



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

LEA Information

1. LEA Name (one LEA per form)*

Sahuarita Unified School District

2. Entity ID Number*

4411

3. CTDS Number*

100230000

4. Plan's Primary Contact Name*

Brett Bonner

5. Plan's Primary Contact Email Address*

BBONNER@sahuarita.net

6. Plan's Primary Contact Phone Number*

5206253502

Please submit your Safe Return to In-Person Learning Plan every six months from your prior submission date.

Revision Timeline: May 2023-September 2023

7. Since your last submission date, when did your LEA last review and/or revise your plan? Please provide the updated mm/dd/yyyy of your review/revision. This date should be updated from your last submission. *

07/16/2023

All LEAs receiving ESSER III funds must make publicly available on their website, a plan for the Safe Return to In-Person Instruction and Continuity of Services. Please list the link where the plan/template is posted on the LEA's website.

8. Insert the link below with directions on how to find your LEA's Safe Return to In-Person plan located on your LEA website (do not link directly to the PDF). The plan must be on the ADE template that will be downloaded from EMAC after completing your responses.*

<https://susd30.us/schools/early-childhood-center/staff/>

Please use the link on our home page. It will be on the top of the page in the grey bar. You will find our revised copy halfway down the page it is the blue safe return plan link.

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)

9. Has the LEA adopted a Governing Board policy on universal and correct wearing of masks?*

Yes

10. Please describe the LEA's Governing Board policy on universal and correct wearing of masks.*

The use of face coverings will be optional for the 2022-2023 school year. For those that choose to wear face coverings/masks, per CDC guidelines, masks should be worn correctly and should completely cover both the nose and the mouth. Teachers will continue to work with elementary students who wear masks to provide social distancing opportunities for breaks as needed. Personal face coverings/masks must be school appropriate.

11. Has the LEA adopted a Governing Board policy on modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)?*

Yes

12. Please describe the LEA's Governing Board policy on modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).*

Physical distancing is one measure that has been demonstrated to reduce the spread of the novel coronavirus.

- Schools will continue to allow for physical distancing for large groups (lunch, classrooms, etc.) as needed and recommended by state and local county health officials.
- Routes will be designated for entry and exit to lunch, recess, and other transition times, as feasible.
- Students should stay with the same group of students and adults throughout the day, when feasible.
- Assigned seating will be utilized to reduce the number of contacts. Classroom teachers will maintain records of seating charts.
- Small groups allowable when instructional appropriate and maximize distancing where feasible.

Physical Structures:

- Use of hand sanitizer at high volume areas.
- Continuation of individualized isolated rest zones in all school health offices for quarantine purposes.

13. Has the LEA adopted a Governing Board policy on handwashing and respiratory etiquette?*

Yes

14. Please describe the LEA's Governing Board policy on handwashing and respiratory etiquette.*

Frequent hand washing/cleaning will be encouraged at regular intervals throughout the day with both soap and water or hand sanitizer. All students and staff are required to wash their hands with soap and water for at least 20 seconds at the times listed below. Hand sanitizer stations, with at least 60% alcohol, will also be available.

- Upon arrival at school (use hand sanitizer if there is no sink in the classroom)
- After being outside for physical activity
- After using the restroom
- Before and after lunch
- Prior to leaving school for home
- After sneezing, coughing, or blowing nose

15. Has the LEA adopted a Governing Board policy on cleaning and maintaining healthy facilities, including improving ventilation?*

Yes

16. Please describe the LEA's Governing Board policy on cleaning and maintaining healthy facilities, including improving ventilation.*

Cleaning, sanitizing, and disinfecting are part of a broad approach to preventing communicable diseases in schools. Schools and other facilities will be cleaned daily and high-touch surfaces such as desks, doorknobs, light switches, faucet handles, handrails, tables, countertops and telephones will be sanitized multiple times throughout the day using EPA-approved cleaners to significantly decrease the risk of transmission.

Physical barriers will remain in front office areas where face-to-face interaction with the public occurs. Furthermore, the air conditioning pad will be changed every 2 months, instead of every three months, with a high filter value.

17. Has the LEA adopted a Governing Board policy on contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments?*

Yes

18. Please describe the LEA's Governing Board policy on contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.*

Students should be screened (see page 5) by parents for fever or other signs of illness daily before sending students to school. If the student shows signs of fever or illness, they should be kept home. When students report to school, teachers will monitor students for visible or reported signs of illness. Teacher may request to have the student's temperature taken as needed.

What will happen if my child is found to be SICK at school with COVID19-like symptoms?

In accordance with Arizona Department of Health, the sick student will be isolated and assessed in the health office. Based on this guidance, students generally must be sent home, with consideration given to the sick individual's medical history and situation. We highly recommend parents take their sick child to get a COVID19 test from a medical provider or laboratory.

Please note: Students will not be sent home from school for one symptom in consideration of the context to the specific symptom and overall situation. For example, students with chronic cough due to allergies or asthma would be assessed for a change from their "normal" cough or onset of new symptoms.

Per Arizona Department of Health Services and the Pima County Health Department – Your child will need to stay home and away from others or under isolation until:

SICK STUDENT STAYS HOME UNTIL

24 Hours fever free without the use of fever reducing medications, AND

24 Hours vomiting and diarrhea free without the use of vomit/diarrhea suppressing medications, AND

All other symptoms have significantly improved.

Students who are provided with written medical documentation of an alternate diagnosis should submit these documents to their school health office to determine if the student is eligible to return to campus prior to meeting the parameters. Generally, these students can return to campus prior to 5 days as long as the alternate diagnosed condition is not contagious AND the student is fever/vomiting/diarrhea free for 24 hours without medications.

What should I do if my child or a member of my household is DIAGNOSED with COVID19?

Please notify the school health office immediately if someone in your family has a POSITIVE COVID19 diagnosis.

Please notify the local health authorities (PCHD) of a diagnosis of COVID19 if a home test was taken.

If a student or staff member tests positive he/she must isolate for 5 days.

Quarantine is required of siblings and family members living in the household who are not fully vaccinated with the affected student (see quarantine information & exemptions on pgs. 15-17).

What should I do if my child or a member of my household is testing for COVID19?

If a member of your household is awaiting test results for COVID19, please keep your family home. Upon receiving results, please notify the school health office of the result to determine the date of return to in-person instruction.

When can my child(ren) return to campus?

School health assistants will reach out to determine eligibility for return to campus. Generally, the individual must meet these criteria prior to returning to campus:

Stay home for 5 days (Day 0 is onset of illness or positive test), AND

Fever-free for 24 hours without the use of fever-reducing medications such as Tylenol or Ibuprofen, AND

Vomiting and diarrhea-free for 24 hours without the use of medications, AND

All other COVID-related symptoms have significantly improved.

Students will need to wear a mask upon return to campus for an additional 5 days.

COURSE OF ACTION for EXPOSURE TO SOMEONE W/CONFIRMED COVID19 (QUARANTINE)

As a reminder, it is important to notify your child's school health office if your child is exposed to someone who tests positive for COVID19, has a member of the household who is showing COVID19-like symptoms or tests positive for COVID19, or is quarantined due to exposure and then later tests positive for COVID19.

Please notify the school health office as soon as possible, even if your child is not on campus.

What should I do if my child is EXPOSED to someone with COVID19?

Exposure is defined as being within 6 feet of a contagious person for 15 minutes or longer within 24 hours, physical contact, such as hugging, with a contagious person, or living in the same household as an individual with COVID19.

First, please notify the school health office immediately if your child has been exposed to a person with a confirmed case of COVID19.

If a student:
Educational Monitoring, Assistance & Compliance System (EMAC)
Has been boosted, OR Completed the primary series of Pfizer or Moderna vaccine, OR

19. Has the LEA adopted a Governing Board policy on diagnostic and screening testing?*

Yes

20. Please describe the LEA's Governing Board policy on diagnostic and screening testing.*

SUSD may continue to work with outside health agencies (CDC, UCHC) to provide optional diagnostic and screening testing for all students and staff.

21. Has the LEA adopted a Governing Board policy on efforts to provide vaccinations to school communities?*

Yes

22. Please describe the LEA's Governing Board policy on efforts to provide vaccinations to school communities.*

SUSD will continue to communicate about and support vaccination opportunities in our community through collaboration with public health agencies.

23. Has the LEA adopted a Governing Board policy on appropriate accommodations for children with disabilities with respect to health and safety policies?*

Yes

24. Please describe the LEA's Governing Board policy on appropriate accommodations for children with disabilities with respect to health and safety policies.*

The district will ensure that students with disabilities will continue receiving access to general education content in addition to special education services and supports, and that they are provided services, accommodations, and supports as identified in their IEPs.

25. Has the LEA adopted a Governing Board policy on coordination with State and local health officials?*

Yes

26. Please describe the LEA's Governing Board policy on coordination with State and local health officials.*

District nurse will systematically coordinate with all state and local health officials including the reporting of positive COVID cases.

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.

27. How will the LEA ensure Continuity of Services?*

Briefly describe an overview of the continuity of services and in the following questions you will provide more detailed information.

For the 2022-2023 academic year, SUSD#30 will provide families a choice of instructional options including: 1. Traditional School-100% in-person instruction. 2. Sahuarita Digital Pathways Academy (SDPA)- fully online learning Academics:

Delivery of instruction will follow the adopted school calendar, and be consistent between Traditional Learning and Sahuarita Digital Pathways Academy (fully remote school).

Engage and expand learning opportunities through the balanced use of technology.

Differentiate high-quality instruction based on the needs of individual students as well as grade-level targets and prioritized standards for all learners including special populations: special needs, English Learners (EL), culturally diverse learners, disadvantaged, and homeless learners. Offer summer learning, tutoring, and/or after-school programs to support students' learning and mental health with targeted interventions and enrichment activities.

Utilize standardized and non-standardized performance data to identify and expand upon strengths to accelerate learning.

Support faculty and staff with aligned professional development.

Special Education:

The district will ensure that students with disabilities will continue receiving access to general education content in addition to special education services and supports, and that they are provided services, accommodations, and supports as identified in their IEPs.

Special Education (cont.):

Student supports include activities provided by special education teachers, related service providers (including, social workers, speech & language therapists, school psychologists, occupational therapists, physical therapists) and non-certified staff

All special education teachers and related service professionals will provide instruction based on Individualized Education Plan (IEP) goals and objectives derived from general education curriculum and content.

Inclusion and resource services will be provided as described in a student's IEP and staff will implement to the greatest extent possible any physical distancing guidelines.

The number of students receiving services in small groups will be determined by the size of the space being utilized to implement physical distancing guidelines.

The special education team will work directly with families to schedule required in-person or remote therapies.

All English Language Learner services will continue to be provided as aligned to English Language Proficiency Standards utilizing Arizona's Language Development Approach and OELAS protocols.

All Gifted and Advanced Learner services will continue to be provided as indicated by student needs and abilities.

Athletics

Recommendations and guidance from the Arizona Interscholastic Association (AIA) and local and State health authorities will be taken into consideration in the development of protocols and procedures for all practices and games during the 2022-2023 school year. We will strive to provide a robust menu of competitive athletic opportunities for our students to the greatest extent possible throughout the season.

Band, Chorus, Dance, Cheer, and Other Extracurricular Programs

Any extracurricular activities, including campus club meetings, that are approved to be held on campus will adhere to all safety protocols that are currently in place.

Attendance:

Daily attendance will adhere to State regulations and guidance.

Attendance for On-Campus students is measured by the student being physically present at school.

Attendance for students enrolled in Sahuarita Digital Pathways Academy (remote instruction) is measured by daily student participation in learning activities, interaction with the teacher (i.e., phone, email, and/or virtual conference), and submission of assignments. Attendance (instructional minutes) will be tracked daily.

Attendance (cont.):

When a student is absent, a parent should notify the school as soon as possible. For absences greater than one (1) day in length, the school should be notified each day of the absence.

Under Governing Board Policy JH, absences shall be excused only for the following:

Illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

The student's participation in a school-related activity.

The student is suspended for misconduct.

When a student returns to school following any absence, a note of explanation from the parent is required. This documentation must be submitted within five (5) school days of return to school. All absences not verified by parental or administrative authorization will remain unexcused.

After ten cumulative absences, written medical documentation from a health care professional licensed under A.R.S. Title 32, Chapter 7, Chapter 13, or Chapter 17, may be required to excuse the absences.

Grading:

Clear expectations for student daily/weekly work, including due dates, will be outlined, and posted with flexibility in mind.

Teachers will check daily and provide regular feedback to students/parents while documenting progress.

Grading, assessment, and evaluation will continue. Per School Board Policy IKA-R, a minimum of two (2) grades per week should be kept in numerical values in the teacher's grade book (PowerSchool) for each subject.

Each school will implement their preferred semester grade formulas. Example: Sahuarita High School: 80%/20% and Walden Grove High School: 40%/40%/20%

28. How will the LEA ensure continuity of services for students' academic needs?*

In planning for the continuity of 100% in-person learning the Sahuarita Unified School District (SUSD) has prioritized a safe environment for students and staff and high-quality instruction. The SUSD staff, students, and administration will utilize alternative methods of instruction to ensure Continuity of Services during any interruptions of in-person instruction, including interruptions of in-person instruction due to individual or community health concerns for an extended period. In these circumstances, alternative methods of instruction will be utilized for the purpose of review and reinforcement of previously taught skills and/or the introduction of new concepts. To implement high-quality curriculum and instructional delivery that can transition between on-campus and remote instruction for all in-person students, SUSD will use Google Classroom as the Learning Management System (LMS).

During remote instruction, parents/guardians and students may view the student's assignments through Google Classroom, view weekly announcements, and communicate with teachers.

Teachers will continue to create online resources, assignments, and assessments that support the curriculum for their classes/content areas.

Students will be provided with basic lesson objectives and corresponding resources. Teaching staff will have professional discretion regarding available materials, including Beyond Textbooks K-12th grade curriculum maps, iReady, Ready Reading/Math, College Preparatory Mathematics (CPM), and Discovery Education.

Sahuarita USD families will continue to use PowerSchool to view the student's official grades and attendance.

To successfully participate in remote instruction, Sahuarita USD recommends the following hardware, software, and device specifications:

Reliable device (personal or checked out from the school).

Reliable broadband Internet connection; and

Current version of Google Chrome or another internet browser.

Other hardware and software may be required for some courses and will be indicated in each course syllabus.

Students will be held accountable for completion of all tasks assigned during designated interruptions of in-person instruction.

29. How will the LEA ensure continuity of services for students' social, emotional, and mental health needs?***School Counselors**

Students will have online and in-person access to school counselors who are available to work with students on academic, emotional, and social concerns that impact student success. In support of the whole child, the counseling program will be critical in monitoring the emotional well-being of students. All schools have a counseling department equipped to support the diverse needs of the students they serve. Additionally, individual and group sessions are available and facilitated by trained professional counselors.

Social Workers

Students will have access to the district social workers and behavior intervention specialists who are available to work with students and families with concerns that may affect student success, such as academic, behavior management, mental health, and social-emotional concerns. As an instrumental component in the overall success of our students, the district social worker and behavior intervention specialist will support families with concerns that may impact student learning.

Social-Emotional Learning (SEL) committee (composed of general education teachers, special education teachers, school psychologists, counselors, a social worker, a behavior intervention specialist, and site and district administration) which has initiated a structure across schools to address the SEL needs more directly of students. This framework provides screenings, Tier 1 instruction (with a comprehensive supplementary curriculum that spans grades K-12), and Tiers 2 and 3 structured interventions.

The district continues to collaborate with relevant staff and community organizations in support of students and their families, especially as it pertains to SEL and Mental Wellness needs which may disrupt access to instructional programming. This collaboration has also resulted in offering the THRIVE curriculum (evidence-based program designed to "empower greater self-esteem and confidence, enhance social emotional skills, internalize core values and sense of purpose, and enhance decision-making and problem-solving skills that inspire healthy alternatives to high-risk behaviors") to middle grade students across the district.

Members of the SEL committee also developed a 6-week parent course which will continue to be offered one/two times annually to the SUSD community. This course ("the Parenting Playbook") is grounded in several topics/themes, including Child Development, Parenting Styles, Self-Care, Communication Strategies and Strengthening Relationships with (Your) Children, Understanding Misbehavior, Who Owns the Problem and Collaborative Problem Solving, and Understanding and Using Rewards and Consequences.

The district (and targeted members of the district's SEL committee) also participates regularly in the Better Together (Southern Arizona) Coalition. The Coalition is comprised of a few community agencies in the Sahuarita/Green Valley/Amado area, focused on mental wellness, food and economic sufficiency, workforce development, and other human services. This work become even more critical in the era of pandemic schooling and will continue throughout the safe return to in-person instruction (and beyond).

SUSD has also recently entered a Memorandum of Understanding (MOU) with COPE Community Services Behavioral Health Outreach Program. Through this MOU, COPE will "provide full intake and care coordination services to youth enrolled in SUSD, which includes therapy, skills-building groups, parenting classes, LGBTQ support, substances abuse services and case management."

30. How will the LEA ensure continuity of services for students' other needs?*

This may include student health and food services.

Child Nutrition Service will be required to wear face coverings and gloves. They will serve individually plated lunches. There will be no buffet-style salad bar. Condiments, utensils, and cleansing napkins will be packaged for individual distribution. Hand sanitizing station will be available before entering the food service line. Students will eat lunch in designated lunch areas which may include the cafeteria, classrooms, and outdoor spaces. Cafe seating will be in one-way direction.

31. How will the LEA ensure continuity of services for staff's social, emotional, and mental health needs?*

Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) is an employer-paid program that provides resources to assist with personal and job-related issues. EAP improves the productivity and well-being of employees, resulting in an improved workplace culture. The school system offers this benefit free to all employees and their dependents. The EAP website includes important information and resources for employees on a variety of topics including emotional well-being, healthy lifestyles, family and relationships, legal and financial issues, and work/life transitions.

Resilient Educators: Stress Support Training (RESST) for staff members across the district. The premise of the course is self-care and mindfulness and the topics covered include Understanding Stress, Self-Care, Mindfulness and Feeling Identification, Thoughts/Feelings/Behaviors, and Mindful Communication & Self-Awareness.

The district has also continued to design and implement professional development course offerings intended to provide resources to teachers/staff that are focused on improving overall student outcomes while easing the workload and relevant stressors on employees.

32. How will the LEA ensure continuity of services for staff's 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

33. Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.*

The plan was placed on the district website (www.susd30.us) with an online public feedback form included below the page. The online form will be available throughout the school year.

The plan was presented at the July 14, 2021 Governing Board Meeting by the Superintendent of Sahuarita Unified School District

A brief overview was presented in the District's Summer Magazine and an invitation to review the plan and provide feedback was included.

A Community Conversation takes place on July 28, 2021 to provide an overview of the plan to the public and allow for questions from stakeholders.

The draft of a Safe Return to In-Person Instruction and Continuity of Services Plan will be posted on the district's website for feedback from the community. Information pertaining to the plans will be shared on the district's social media outlets directing the public to the draft plans to provide feedback through an online form.

All input and feedback will be taken into consideration to finalize the Safe Return to In-Person Instruction and Continuity of Services Plan based on guidance provided by the CDC, Board Policy and applicable State and Federal guidance.

On July 14, 2021, the draft of a Return to In-Person Instruction and Continuity of Services Plan will be presented to the School Board in the regular Business Meeting for approval.

The approved Safe Return to In-Person Instruction and Continuity of Services Plan will be posted on the District's website.

Understandable and Uniform Format

Federal regulations require that this plan be in an understandable and uniform format, to the extent practicable; is written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Translated and/or printed copies are available upon request.

After completing all responses in EMAC, save your information. Then, use the red download button to create a copy of your completed form to be uploaded to your LEA website. Once your form is uploaded to your LEA website, log back into EMAC to click the blue submit button and submit your form to be reviewed by your specialist. Your EMAC submission will not be approved unless this updated form is on your LEA website.

34. Did you upload the completed EMAC form to your LEA website?*

Yes