

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



Entity ID	CTDS	LEA NAME
4394	090220000	Whiteriver Unified School District

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	All staff/students will wear face masks per the Governing Board approved WUSD Return to Learn Plan Revision 5-5-22 In April, the White Mountain Apache Tribe repealed the mandatory wearing of masks. The WUSD Policy was revised to allow for mask wearing if staff and students wish to do so. It is no longer required.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Students will be physically distanced in classrooms to the greatest extent possible. Elementary students are cohorted within classrooms. Secondary students are cohorted within school wings as much as possible (see WUSD Return to Learn Plan) Revision 5-5-22 Students are no longer cohorted.
Handwashing and respiratory etiquette	Y	Per governing board approved WUSD Return to Learn Plan, all students are required to wash/sanitize hands upon arrival to school, before/after meals/snacks, before/after using restroom, after outside breaks.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Per Governing Board approved WUSD Return to Learn Plan, additional custodians have been hired to ensure the consistent sanitization of facilities and air purifiers will be added to HVAC systems.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	WUSD Schools work closely with local, tribal contact tracing teams to ensure timely quarantine for staff and students exposed or testing positive for COVID19 (see governing board approved WUSD Return to Learn Plan).
Diagnostic and screening testing	Y	Staff and students have access to both weekly pool testing and diagnostic screening as needed (see WUSD Return to Learn Plan) Revision 5-5-22 This will continue through our summer programming in May-June.
Efforts to provide vaccinations to school communities	Y	WUSD works closely with local Indian Health Services to provide venues for all school community members (see WUSD Return to Learn Plan)

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Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Per WUSD approved Return to Learn Plan, accommodations for students with disabilities or compromised health concerns are provided in a timely manner.
Coordination with State and local health officials	Y	WUSD works closely with state and local health officials to update and revise current WUSD Return to Learn Plan as needed.

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?

WUSD will be using ESSER, ESEA, Impact Aid and Title 6 funding to ensure continuity of services including:

- Academic/Emotional support staff: reading specialists, truancy/drop-out prevention coordinators, instructional assistants, counselors, social workers, and school improvement specialists
- Additional custodial support/bus monitor staff
- Bathroom upgrades at all campuses to make disinfecting more efficient
- Custodial disinfectant resources and PPE
- HVAC air purifiers
- Replacement chromebooks for student and instructional staff use
- Display boards in every classroom to enhance instructional delivery
- Ongoing professional development related to MTSS, PLCs, instructional differentiation, and supports for students with disabilities
- MOU with Apache Behavioral Health Services (5 year)
- Continued Community Eligibility Programs to provide free breakfast & lunch to every student
- Continued Partnership local with Indian Health Services hospital to provide vaccination and general health clinics, screenings, and immunizations

Students' Needs:

Academic Needs	<p>Elementary (K-5) utilize a standards based report card with indicators of proficiency (HP, P, PP, MP). Teachers use formative and benchmark assessments to determine progress towards mastery.</p> <p>(JH) utilizes a subject based, letter grade system. Teachers use weekly formative assessments to gauge mastery with essential standards as identified within the PLC process.</p> <p>(HS) Teachers use curriculum-based common formative assessments and benchmarks to monitor content mastery. Assessment data is analyzed and action plans are created after every benchmark.</p> <p>Extended school day/year instructional opportunities are provided at all campuses.</p> <p>All schools implement Multi-Tiered Systems of Support, including Tier I Positive Behavior Supports and Intervention.</p> <p>All schools implement weekly Professional Learning Communities.</p>
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<p>Social, Emotional and Mental Health Needs</p>	<p>Social Emotional Learning: Apache Behavioral Health Services and WUSD staff will provide Behavior Health Promotion services to all WUSD students K-12 focused on practical behavioral health skills to deal with the current COVID-19 situation. We are committed to provide:</p> <ul style="list-style-type: none"> -A weekly Social Emotional Learning Skills lesson for all students K-12 which will incorporate the following curriculum as appropriate per grade level. DBT Skills in Schools (DBT-A) James Mazza, et al 2016 Social Decision Making and Social Problem Solving SDM/SPS Research Press Overcoming Obstacles Life Skills Curriculum overcomingobstacles.org -Videos produced for each weekly topic for all grade bands that can be posted online. -Weekly lessons will also be posted in document format online for download and printing in packets for students. <p>STEAM Education: ABHS will continue to support STEAM education through STEAM online activities and/or at home STEAM kits. We are committed to provide:</p> <ul style="list-style-type: none"> -Weekly STEAM activities that can be done online or with minimal supplies at home. -Continued opportunities for VEX Robotics Education and competitions. This will be done initially through the VEX VR online robotics programming platform. <p>Counseling Services: ABHS will continue to support clients who attend WUSD #20 through face-to-face and telehealth counseling services. We are committed to provide:</p> <ul style="list-style-type: none"> -Continued contact and counseling services with clients through phone and online meetings -Continued contact and counseling services with clients through home visits -Continued contact with clients through family counseling sessions where requested. <p>(JH)Continual training with staff using an established vision for SEL. Continued emphasis on Maslow before Blooms. Continued support with Trauma Informed instruction and relationship building with students.</p> <p>(HS) Develop a student support team/ plan that identifies the needs of students, special populations, and resources within school and tribal organizations. Actions steps to make resources available for students in a virtual setting.</p> <p>(HS) Building Resilience Training for all staff focusing on student outreach and relationship building.</p> <p>(HS) Intervention meetings based on student behavior, attendance and academic progress.</p>
<p>Other Needs (which may include student health and food services)</p>	<p>WUSD continues to provide a community eligibility program-based meal program where all students are provided a healthy breakfast & lunch free of charge.</p> <p>WUSD works closely with local Indian Health Services to provide site-based immunization and wellness clinics as well as dental and vision services as needed.</p>

Staff Needs:

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<p>Social, Emotional and Mental Health Needs</p>	<p><i>Describe commitments on delivery of employee support services including but not limited to:</i> <i>Human resource policies and support for employees; and</i> <i>Regular communication from the administration.</i></p> <p>Paperwork and copy requests of employee documents from file.</p> <ul style="list-style-type: none"> -Missing employee documents from files - Addenda Contracts -Emailed requests for HR: Verifications, certification questions, contracts, employee access and system setup -Communication regarding employee wellness plan and Employee Assistance Program (EAP) -Communication regarding health insurance changes, mobile programs, and on-site offers. -Communication regarding board policies on transfers, resignations, and leave payouts -Communication regarding status of emergency certificated teachers, intern teachers, non-renewals
<p>Other Needs</p>	<p><i>Describe how professional development will be provided to employees:</i></p> <ul style="list-style-type: none"> -Pre Service will be given in a virtual setting for a full week consisting of training including but not limited to virtual instruction, SEL, resiliency and Teacher self-care. -Professional development calendar created for sites and the district -Schedule and implement weekly PLC meetings -Schedule and implement professional development for staff using scheduled PD Fridays. -Provide instructional coaching to all teachers based on need and request using instructional coaching staff. -Support for new teachers and teachers needing extensive tech training -Provide training for new tech programs -Host a professional book studies <p><i>List Specific Professional Development Topics That Will Be Covered</i></p> <p>District- Google classroom, flipped classroom, resiliency, trauma informed teaching, teacher self-care, Tyler SIS, PLC, Kids at Hope, rigor, growth mindset, virtual engagement, connecting with student and parents, Online- from challenges to opportunities, grit, Social Emotional learning, Emotional Intelligence and Mindfulness, ELL, Sped, 21st century learners, building trust and safety, integrating culture, working with trauma, IA's helping on line, cultural efficacy, RTI, MTSS, PBIS, and Collective efficacy</p> <p>AHS- UDL training, PLC, Trauma informed teaching, resiliency training, google classroom training, flipped classroom</p> <p>CBE- Google classroom, Virtual engagement, Lexia, data binders, Learning by Doing, PLC, PBIS</p> <p>CDJH- growth mindsets, Google classroom engagement strategies, differentiated instruction, mindfulness, student centered learning, mindfulness, PLC, PBIS,</p>

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	<p>SME -curriculum, PLC, Google classroom, virtual engagement, lesson planning, mission and vision, Instructional Standards and Objectives, Teach Like a Champion</p> <p>WES- Google Classroom, Google Platforms, Digital Resources to support Virtual Learning, Lexia, Being a Writer, Keyboarding Without Tears, PLC's, SEL</p>
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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	
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	<p>WUSD Return to Learn Plan initial approval: 7/26/21 Revision 1: 8/25/21 Revision 2: 10/14/21</p> <p>WUSD schools meet weekly bi-weekly with local tribal Emergency Operation Committee and Indian Health Services representatives. Parent Advisory Councils meet monthly at all schools and for the Federal Programs Department.</p> <p>WUSD Safe Return to In-Person Learning Plan revised on 5-5-22 based on feedback from community partner representatives and school Parent Advisory Council feedback.</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