the weather permits).
- In conjunction with coil cleaning, Facilities Services staff will install higher-grade air filters as appropriate, and will maintain change-outs on a regular schedule.
- Our Facilities Services crew has cleaned, repaired, and/or replaced 100s of district exhaust fans to improve airflow. Whole building units are programmed to run along with the HVAC system.
- Classroom doors should remain closed except when a high volume of entering/exiting is occurring (i.e. during transitions) so HVAC systems may properly run and effectively filter and circulate air.



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| | | <ul style="list-style-type: none"> ● When possible, restrooms with exhaust fans should have fans running continuously with doors open (when not in use). ● Exhaust fans will continue to be maintained via scheduled facility visits and/or called in work orders. ● Ceiling fans should not be used and any floor fans should not be directed in a manner that forces air from one person to another. |
| <p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p> | <p>Yes</p> | <p>Facility Procedures for Confirmed Cases of COVID-19:</p> <p>If there is a confirmed case of COVID-19 in one of our district buildings, short-term closure of some or all facilities may be implemented. A confirmed case is identified as an infected person being in a school/district building. In such cases, CGESD will implement the following procedures:</p> <p>Coordinate with Local Health Officials</p> <ul style="list-style-type: none"> ● Once the District learns of a confirmed COVID-19 case of someone who has been on CGESD property, CGESD will immediately notify local health officials. Health officials will help CGESD leaders determine an appropriate course of action based on the case and potential exposure. ● CGESD is required to contact PCHD with any suspected or confirmed cases of COVID-19. ● If a student or staff member tests positive for COVID-19, the Employee COVID Report Team and Emergency Management Team will follow State and County health protocols in place at that time. <p>Temporary Closure of Facilities</p> <ul style="list-style-type: none"> ● Pinal County has advised that schools should not be closed as a result of a COVID-19 case in the household of a student or staff member. ● CGESD may send staff and students home from an affected school site or facility depending on the situation. An initial short-term closure will allow time for the local health officials and CGESD leaders to assess the situation and determine appropriate next steps, including making the determination if an extended closure is necessary to stop or slow the further spread of COVID-19. During the assessment period of temporary closure, local health officials and CGESD leaders will: <ul style="list-style-type: none"> ○ Establish recommendations for the scope (e.g., a partial school, single school, multiple schools, the full district) and duration of closures. |



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| | | <p>O Recommend that staff and their families of the impacted site or building be discouraged from gathering or socializing elsewhere.</p> <ul style="list-style-type: none"> ● In order to initiate proper communication and cleaning, school staff should follow the COVID Communication Guidance, which can be found in the appendix. ● CGESD will work closely with local health officials to disseminate accurate and timely communication regarding confirmed COVID-19 cases and any school or facility closures. |
| Diagnostic and screening testing | Yes | <p>Guidelines for Close Contact with Confirmed COVID-19 Case</p> <p>Contact tracing will no longer take place for a known positive case of COVID. Staff who have had an exposure as a close contact, either at work or at home, but remain asymptomatic will remain at work, no quarantine time is necessary. If staff choose to take a test for COVID-19, they should provide their supervisor with the results of a negative test. If they receive a positive test, they must adhere to the District protocols outlined in “Guidelines for Confirmed Cases of COVID-19’. The following practices must be adhered to if/when an employee returns to work after having close contact with a confirmed case of COVID-19:</p> <ul style="list-style-type: none"> ● At-home Symptom Screenings: Staff should self-screen for any adverse health symptoms each day before reporting to work. Employees are advised to stay home if they are sick or experiencing symptoms, even if the symptoms are not suspected to be associated with COVID-19. ● Regular Monitoring: As long as the staff member is fever or symptom-free, they should self-monitor - check their temperature twice a day, watch for fever, cough, loss of taste, shortness of breath, or other symptoms of COVID-19. ● Disinfect and Clean Workspaces: Staff should clean and disinfect their workspaces routinely. CGESD will implement their cleaning processes for all facilities, and staff is encouraged to also maintain cleanliness throughout the day. |
| Efforts to provide vaccinations to school communities | Yes | <p>Voluntary staff vaccination event was held in January 2020 with vaccines available to all employees at no cost. Voluntary student vaccination event, for students ages 11 and up, was held in September 2021.</p> |

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| | | We encourage staff and families to consult with their primary care physicians regarding updating vaccinations. |
| Appropriate accommodations for children with disabilities with respect to health and safety policies | Yes | Students with disabilities are receiving the same level of support in respect to health and safety as other students in classrooms. If a medical provider finds it necessary for a student with significant health concerns to stay home, we are working as IEP (individualized education plan) teams to determine if homebound services will be provided. |
| Coordination with State and local health officials | Yes | <p>Coordinate with Local Health Officials</p> <ul style="list-style-type: none"> Once the District learns of a confirmed COVID-19 case of someone who has been on CGESD property, CGESD will immediately notify local health officials. Health officials will help CGESD leaders determine an appropriate course of action based on the case and potential exposure. CGESD is required to contact PCHD with any suspected or confirmed cases of COVID-19. If a student or staff member tests positive for COVID-19, the Employee COVID Report Team and Emergency Management Team will follow State and County health protocols in place at that time. <p>Communication</p> <ul style="list-style-type: none"> In order to initiate proper communication and cleaning, school staff should follow the COVID Communication Guidance, which can be found in the appendix. CGESD will work closely with local health officials to disseminate accurate and timely communication regarding confirmed COVID-19 cases and any school or facility closures. |

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?

The Casa Grande Elementary School District plans to allocate funds to ensure continuity of services, addressing student academic, SEL, health, and safety needs; and staff mental health, health, and safety needs.

Students' Needs:

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| Academic Needs | <p>Student academic needs: Our CGESD Strategic Direction and Goals offers a blueprint to foster academic achievement and success. Proficiency in literacy and numeracy, innovative learning opportunities, and an initial career and education path plan for students in grade 8 round out our focus in this area. Ongoing formative assessment using iReady and a variety of other tools will help us identify students in need of additional academic support outside the Tier I instructional supports provided daily. Students</p> |
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| | <p>needing Tier II and Tier III support will be provided with intervention resources in order to build upon their current strengths and support their learning.</p> <p>Content coaches in English Language Arts and Math will provide ongoing job-embedded professional learning and feedback to teachers and support staff specific to reading, writing, and math instruction and interventions.</p> <p>The Student Success data features of Panorama Ed will provide information about student academic progress, attendance, behavior, and social emotional learning strengths in order to help teams of teachers build personalized goals and plans to meet the unique needs of students. Peer tutoring and paired reading, small group supplemental instruction, evidence-based intervention programming, after-school tutoring, intercession programming and other academic supports and interventions will be made available for students in need of additional support during outside of school time learning.</p> |
| <p>Social, Emotional and Mental Health Needs</p> | <p>Student social, emotional, mental health: Our CGESD Strategic Direction and Goals also encompasses social, emotional, mental health within the goal of improving school and district culture. We aim to heighten the sense of belonging and connectedness for all members of CGESD through the implementation of a robust multi-tiered system of support that includes SEL, counseling support, behavioral supports and interventions, a focus on restorative practices, and evidence-based academic support and intervention.</p> <p>Data obtained through Panorama will inform the use of explicit instruction in SEL competencies and more importantly, the integration of the principles of SEL throughout the content areas. Each school has a counselor to provide leadership and support for both staff and students, and all schools are in various stages of PBIS implementation. Many staff members, teachers, and leaders are learning about trauma informed and restorative practices and putting the pieces in place to support our learners who have experienced a wide range of traumatic experiences throughout the pandemic.</p> <p>We are working on ensuring every student and staff member will demonstrate the principles of inclusiveness, civic responsibility, and ethical behavior as evidenced by data related to a reduction in student office referrals, an increase in positive student recognition, and improvement in data related to SEL and school culture.</p> |
| <p>Other Needs (which may include student health and food services)</p> | <p>Other Needs: Health and nutrition continue to be a focus for our district as well. Each school has a nurse or health tech to support health and wellness for students. We work with outside dental, healthcare, and mental health providers to offer services and supports for students in need. Our school nutrition team does a nice job of ensuring all students receive healthy food and snacks to help with general health and learning.</p> |

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| | <p>Our McKinney Vento program provides necessities for students experiencing homelessness, and several organizations throughout the community donate goods and services that ensure our students have access to healthy meals at home, clothing, and other necessities that support learning.</p> |
| <p>Staff Needs:</p> | |
| <p>Social, Emotional and Mental Health Needs</p> | <p>Staff Social, Emotional, and Mental Health Needs: The recruitment and retention of qualified staff and students will continue to be a priority. Recognizing that our staff had experienced a greater sense of stress due to the pandemic, a retention stipend was offered to staff who returned for the 2021-22 school year. We raised salaries for all staff (2022-2023), including substitute teachers, and hired a permanent substitute for each school site to help ease the burden of the staff shortage. In 2023-2024, we continue working to address the teacher and substitute teacher shortage. Our school counselors and psychologists provide assistance and support to teachers and staff when appropriate, and we also have a program with regular emails about mental health, self-care, and counseling opportunities for staff.</p> |
| <p>Other Needs</p> | <p>Other Needs: Healthy and clean air and other COVID-19 mitigation strategies help maintain a healthy workforce. Each classroom has a Medify air purification system, and HVAC units are being upgraded to include state of the art technologies to offer safer air handling. Our district has offered vaccine clinics and additional rapid testing kits to staff in need.</p> |

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**

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| <p>Date of Revision</p> | <p>08/28/2023</p> |
| <p>Public Input</p> | |
| <p>Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:</p> | <p>The district has made public the "A Return to In-Person Learning" plan by publishing it to the 'Families' tab of the Casa Grande Elementary School District's webpage, www.cgesd.org. As part of this plan, the District has listed the contact name and contact information for the public to send any input/feedback regarding the district's current return to in-person learning plan. Any information received will be discussed between district leadership and/or the Governing Board before implementation of any changes to this plan.</p> |



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