

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



Entity ID	CTDS	LEA NAME
4453	110502000	Casa Grande Union High School District (CGUHSD)

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>The Governing Board of the Casa Grande Union High School District has now adopted a policy which permits the optional wearing of a mask by students, staff and visitors to the school. This policy will remain in place unless modified through CGUHSD Governing Board policy due to a change in pandemic conditions.</p> <p>Staff, students, and visitors to the district should remain at home if ill.</p>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>The available space for student dining has been increased to allow for student distancing (including indoor and outdoor dining options). Food distribution is available both indoors in the cafeteria and outdoors with food carts available at different locations on the patio to assist in disbursing student numbers during lunch.</p> <p>There are currently no restrictions on the bus while being transported to and from school.</p> <p>Both school sites ask that visitors be on a "limited needs basis" to keep the total number of individuals on campus as low as possible. The schools wish to maintain as much contact as possible with parents/family members/guardians of attending students. Staff will take advantage of digital modes of communication where feasible (phone calls, team meetings etc.) to reduce in-person contact. Parents may also be asked to make in-person appointments for some school functions to facilitate spacing of visitors to the school sites.</p>
Handwashing and respiratory etiquette	Y	<p>All restrooms will have signage to remind students about the benefits of frequent handwashing and the proper steps to maximize disease prevention. Hand sanitizer dispensers are installed in all classrooms, along hallways and through mobile units which are placed in high density areas (such as the lunchroom).</p>

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		<p>Students who may not be able to thoroughly wash or sanitize their own hands will be provided needed assistance by instructional staff. Custodial staff will ensure that each school location is provided with adequate supplies such as soap, touchless towel dispensers, hand sanitizer and numerous trash receptacles.</p> <p>All staff will model proper respiratory etiquette by sneezing/coughing into a mask, the crook of the elbow or will cover a sneeze/cough with a tissue. School staff will also reinforce student compliance with expected respiratory etiquette. Tissues should be immediately thrown away in a proper receptacle. Students will be encouraged to either wash their hands or use hand sanitizer following a cough/sneeze.</p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>Additional custodial staff positions will be maintained this school year to provide support for more frequent cleaning and sanitation of school facilities. All custodial staff will implement an increased cleaning regimen throughout the day. Electrostatic foggers will be utilized to clean large areas such as the lunchroom and gymnasium. Hand sanitizer units are in all classrooms, along hallways and supplied in portable units in high density areas. Custodial staff will ensure that each school location is provided with adequate supplies such as soap, touchless towel dispensers, hand sanitizer and numerous trash receptacles.</p> <p>All drinking fountains have been replaced with water bottle filling stations to reduce the possibility of transmission. Water bottle filling station filters will be routinely changed (per industry standards) to support health and hydration of students and staff.</p> <p>HEPA filter air purifiers are placed in all classrooms, offices, and large spaces at each school location. Custodial staff will ensure that the air purifier machines are provided adequate maintenance and filter replacement per industry standards. Instructional staff will ensure that each system is operating when rooms are in use.</p> <p>An evaluation of school ventilation systems was completed, and exhaust fans/blowers were updated to meet industry standards and</p>

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		<p>maximize their effectiveness. Custodial staff will ensure that the air system filters are replaced on a regular basis based on system recommendations.</p> <p>The number of trashcans has been increased on both school campuses with increased cycles for removal of refuse by custodial staff. Trashcans were increased in targeted areas (such as student dining areas) to facilitate social distancing.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p>The Casa Grande Union High School District will continue to follow the recommendations of the CDC and the Pinal County Public Health Department.</p> <p>The nursing and site administrators at both school locations will continue to follow-up with staff and students to gather information on case investigation and contact tracing. All acquired information will be shared with the Human Resource Director who will be responsible for coordinating responses and reporting information to the Pinal County Public Health Department.</p> <p>The district will continue to implement the staff “sign on” verification process to reinforce the behavioral expectations established in response to COVID-19. Each time a staff member signs onto the district information technology systems, they must read and affirm their understanding of these behavioral expectations. Staff review the list of potential symptoms, agree to monitor for symptoms of illness and stay home if illness is noted. Staff agree to promote health and hygiene related activities to decrease transmission of the virus. They agree to engage in the required social distancing and follow cleaning regimens in their workspaces (in addition to custodial cleaning).</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>District nursing staff will continue to assess for illness and isolate students until they can return home from school. Site administrators, human resource staff and nurses will also continue to share information on community resources made available for diagnostic and screening testing.</p>

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Efforts to provide vaccinations to school communities	Y	Casa Grande Union High School District continues to communicate vaccination resources in our community to assist families
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>As coordinated by the Student Services Director (in collaboration with parents/families) the district will prioritize in-person instruction for students with disabilities who require special education services be provided on site.</p> <p>To the extent practicable, the district will require an individualized approach for students with disabilities consistent with their Individual Education Plan (IEP) or Section 504 Plan. Individual student adaptations or alternatives to prevention strategies will be developed while maintaining efforts to protect students and staff from transmission of the COVID-19 virus.</p>
Coordination with State and local health officials	Y	<p>The CGUHSD Superintendent will maintain ongoing contact with Pinal County Public Health Department officials to remain informed on statewide COVID-19 indicators, the level of community transmission and pertinent measures to monitor the local community burden. The Superintendent will report ongoing information to the CGUHSD School Board and facilitate discussion/decision making in response to the changing climate of the COVID-19 virus.</p> <p>The Human Resources Director will continue to share information related to case investigation and contact tracing and coordinate responses with Pinal County Public Health Department officials for both staff and students of the district.</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?

CGUHSD will ensure continuity of services by continuing to maintaining staffing levels, providing online learning, student and staff devices, access to student and staff mental health services, social emotional wifi access for home and bus transportation services, engage families, instructional coaches and continue to focus on personalized learning and post-secondary readiness.

### Students' Needs:

Academic Needs	The district has taken measures to ensure the <b>continuity</b> of services being provided to students during the 23-24 school year. Emphasis has been placed on maintaining staffing levels to ensure that there is an adequate staff to student ratio to maintain educational quality and effectiveness. Funds have been utilized to provide returning
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staff with a 1.5% retention stipend which will be disbursed twice during the year (in December and May) as an incentive to remain with the district. The district has also increased the daily pay for substitutes teachers in support of adequate staffing during teacher absences.

The district has created the opportunity for students to attend a new online school which will be an asynchronous learning environment. This option will allow flexibility and accommodate those students and families who remain uncomfortable with a return to in-person learning. Cyber insurance will also be secured to provide some protection/relief from the impacts of an online cyber-attack.

Each student will continue to be assigned a device (Thinkpad) for use in their educational activities. Students will be able to continue to engage in educational services regardless of whether they are currently in-person or at-home due to the COVID-19 pandemic. For those students who do not have access to the Internet, the district will supply hotspots so that students can maintain regular and consistent contact with district educational services. Students will continue to have access to the Blackboard mobile application regardless of whether they are in-person or at-home. All teachers will keep courses updated in the Blackboard application for access by students. The cost of student device insurance will be covered for the year to greatly reduce the cost of repairs should damage happen.

All school buses have become Wi-Fi accessible so students can work on assignments or access support while being transported to and from school. The district is currently piloting a “ride along” program on some of the school buses where qualified tutors can provide in-person tutoring during transport time.

Students will be provided in-person tutoring opportunities as a part of a multi-tiered intervention strategy supported through supplemental federal funding. Tutoring will also be available before school, at lunch and after school for students needing assistance. Credit recovery is currently being offered during the school year through Edgenuity. The district will again be offering a credit recovery and enrichment summer school session. The summer school sessions will be opened up to incoming 9<sup>th</sup> graders. Students needing assistance to increase reading skills will have continued access to the Houghton-Mifflin Harcourt program (which includes Lexia Learning and the support of reading intervention teachers at both school sites).

The district will strive to actively engage parents and families in the learning of their child(ren). Many parents have become accustomed to engaging in “virtual” meetings and have indicated they enjoy the ease and convenience of this method of communication. This will

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	<p>continue to be offered as an option for providing parent-teacher conferences, educational updates, and engaging families in meaningful, two-way communication regarding educational services.</p> <p>Continuity and quality of services has been supported through the hiring of a new Instructional Coach position for mathematics to work with teachers on strategies that increase learning and achievement for all students. This is in addition to an existing Instructional Coach position currently filled with the district. By supporting teacher’s professional growth, the district will increase their ability to address student academic needs more effectively.</p> <p>The CGUHSD will continue to support the personalized learning of each student to improve performance and post-secondary readiness skills. Instructional staff will receive professional development to strengthen mastery-based learning strategies which support systems of instruction, assessment, grading, and academic reporting based on student demonstration of learned knowledge and skills.</p> <p>Continuity and quality of services will be supported through a process of review/analysis of data elements related to student academic success and implementation of educational programs. Emphasis will be placed on monitoring student academic performance and the efficiency and effectiveness of current programs. The district will be looking at changes or enhancements to current educational programming. For example, the “unit of study” inquiry-based instructional framework might be considered to support students’ development as writers. Innovative programs which anticipate future challenges and opportunities and prepare students to be college and career ready will be reviewed for potential implementation.</p>
Social, Emotional and Mental Health Needs	<p>The district will continue its current agreement with Horizons Health &amp; Wellness for student referrals for mental health therapy, behavioral health counseling and addiction/substance abuse treatment. Additionally, the district may also offer student support services through the grant funded E-Therapy program provided by the Pinal County Public Health Department.</p> <p>The CGUHSD has received continued grant funding in support of two School Social Worker positions with one at each school site. There is sufficient grant funding to support positions for the next two school years. The school social worker will assist in providing a comprehensive and developmental prevention/intervention program at the schools.</p> <p>The schools set aside a period of the day for “Mastery time” which all students are assigned. This course is designed to assist students in their general education courses. Emphasis is placed on organization of course materials, preparation for tests, study techniques, learning strategies and to complete general course</p>

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	<p>assignments and projects. It is also a time for teachers to check in with students, provide advising and address the needs of the whole child.</p> <p>Social-emotional learning strategies and supports are imbedded in classroom activities. Instructional staff will be receiving continued professional development this year to build on/expand their skills in social-emotional learning to better meet student needs.</p> <p>Both school sites will also be engaging in Positive Behavioral Interventions &amp; Supports (PBIS). This is an evidence-based, data-driven framework to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. This approach establishes the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success.</p>
Other Needs (which may include student health and food services)	<p>The district has hired an additional Certified Nursing Assistant this year to enhance student health care. This individual will assist in providing screening for COVID-19, case investigation and contact tracing activities.</p> <p>The district has also hired a contact tracing clerk to support the nurse's office at both school locations to assist with case investigation and contract tracing activities.</p>
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	<p>District staff will continue to have access to mental health services through the Employee Assistance Program (EAP).</p> <p>Staff qualifying for health care benefits may also access wellness resources which focus on promoting a healthier and happier whole person. Wellness programs support mental and physical health and include a variety of resources such as health care management, exercise programs, health fairs, screening events and virtual telehealth services.</p>
Other Needs	N/A

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**

<b>Date of Revision</b>	Reviewed 8/30/2023
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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:	
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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.



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- (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