

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



Entity ID	CTDS	LEA NAME
79503	0002875100	Omega Alpha Academy

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	<ul style="list-style-type: none"> <li>▶ Omega has created a cultural norm that adults and students will wear face coverings at all times.</li> <li>▶ Omega requires that parents provide a face covering for their student. If a student comes to school without a face covering, one will be provided free of cost.</li> <li>▶ Consider individual exemptions on a case by case basis.</li> </ul>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<ul style="list-style-type: none"> <li>• Following CDC guidelines for schools, physical distancing will be done when feasible.</li> <li>• Students will be physically distanced to the greatest extent possible.</li> <li>• Six feet of physical distancing in classrooms may not be possible.</li> <li>• Sites will institute traffic patterns that maximize physical distancing.</li> <li>• COVID-19 isolation room has been created to ensure student safety and containment of the virus.</li> <li>• Space seating/desks to allow for physical distancing (at least six feet apart when feasible).</li> <li>• Assigned seating to help track virus spread if a student/staff tests positive for COVID-19.</li> <li>• Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.</li> <li>• Create distance between children on school buses (i.e., seat children by one child per row, skip rows) when possible.</li> <li>• Physical barriers and Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (i.e., reception desks).</li> <li>• Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at</li> </ul>

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		<p>least six feet apart in lines and at other times (i.e., guides for creating “one way routes” in hallways).</p>
<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Teach and reinforce handwashing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.</li> <li>• If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer) and are installed in every classroom and/or office. Dispensers are also strategically situated throughout campus.</li> <li>• Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands washed immediately with soap and water for at least 20 seconds.</li> <li>• Consider any additional staff or supply resource that may be necessary to assist students who have physical or emotional disabilities with proper handwashing techniques, or alternatives to handwashing if practical.</li> </ul>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>• Clean and disinfect frequently touched surfaces (i.e., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (i.e., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.</li> <li>• If transport vehicles (i.e., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (i.e., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.</li> <li>• Develop a schedule for increased, routine cleaning, and disinfection.</li> <li>• Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet the EPA disinfection criteria.</li> <li>• Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products</li> </ul>

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		<p>to prevent children or themselves from inhaling toxic fumes.</p> <ul style="list-style-type: none"> <li>• Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.</li> </ul> <p>Do not open windows and doors if doing so poses a safety or health risk (i.e., risk of falling, triggering asthma symptoms) to children using the facility.</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>When a confirmed case has entered a school, regardless of community transmission any school in any community might need to implement short-term closure procedures regardless of community spread <b>if an infected person has been in a school building</b>. If this happens, CDC recommends the following procedures regardless of the level of community spread:</p> <p><b>Coordinate with local health officials.</b> Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>LEAs should educate and support families on identifying the symptoms that indicate staff and students must stay at home.</p> <p>Families should be encouraged to self-report symptoms of illness, which could include fever, new onset of cough, etc.</p> <p>Self-reporting mechanisms could include calling the school, calling health-care provider, etc.</p> <p>TRANSPORTATION is the second point on the screening continuum.</p> <p>LEAs should use clearly visible signage to communicate the symptoms students should not have if traveling on a school bus.</p> <p>SCHOOL is the final point on the screening continuum.</p> <p>LEA staff should visually/technologically check for symptoms (which may include temperature checks) and/or confirm with families that students are COVID-19 symptom free.</p> <p>*Follow up with healthcare professional.</p> <p>Embry Health Services conduct COVID testing every Tuesday for students and Thursdays for staff and students who were absent on Tuesday.</p>

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Efforts to provide vaccinations to school communities	Y	Vaccinations for students, staff, and community members are encouraged to receive their vaccinations. Omega Alpha Academy has facilitated vaccination clinics on our campus in cooperation with Copper Queen Medical Associates.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<ul style="list-style-type: none"> <li>▶ • Establish a Distance Learning Plan</li> <li>▶ • Provide Live services via Google Meet and inclusive services within Google Classrooms</li> <li>▶ • Provide synchronous and asynchronous student options to differentiate instruction</li> <li>▶ • Provide individualized service or support delivered in the student's LRE based on IEP</li> <li>▶ • Utilize Google Suite and extensions to provide live meets, instruction, accommodations, progress monitoring, materials, and accessibility features</li> <li>▶ • Utilize specialized online curriculum programs for identified needs</li> <li>▶ Utilize safely delivered specialized materials based on instructional/therapeutic needs</li> <li>▶ Consult and collaborate with general education teachers/ home-based lesson facilitators re: accommodations and resources</li> <li>▶ Support families via (office hours, email, phone, video chat) and provide feedback to students</li> </ul>
Coordination with State and local health officials		<p>Omega Alpha Academy's COVID-19 response team will gather information regarding any positive cases from staff and students and close contact and will notify Cochise County Health Department.</p> <p>All weekly screenings report positive results are immediately communicated to school superintendent, parents, staff, and Cochise County Health Department.</p> <p>Continue to follow all CDC guidelines and recommendations.</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?

In the event, that the school has to resort to online instruction, Omega Alpha Academy has in place a synchronous online instruction.

All teachers will be expected to follow the daily schedule as established by the Principal/Director.

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- All teachers will follow the District's Scope and Sequence as applicable.
- All teachers will be expected to meet with students every day through Live Synchronous Online Instruction.

### Students' Needs:

Academic Needs	<ul style="list-style-type: none"> <li>▶ • Establish a Distance Learning Plan</li> <li>▶ • Provide Live services via Google Meet and inclusive services within Google Classrooms</li> <li>▶ • Provide synchronous and asynchronous student options to differentiate instruction</li> <li>▶ • Provide individualized service or support delivered in the student's classroom</li> <li>▶ Utilize Google Suite and extensions to provide live meets, instruction, accommodations, progress monitoring, materials, and accessibility features</li> <li>▶ Support families via (office hours, email, phone, video chat) and provide feedback to students</li> </ul>
Social, Emotional and Mental Health Needs	<p>Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.</p> <ul style="list-style-type: none"> <li>• Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.</li> <li>• Encourage employees and students to talk with people they trust about their concerns and how they are feeling.</li> <li>• Ensure staff are educated on the signs and symptoms of anxiety and depression</li> <li>• LEAs should leverage their school counselors and social workers to support staff and students.<sup>4</sup></li> <li>• Ensure staff are familiar with resources through both the national Crisis Response Network and Arizona's Crisis Response Network (CRN).</li> <li>• Consider posting signages for local distress hotlines; national distress hotline</li> <li>• HOME LEAs should educate and support families on identifying the indicators that signal staff and students are suffering from anxiety, depression, or lack of coping strategies. Families should be provided with resources and contact information for community mental health resources.</li> <li>• SCHOOL LEAs should ensure that all staff is trained on identifying the indicators that signal staff and students are suffering from anxiety, depression or lack of coping strategies. Staff should be provided with resources and contact information for community mental health resources.             <ul style="list-style-type: none"> <li>▶ CIA</li> <li>▶ Pinal</li> <li>▶ Corazon</li> </ul> </li> </ul>
Other Needs (which may include student health and food services)	<ul style="list-style-type: none"> <li>• Connect with food service leaders to plan for modifications in the meal service areas, where meals may be consumed, and to menus that will provide optimal nutrition benefits to students.</li> </ul>



- Serve individually plated or home-packed meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
  - For those participating in the National School Lunch and School Breakfast Programs, adopt processes that align with federal requirements, and consider the availability of and access to meals if school is not in session or if implementing distance learning.
  - Use disposable food service items (i.e., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
  - Food service staff are required to have standard operating procedures that ensure safe and effective handling of all food service-related equipment. These procedures should be reviewed, and staff retrained, as needed.
  - If food is offered at any event, including classroom celebrations, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.
  - Consider establishing protocols for when cloth masks are removed to consume food (i.e., proper storage).
- Our food service department will be transporting breakfast and lunch to designated bus stops in the event that students are unable to attend in-person instruction.

**Staff Needs:**

Social, Emotional and Mental Health Needs

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Ensure staff are educated on the signs and symptoms of anxiety and depression
  - LEAs should leverage their school counselors and social workers to support staff and students.<sup>4</sup>
  - Ensure staff are familiar with resources through both the national Crisis Response Network and Arizona’s Crisis Response Network (CRN).
  - Consider posting signages for local distress hotlines; national distress hotline
  - HOME LEAs should educate and support families on identifying the indicators that signal staff and students are suffering from anxiety, depression, or lack of coping strategies. Families should be provided with resources and contact information for community mental health resources.
  - SCHOOL LEAs should ensure that all staff is trained on identifying the indicators that signal staff and students are suffering from anxiety, depression or lack of coping strategies. Staff should be provided with resources and contact information for community mental health resources.

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	<ul style="list-style-type: none"> <li>▶ CIA</li> <li>▶ Pinal</li> <li>▶ Corazon</li> </ul>
Other Needs	<p>Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.</p> <ul style="list-style-type: none"> <li>• Examine and revise policies for leave, telework, and employee compensation.</li> <li>• Leave policies should be flexible and not punish people for taking time off and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.</li> <li>• Develop policies for return-to-school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.</li> <li>• LEAs should consult with counsel to ensure planned procedures comply with applicable laws, including the FLSA and the ADA. Back-up Staffing Plan</li> <li>• Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff. Staff Training • Train staff on all safety protocols.</li> <li>• Conduct training virtually or ensure that physical distancing is maintained during training. Recognize Signs</li> </ul>

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>	<b>March 10, 2022</b>
<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	The COVID-19 response team will communicate regularly with the following entities: Copper Queen, Embry Health, School Governing Board Members, parents, staff, and students regarding the latest updates/recommendations from Cochise County Health Department and CDC. As a unit, we will vote on the most optimal option at the time.

## 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.

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- (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