

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



Entity ID	CTDS	LEA NAME
4197	03-02-15-000	Tuba City 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	YES	TCUSD Governing Board has adopted resolution requiring all staff, students and visitors to wear a correct fitting mask anytime they are on or in district property. Navajo Nation continues its mask mandate.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	YES	Internal policy requires that classroom and school capacity will be determined based upon the physical distancing recommendations made by the Centers for Disease Control, AZ Department of Health Services and the Navajo Nation Department of Health Services. We currently have student seating at least 3 feet spacing between students, and at least six feet physical distance is encouraged any time possible. To the extent practicable, students remain in cohorts throughout the school day with limited times when cohorts would overlap.
Handwashing and respiratory etiquette	YES	Signage is posted reminding students and staff of handwashing and respiratory etiquette. School nurses and teachers may provide training and reminders to students about this. Hand sanitizer units have been placed in every classroom, entrances/exits to playgrounds and on every school bus with a conduct expectation being that students will use these upon entrance and exit. Additional handwashing stations are placed in high traffic areas.
Cleaning and maintaining healthy facilities, including improving ventilation	YES	All ventilation systems have been upgraded with MERV 11 filters. We have also purchased and installed Marsden CleanAir purification units in every classroom, office and buildings to further improve air quality. Marsden CleanAir technology is proven to neutralize pathogens <sup>1</sup> , including the virus that causes COVID-19, on surfaces and in the air.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	YES	TCUSD works with Tuba City Regional Health and John Hopkins university on school and community contact tracing. We follow local NN and County guidelines for quarantine and isolation protocols.
Diagnostic and screening testing	YES	TCUSD and John Hopkins implemented a pooled testing strategy for screening through a formal,

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		board approved partnership with Johns Hopkins University, Indian Health Services and Concentric by Ginkgo. Pooling can test 5 to 25 people using one test. All students in a class, pod, or cohort swab their own noses and place their swabs in a single tube (that's the pooling step). The samples in that tube are then run as a single sample, using one test. If the result comes back with a positive our school nurses administer individual antigen tests on each pool member to find the positive individual. TCUSD on each campus and department has additional rapid test for individuals and students who show symptoms. This provides an additional step to speed the contact tracing if needed.
Efforts to provide vaccinations to school communities	YES	TCUSD works with TCRHCC to provide onsite and BLITZ opportunities to our schools and communities.
Appropriate accommodations for children with disabilities with respect to health and safety policies	YES	The student's IEP have been updated and reflect the least restrictive environment. All student needs are addressed in coordination with the parents and team.
Coordination with State and local health officials	YES	We work directly and daily with TCRHCC and John Hopkins on all things COVID.

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?

TCUSD will employ strategies and program options to ensure students are able to participate in quality learning experiences regardless of the delivery model. We offer teacher led in person and virtual options every day.

### Students' Needs:

Academic Needs	<p>Tuba City USD provides equitable learning experiences that ensure all students' academic needs are met by providing the following:</p> <ul style="list-style-type: none"> <li>✓ Administration of universal screeners (reading and math), benchmark assessments and summative semester assessments to identify skill gaps and proficiency of academic standards to better inform instruction in the classroom and for intervention.</li> <li>✓ Extension of the school day and year to include before/after school intervention and support, summer school (K-12) - both in person and online.</li> <li>✓ Credit recovery options (in-person and online).</li> <li>✓ Intervention and tutoring support during and after the school day.</li> <li>✓ Review of district curriculum maps, creation of curriculum crosswalks and identification of priority standards.</li> <li>✓ Embedded time for teachers to engage in instructional conversations with professional learning community (PLC) colleagues and campus administrators.</li> <li>✓ On-demand tutoring (24/7) for 7-12 students.</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ Ipads / Laptops for all brick and mortar K-12 students and all K-12 online students.</li> <li>✓ Implementation of instructional framework to support administrators, teachers and students.</li> <li>✓ An alternative instructional time model to allow students to participate in online opportunities as appropriate.</li> <li>✓ Additional after-school bus transportation for students to participate in after-school programs.</li> </ul>
Social, Emotional and Mental Health Needs	Tuba City USD strives to provide welcoming, responsive, and supportive learning environments for all students. The district plans to build the capacity of teachers and staff in social and emotional learning through professional development and will provide expanded counseling support at all levels.
Other Needs (which may include student health and food services)	Tuba City USD works closely with our Chapters and community partners to ensure our students and families have access to meals and services. Our meals are both in person and “GRAB AND GO” services at our sites.
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	Tuba City USD will administer a wellness survey to all staff at two different times to determine the social/emotional health of employees and their immediate needs, if applicable. The district’s Human Resources department is always available to assist employees during this challenging time, and provides an Employee Assistance Program and Work Life Services. This program is designed to assist employees in resolving personal problems that may be adversely affecting the employee’s performance. The district also continues to provide employees with ADA accommodations and PPE such as masks, shields, and plexiglass, if requested.
Other Needs	Ongoing training will be provided to schools for teacher and staff professional development in social and emotional learning using Arizona’s SEL competencies from the CASEL framework, and trauma-informed care/practices aimed at supporting educators and helping students feel safe in a supportive learning environment.

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** (Governing Board MTG **September 13, 2021**), **November 1, 2021**

### Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	We worked with our local health department, site council advisories committees, students, and chapter houses throughout this process. We utilized the revised plan for summer school and have continued that through the start of the school year.
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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