

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



Entity ID	CTDS	LEA NAME
4397	09-02-32-00	Blue Ridge Unified School District 32

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	BRUSD optional face masks for students, staff, visitors/volunteers on all BRUSD campuses, regardless of vaccination status are optional at this point in time and is subject to change • Outdoors, masks will continue to be optional. This includes outdoor physical activity. • Parents are able to request an accommodation for mask wearing for health or religious reasons • The guideline for requiring face masks is based on federal, state, and county health guidance in conjunction with advisement from the Superintendent. The policy may be discontinued based on guidance from Navajo County Health Department and/or Arizona Department of Health Services and advisement from the Superintendent • The district has provided education to students, staff and families about the importance of face masks and proper masking through school announcements, posters, and social media. *The Arizona law (HB2989) which prohibits public schools from mandating that students and staff Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act) - Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act) wear masks during school hours and on school property, is not yet in effect
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	To integrate facilities planning with other aspects of planning in a comprehensive educational program for the safe return of students to Face to Face Instruction. To analyze the core facility as it relates to future CDC guidelines
Handwashing and respiratory etiquette	Y	To integrate facilities planning with other aspects of planning in a comprehensive educational program for the safe return of students to Face to Face Instruction. To analyze the core facility as it relates to future CDC guidelines
Cleaning and maintaining healthy facilities, including improving ventilation	Y	To integrate facilities planning with other aspects of planning in a comprehensive educational program for the safe return of

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



		students to Face to Face Instruction. To analyze the core facility as it relates to future CDC guidelines as per cleaning regulations and Best Practices for Chemical based cleaners
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return, in accordance with A.R.S. 36-621 et seq., appropriate regulations of the State Department of Health Services, and policies of the County Health Department.
Diagnostic and screening testing	N	
Efforts to provide vaccinations to school communities	Y	Vaccine clinic offered to staff members through district health insurance. Including flu and COVID shots
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, age, national origin, and disability, or any other reason not related to the student's individual capabilities. The right of students to participate in extracurricular activities shall be dependent only upon their maintaining the minimum academic and behavioral standards established by the Board, and their individual ability in the extracurricular activity
Coordination with State and local health officials	N	

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?

In order to continue providing educational programming during or after a large emergency event (COVID - 19) which may require school dismissal or closure, our district will identify essential functions of the school that must continue under any and all circumstances. These essential functions will likely involve teaching and learning, the physical aspects of buildings and the campus, business functions, and emotional and psychological recovery.

Students' Needs:

Academic Needs	In order to continue providing educational programming during or after a large emergency event (COVID - 19) which may require school dismissal or closure, our district will identify essential functions of the school that must continue under any and all circumstances. These essential functions will likely involve teaching and learning, the physical aspects of buildings and the campus, business functions, and emotional and psychological recovery.
Social, Emotional and Mental Health Needs	At BRUSD, the most common approach to SEL is through structured programs which provide teachers with curriculum-based content for classroom instruction. There are many benefits of such SEL programs, as they provide clear structure and plans for teachers and are often backed up by empirical evidence showing their benefits. The drawbacks to this approach are often very brief, offered as mini-

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



	<p>lessons in weekly half hour or hour-long blocks and may be shortened or skipped due to pressure on teachers to focus on academic content BRUSD will strengthen its commitment to Best Practices in educating our students during and after the pandemic.</p>
Other Needs (which may include student health and food services)	<p>In order to continue providing educational programming during or after a large emergency event (COVID - 19) which may require school dismissal or closure, our district will identify essential functions of the school that must continue under any and all circumstances. These essential functions will likely involve teaching and learning, the physical aspects of buildings and the campus, business functions, and emotional and psychological recovery.</p>
Staff Needs:	
Social, Emotional and Mental Health Needs	<p>BRUSD teachers have been at the forefront of leading unprecedented, crucial, and oftentimes, uncomfortable conversations when students have asked tough, yet provocative and relevant questions, that merit discussion in regard to the unprecedented environment we live in as per "Post COVID-19". Teaching is a demanding profession; however, recent events and circumstances have increased the demands placed on teachers. Teachers must be able to quickly pivot lessons and instructional strategies to meet the needs of their community of learners. Now more than ever, it is critical school leaders not forget about their teachers' needs during the myriad of crises facing our nation. The LEA will continue to offer SE support to all staff members via the district's health officials.</p>
Other Needs	<p>BRUSD teachers have been at the forefront of leading unprecedented, crucial, and oftentimes, uncomfortable conversations when students have asked tough, yet provocative and relevant questions, that merit discussion in regard to the unprecedented environment we live in as per "Post COVID-19". Teaching is a demanding profession; however, recent events and circumstances have increased the demands placed on teachers. Teachers must be able to quickly pivot lessons and instructional strategies to meet the needs of their community of learners. Now more than ever, it is critical school leaders not forget about their teachers' needs during the myriad of crises facing our nation. The LEA will continue to offer SE support to all staff members via the district's health officials and financial assistance.</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	9/26/23
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>BRUSD's COVID-19 Community Levels are a new tool we use to assist our community to decide what prevention steps to take based on the latest data. Levels can be low, medium, or high and are determined by looking at hospital beds being used, hospital admissions, and the total number of new COVID-19 cases in an area. Our task force believes students benefit from in-person learning, and safely returning to in-person instruction; this continues to be a priority for all community members. School Officials meet</p>

regularly to discuss risks and plans to prevent an additional school closure as per COVID - 19

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