

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



Entity ID	CTDS	LEA NAME
4503	140417000	Mohawk Valley School District No. 17

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	Procedures and guidelines are included in the Mohawk Valley Mitigation Plan. At this time all masks are recommended, but not required (optional).
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Physical plexiglass barriers have been added to reception areas, and spaces where staff members share an office. Plastic dividers are added to some classroom desks or tables when distancing is challenging to implement.
Handwashing and respiratory etiquette	Y	Procedures and guidelines based on CDC recommendations in the Mohawk Valley Mitigation Plan.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Procedures and guidelines are included in the Mohawk Valley Mitigation Plan.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Procedures and guidelines are included in the Mohawk Valley Mitigation Plan as recommended by the Arizona Department of Health Services.
Diagnostic and screening testing	Y	Procedures and guidelines are included in the Mohawk Valley Mitigation Plan. COVID-19 rapid testing is available to all employees and students that are experiencing symptoms or were in close contact to a COVID-19 person.
Efforts to provide vaccinations to school communities	Y	Procedures and Guidelines are included in the Mohawk Valley Mitigation Plan, employees and students are encouraged to contact the local health department for vaccination clinics or appointments.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Procedures and guidelines are included in the Mohawk Valley Mitigation Plan.
Coordination with State and local health officials	Y	Mohawk Valley is in close contact with the local health department on an on-going basis for guidance and assurance for mitigation strategies and positive cases.

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?

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Mohawk Valley will only provide in-person learning at all brick-and-mortar schools going forward unless there is a need to revert to the adopted Instructional Time Model in the event of a school closure due to an outbreak or a student that needs to remain home for quarantine or isolation or approved sickness.

In case of a mandated, long-term school closure, Mohawk Valley, has 1:1 student devices for use through Zoom classroom meetings, on-line curriculum platforms, and work packets should a child need to access instruction remotely.

Students' Needs:

<p>Academic Needs</p>	<ul style="list-style-type: none"> • Student academic needs are tracked through benchmarking assessment systems such as NWEA Map Growth and NWEA Map Fluency and other curriculum platforms: Moby Max, Achieve 3000, and Imagine Learning. • K-3 Literacy Curriculum will be adopted to focus on good first instruction. K-8 Literacy Intervention program, Imagine Learning, has been adopted to focus on remediating and moving students forward in early and intermediate literacy. An instructional coach/interventionist has been by hired (through a different grant). The instructional coach will utilize research-vetted instructional training to help teachers implement quality first instruction and intervention groups. Literacy programs such as 95% Group, Imagine Learning, and Achieve 3000, etc. will be used to instruct students in the basic five areas of literacy phonemic awareness, phonics, fluency, vocabulary, and comprehension based on need. • EL Education and K-8 Language Arts curriculum for language arts and will be enhanced through platforms such as Imagine Learning and Moby Max. • Ongoing, systematic professional development plan for teachers to gain expertise in curricular programs, classroom management, and using assessment data to inform instruction.
<p>Social, Emotional and Mental Health Needs</p>	<ul style="list-style-type: none"> • Developing a holistic approach to SEL by coordinating the social-emotional language, skills, and strategies used in schools to provide students with consistent messaging and critical reinforcement throughout their days and school years using an adopted curriculum. • The SEL program, Sanford Harmony, will be implemented. This program will be used through our “Brave Families” where students are split into mixed grade levels into “families” to work on SEL and character education. • Provide training in suicide awareness and prevention for school other school personnel.
<p>Other Needs (which may include student health and food services)</p>	<ul style="list-style-type: none"> • Maintaining ongoing free school meals to district students. • Maintain messaging about home monitoring for symptoms of illness. • Maintain a health coordinator to support students and families with minor health needs, implementation of individual health plans, and support for students who need administration of daily medications at school. • Providing guidance and messaging about county health programs such as vaccinations, COVID testing, and immunization clinics.

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Staff Needs:

Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> • Train supervisors in compassionate management practices. • Provide minor accommodations to work and/or place when feasible. • Employee Assistance Program (EAP) is a confidential, employer-offered program that helps employees and their families balance the demands of work, life and personal issues.
Other Needs	

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 First Adoption: September 14, 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:	Parent and student surveys were sent home in Feb 2021 to address the success and future needs of a safe return to in-person instruction. Student input was also taken through student council meetings in the junior high grades. A public meeting (and school board meeting) was held on August 2, 2021 to seek public input on the proposed mitigation plan for the return to school and the discussion of requiring masks on buses. Discussions with MVS staff took place at various meetings in June and July to discuss mitigation strategies and a safe return to in-person instruction for the 21-22 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

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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