

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



Entity ID	CTDS	LEA NAME
4279	070466000	Roosevelt 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	<p>Students are required to wear cloth face coverings while indoors, subject to the health condition exception stated below: *Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff.</p> <p>Employees are required to wear cloth face coverings while indoors unless they cannot do so for health reasons</p> <p>6/20/22 The district has lifted the mask requirement but continues to recommend the use of face masks, especially when social distancing isn't possible.</p> <p>9/12/22 Face masks are made available for students and staff for those who wish to use one. Those who have tested positive for COVID may return after 5 days if symptoms have improved and must wear a mask around others for 5 days.</p>

<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>Staff members will educate and remind students regularly to always maintain a safe distance between individuals possible. Where possible, students and staff will remain with the same groupings throughout the day. Reduced class sizes will be considered as much as possible within the constraints of the number of students enrolled and the physical layout of the school. All classrooms should have desk dividers for every student. Desks will be positioned as far apart as possible and facing the same direction rather than facing each other unless desk dividers are being used. Large tables will not be used for grouping of students unless this is the only option and desk dividers are used.</p> <p>6/20/22 Whenever possible, social distancing is recommended while indoors. Desk dividers are no longer required in the classrooms and students are seated in groups when collaborative learning is happening.</p> <p>9/12/22 Whenever possible, social distancing is recommended while indoors. Desk dividers are no longer required in the classrooms and students are seated in groups when collaborative learning is happening.</p>
<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p>All staff and students are required to wash their hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol at the following times: • upon arrival at school (use hand sanitizer if there is no sink in the classroom), • after being outside for physical activity, • before and after meals, • prior to leaving school for home, and • after sneezing, coughing, or blowing nose.</p> <p>6/20/22 The regular use of hand sanitizer and handwashing throughout the day will continue to be strongly recommended and encouraged.</p> <p>9/12/22 Frequent handwashing will continued to be encouraged and hand sanitizer is available in every room.</p>

Cleaning and maintaining healthy facilities, including improving ventilation	Y	Daily cleaning and disinfecting will be arranged for all frequently touched surfaces in work areas, such as door handles, sink handles,
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		<p>drinking fountains, desks, and learning tools. The playground, sports equipment, and any other shared items must be cleaned between uses by groups of students.</p> <p>6/20/22 Classroom air filters will continue to be used. Custodians will continue to regularly clean and disinfect campuses, focusing on high-traffic areas and frequently touched items.</p> <p>9/12/22 Every classroom will continue the use of air purifiers. Regular deep cleaning and sanitization will continue to take place throughout all the campuses.</p>
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Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments All schools in the Roosevelt School District follow Maricopa County Department of Health Services protocols for isolation and quarantine. In addition, using guidance from MCDHS and the CDC, the district has developed protocols for contact tracing in schools. These protocols are used for every positive COVID-19 case on campus. School nurses and health technicians report all positive cases to MCDHS. Schools have isolation rooms that are separate from the health office in order to mitigate any potential spread of the virus when a symptomatic student is on campus.</p> <p>All schools in the Roosevelt School District are also participating in weekly pool testing through a partnership between Arizona Department of Health Services and Concentric. They have Binax-Now rapid tests in stock on campus, which are used for symptomatic staff and students, as well as identifying the positive individual when a positive pool test is received.</p> <p>6/20/22</p>
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Diagnostic and screening testing	Y	<p>If a person becomes sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below should be followed:</p> <p>Employee: 1. If an employee develops COVID-19 symptoms, report the situation to Supervisor/Principal. Confidentiality must be maintained to the greatest extent possible. 2. If an employee tests positive for COVID-19, immediately report the situation to Supervisor/Principal and HR Benefits Specialist. Confidentiality must be maintained to the greatest extent possible. 3. Employee who has developed COVID-19 symptoms or had a positive COVID-19 test may not return to the site until instructed to do so by designated district staff, who will be informed by guidance from Maricopa County Health Department. Student:</p> <p>1. Immediately report the situation to School Nurse. Confidentiality must be maintained to the greatest extent possible. 2. If a student</p>



		<p>develops COVID-19 symptoms at school, student will be sent to campus isolation room and arrangements will be made to send the student home in a safe manner. Provide student with the MCDPH Home Isolation Guidance for People with COVID-19. 3. Students who have developed COVID-19 symptoms or had a positive COVID-19 test may not return to the site until instructed to do so by designated district staff, who will be informed by guidance from Maricopa County Health Department.</p> <p>6/20/22 The district will continue to follow guidance from the CDC and MCDPH regarding quarantine and isolation for COVID-19. The district has a supply of rapid tests through MCDPH and AZDHS that can be used on campus and distributed to families.</p> <p>9/12/22 The district will continue to follow CDC and MCDPH guidelines.</p>
Efforts to provide vaccinations to school communities		<p>Roosevelt School District partners with Phoenix Union HSD and other community organizations to offer vaccines to our students, families, and the South Phoenix community continually throughout the year. Through these partnerships, vaccination PODs were set up. The COVID-19 vaccine is available for free to all eligible age groups. Proof of insurance is not required. The vaccinations are given every Saturday at multiple campuses.</p> <p>6/20/22 The district will continue to promote vaccination information and opportunities to the community.</p> <p>9/12/22 The district will continue to promote vaccination information and opportunities to the community.</p>
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>The Exceptional Student Services Director and Social-Emotional Learning Director will coordinate with site-based case managers to ensure that students with special needs and students with 504 plans are being met in the context of implementation of these safety protocols</p> <p>6/20/22</p>

		<p>The district will continue with efforts launched during the 2021-22 school year.</p> <p>9/12/22 The district will continue with efforts launched during the 2021-22 school year.</p>
Coordination with State and local health officials	Y	<p>Message from the Superintendent CDC Guidelines Response to Reported Cases</p> <p>6/20/22 District lead nurse and other officials will continue to engage in regular webinars and other informational sessions to stay up-to-date with CDC and MCDPH guidance.</p> <p>9/12/22 District lead nurse and other officials will continue to engage in regular webinars and other informational sessions to stay up-to-date with CDC and MCDPH guidance.</p>

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 RSD is committed to maintaining Continuity of Services as outlined in its Safe Return to Learning Plan 2022-2023. RSD continues to monitor and adjust if needed the continuity of Services based on the current national and state reports. Student needs and student social, emotional, and mental health and other needs are addresses. Plans are modified, approved and communicated to the RSD community when appropriate and will continue for the FY22/23 school year.

Students' Needs:

Academic Needs	<p>The 2021-2022 Roosevelt SD was developed and approved by the board in order to achieve 2 purposes:</p> <ol style="list-style-type: none"> 1. Ensure student learning continues during a quarantine or isolation due to COVID-19. 2. Mitigate the impact of high student absences on both students and the school during the COVID-19 pandemic. <p>By having an Instructional Model in place, the district can now provide a short-term remote learning experience to students who meet one of the following eligibility requirements: 1. The student</p>
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has tested positive for COVID-19 and must isolate for at least 10 days. 2. The student is a sibling of a student who has tested positive for COVID-19 and must quarantine. 3. The student has been identified as a close contact of someone who has tested positive for COVID-19 and must quarantine.

Classroom Teacher Responsibilities: A teacher's responsibilities for providing remote learning will depend upon the level of quarantine (whole class vs. partial or individual student quarantine) along with their grade level/content. The responsibilities outlined below identify the minimum expectation. Teachers are welcomed and encouraged to provide additional supports as they are able. Teachers will be responsible for accurately recording student attendance in Synergy while in remote learning at the designated times. Upon the student's return to campus, if sufficient work has not been submitted, the teacher may work with the attendance clerk to adjust the student's attendance to properly reflect their participation in remote learning. Teachers will need to provide students/families with guidance on remote learning, including directions for attendance and completing work. A template has been created that teachers can use which includes the most important information. In addition, a SharePoint folder has been created with additional resources for families.

Special Area Teacher Responsibilities: It is recognized that the factors and timing of a class quarantine can cause significant challenges for special area teachers in planning and delivering learning experiences for students in remote learning due to quarantine. For this reason, district content leads for special area will assist in creating and sharing these learning activities. Whenever possible, special area teachers are encouraged to create asynchronous learning tasks and upload into Canvas/SeeSaw or share with classroom teachers. Choice boards are a recommended option so that they can be used for an extended period.

Exceptional Student Services Teacher Responsibilities: In a resource setting, ESS teachers are encouraged to provide direct specialized instruction via Zoom whenever possible during their regularly scheduled times. The resource teacher should work with the student's homeroom teacher to communicate Zoom information and resource times. Students can be provided with asynchronous learning tasks that align with their IEP goals; however asynchronous learning does not count toward their service minutes. For self-contained ESS programs, the teacher should work with the principal and ESS department staff to determine if direct specialized instruction can be provided via Zoom and proceed as appropriate. Students can be provided with asynchronous learning tasks that align with their IEP goals; however asynchronous learning does not count toward their service minutes. The IEP case manager of any ESS student who must quarantine, or isolate will follow the student's IEP and work with the ESS team to determine if minutes need to make

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up at a later time, including related services. Compensatory services are always an option as well.

Kindergarten and Asynchronous Resources: The Teaching & Learning Division is aiding with the development of learning packets for kindergarten and weekly asynchronous work aligned with the district curriculum maps. This information can be found here: [Teacher Resources for Remote Learning](#) These resources are available as an option for teachers and are not required to be used. Teachers are encouraged to provide learning tasks and resources that are most appropriate for their students. **Kindergarten** Because kindergarten students may not yet be proficient in Zoom or all-virtual learning, the ITM plan includes primarily asynchronous learning tasks and developmental activities that are a balance between print/hands-on materials and digital resources, regardless of the level of quarantine. **Quarantine Level Attendance Instruction Whole Class** The teacher will provide Zoom information to families and specify 2 times (AM/PM) during the day that students should log in to Zoom and be counted present for the day. During this time, the teacher should give students directions on their work and lead a virtual community circle time. If the family encounters challenges with this, a parent may call into the school and report that the student is working on their learning tasks for the day. While attendance will be done initially based on a student's presence during the virtual check-ins, if a student does not submit completed work upon return from quarantine/isolation, the teacher can work with the attendance clerk to adjust attendance based on completed work. **At-Home Learning Kits** should be provided to each student. These kits would include packets of work aligned to

6/20/22

The district anticipates a 2022-23 school year that is similar to the end of the 2021-2022 school year. While the district will be prepared to modify plans due to quarantine requirements, the focus is on a "new normal" with learning settings that are in-person, collaborative, supportive and rigorous. There is not an intention of implementing an Instructional Time Model for virtual learning while in quarantine/isolation.

The district is continuing to offer the RSD Online Academy for students/families who wish to remain in a virtual learning setting.

9/12/22

The district continues to anticipate the school year will be similar to the end of the 21/22 school year. The focus is on a "new normal" with learning settings that are in-person, collaborative, supportive and rigorous. The district is continuing to offer the RSD Online

	<p>Academy for students/families who wish to remain in a virtual learning setting.</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>Tier I - every school classroom is providing community circles to build relationships and community both within the classroom and school building. RSD has a partnership with SW behavioral health in which students have access to mental health therapists on any campus. Students have access to a school social worker, responsible for providing Tier II and III intervention that includes individual counseling, small group, SEL topic discussions in classrooms, crisis intervention, suicide and bullying prevention.</p> <p>6/20/22 SEL continues to be a priority in the district, with additional training planned for all staff. Social workers will remain on every campus, as will counselors on the majority of campuses.</p> <p>9/12/22 SEL continues to be a priority in the district, with additional training planned for all staff. Social workers will remain on every campus, as will counselors on the majority of campuses.</p>

Other Needs (which may include student health and food services)

Food Services - Meals may be served in the cafeteria, in classrooms, and other designated eating areas following schedules determined by individual school sites. Meals will be served on disposable food service items (trays, plates, etc.), if possible. If disposable items cannot be used, food service staff will collect all items while wearing gloves. Students are prohibited to always share items with one another. If there is a student with food allergies, convene a 504 team to discuss appropriate accommodations. These may include, for example, taking the student to another location, such as a school conference room or the multipurpose room, with one friend (so long as social distancing can be maintained in the alternate location). If serving meals in the cafeteria, the following should be followed:

- Mark tables in the cafeteria to indicate where students may sit.

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- Assign same direction seating if possible.
- Assign students to a specific seat with a safe distance between marked seats.
- Limit cafeteria seating to the number of assigned seats.
- If students line up for meal service, permit only one class to line up at a time, and place markings on the floor to indicate where students should stand to maintain social distancing. Alternatively, serve food to each student at their assigned seat.

Bus Transportation Getting on the bus | Bus Stops Per federal mandate, face coverings must be worn by all individuals while on a school bus or any district transportation. All buses will have clearly visible signage communicating to parents that students should not enter the school bus with any of the above symptoms. A bus driver or aide will visually check each student prior to the student boarding the bus. If a student exhibits visible symptoms,¹ the following steps will be taken:

- If the parent is at the bus stop, the student will return to their parent.
- If the parent is not at the bus stop, the student will be socially distanced from other persons. If a student has a chronic condition such as allergies or asthma, parents should inform staff of that condition. If staff has been so informed, students with symptoms of runny nose or cough should be permitted to ride the bus.

Bus Seating Options To the greatest extent possible, given bus capacity, students will be assigned to bus seats with one student per row and, when possible, an empty row between students. Where students can be assigned one per row, assign them to the seat closest to the window. Maximum bus ventilation will be always maintained, including open windows (weather permitting).

- Buses will be loaded from back to front at bus stops and unloaded front to back when at school (to minimize students passing by other students).
- Siblings will be allowed to sit together if they wish.

6/20/22

Meal service and transportation will return to pre-pandemic operations, but we are prepared to pivot if necessary for student and staff safety.

	<p>9/12/22 Meal service and transportation will return to pre-pandemic operations, but we are prepared to pivot if necessary for student and staff safety.</p>
Staff Needs:	
<p>Social, Emotional and Mental Health Needs</p>	<p>In an effort to increase support and emotional social wellness to staff the RSD has CARE teams at each campus. These teams are responsible for identifying specific needs of each campus and addressing the social emotional wellness of all staff. In addition, the district staff has access to EAP services and have partnered with Child’s play of AZ to provide ongoing self-care support group. Newsletters are provided to all staff in RSD that support self-care and wellness.</p> <p>6/20/22 Staff support remains the same moving into the 2022-23 school year.</p> <p>9/12/22 Staff support remains the same moving into the 2022-23 school year.</p>
<p>Other Needs</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**

Date of Revision	September 12, 2022
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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 RSD Governing Board seeks and listens to community input during its monthly meetings.
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	RSD hosts stakeholder engagement sessions virtual and in-person to address the LEA plan for Safe Return to In-Person Instruction and Continuity of Services.
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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