

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



Entity ID	CTDS	LEA NAME
79420	108784000	Khalsa School

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>Face masks are an effective way to mitigate transmission from individuals who are infectious, even when they do not have symptoms. When worn properly, masks limit the spread of droplets and smaller aerosols when people breathe, speak, cough, or sneeze. <b>Note:</b> <u>Cloth face coverings</u> should not be placed on:</p> <ul style="list-style-type: none"> <li>○ Children younger than 2 years old</li> <li>○ Anyone who has trouble breathing or is unconscious</li> <li>○ Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance</li> </ul> <p><b>Charter School program:</b> Students, staff and parents are strongly encouraged to wear masks on campus.</p>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>Limiting the physical interactions of students and staff is one way to mitigate exposure to infectious disease. 6- foot physical distance will be promoted by the following strategies:</p> <ul style="list-style-type: none"> <li>• Classrooms will maintain maximum distance between individuals when feasible.</li> <li>• Student and staff groupings will be as static as possible by having the same group of children stay with the same staff, when feasible.</li> <li>• The school will limit mixing between groups when possible.</li> <li>• Classroom environment layouts will be modified to reduce contact and maximize distance.</li> <li>• Shared and outdoor spaces will be scheduled to reduce a mixture of student groupings.</li> <li>• Visual decals will be placed on campus to promote physical distancing, especially at locations where lines might form, like drop-off areas.</li> <li>• To further reduce adult contact, parents will not be permitted on campus.</li> </ul>

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<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p>All staff will be trained on safety and infection control protocols and on all safety protocols. Staff training may be delivered virtually or in person.</p> <p>School staff will teach, promote, and model healthy hygiene practices:</p> <ul style="list-style-type: none"> <li>• Hand hygiene: Washing hands with soap and water for at least 20 seconds, or using hand sanitizer containing at least 60% alcohol if soap and water are not available.</li> <li>• Respiratory etiquette: Covering all coughs and sneezes with a tissue (or coughing or sneezing into elbow), immediately discarding used tissues, and washing hands after coughing or sneezing.</li> </ul>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>School staff will:</p> <ul style="list-style-type: none"> <li>• Sanitize high touch areas throughout the day.</li> <li>• Employ an ozone cleaner in the evenings.</li> <li>• Increase ventilation indoors: Classroom ventilation systems will use HEPA air filters. When possible, teachers and staff will also increase circulation of outdoor air as much as possible, for example by opening windows and doors unless doing so poses a safety or health risk.</li> <li>• Increase outdoor instruction when possible.</li> <li>• Additional material cleaning with UV light disinfectors.</li> </ul>
<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>For Students or Staff Exposed to COVID-19 or with a Positive Test for COVID-19</p> <p>A person who had known <a href="#">close contact</a> with a confirmed COVID-19 case should <a href="#">quarantine</a> for 14 days from their last exposure to the case, unless they are fully vaccinated. However, individuals may be eligible for the acceptable options to shorten quarantine outlined below. Individuals may use the alternatives only if the following conditions are met:</p> <ul style="list-style-type: none"> <li>• Individual <u>does not</u> live in a congregate setting; AND</li> <li>• No clinical evidence of COVID-19 has been elicited by daily symptom monitoring during the entirety of quarantine up to the time at which quarantine is discontinued; AND</li> <li>• Daily symptom monitoring continues through quarantine Day 14; AND</li> <li>• Strict adherence to all recommended <a href="#">non-pharmaceutical interventions</a> (e.g., correct and consistent mask use, physical distancing) continues through quarantine Day 14.</li> <li>• If symptoms develop, they should immediately self-isolate and contact the health department or their healthcare</li> </ul>



		<p>provider to report this change in clinical status.</p> <p>The following options to shorten quarantine are acceptable alternatives if the conditions above are met:</p> <ul style="list-style-type: none"> <li>• Quarantine can end on Day 11 without testing and if no symptoms have been reported during daily monitoring.</li> <li>• Quarantine can end no earlier than Day 8 if a diagnostic specimen tests negative and if no symptoms were reported during daily monitoring. The specimen must be collected and tested no earlier than Day 6 (48 hours before) , and quarantine still cannot be discontinued earlier than Day 8.</li> </ul> <p>If students or staff have tested positive for COVID-19, they must notify school officials and remain in home isolation.</p> <p>They may return to school after:</p> <ul style="list-style-type: none"> <li>• 10 days since symptoms first appeared and</li> <li>• 24 hours with no fever without the use of fever-reducing medications and</li> <li>• COVID-19 symptoms have improved (for example, cough, shortness of breath)</li> </ul> <p>For Students or Staff with Negative Tests or Without Tests</p> <ul style="list-style-type: none"> <li>• If students or staff have fever with cough or shortness of breath and have tested negative for COVID-19, they should stay home away from others until 24 hours after fever is gone (without the aid of fever-reducing medications) and symptoms of acute infection resolve.</li> <li>• If students or staff have a fever with cough or shortness of breath, and/or other Covid-like symptoms, they should be isolated at school until they can be taken home and should stay home away from others for 10 days, or until they have a negative covid test or a non-covid diagnosis from their doctor. At that time they may return 24 hours after fever is gone (without the aid of fever-reducing medications) and symptoms of acute infection resolve.</li> </ul> <p>For Students or Staff with Other Symptoms</p> <ul style="list-style-type: none"> <li>• If children or staff have other non-compatible (non-COVID-like) symptoms and have not been tested for COVID-19, they should stay home until 24 hours after all symptoms are gone without the use of medicine.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Staff should monitor all children for signs and symptoms of new respiratory and GI infections.</li> <li>• Students or staff who are symptomatic with respiratory and GI illness should be isolated immediately and be separated from well students and staff until sick students and staff can be sent home.</li> </ul> <p>Isolating and Removing Those Who Are Sick</p> <ul style="list-style-type: none"> <li>• The school will immediately separate staff and <u>students</u> with COVID-19 <a href="#">symptoms</a> (such as fever, cough, or shortness of breath, or GI symptoms) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are.</li> <li>• Parents and guardians of students with symptoms will be called and students must be picked up within 30 minutes. If parents are not available, the school will call designated people on the Blue Emergency Card.</li> </ul> <p>Reporting for Suspected or Confirmed COVID Cases</p> <p>Designated COVID-19 Point of Contact</p> <p>The COVID Director is the designated personnel to whom sickness should be reported. The COVID Director will oversee reporting to regulatory agencies.</p> <p>Communications for Suspected or Confirmed COVID Cases</p> <p>If a staff member or enrolled student contracts the coronavirus, written notice will be provided to each staff member, parent, and the Pima County Health Department as soon as possible.</p> <ul style="list-style-type: none"> <li>• A dated, written notice will be posted at the school entrance.</li> <li>• Documentation of the notification will be maintained in a file at the school for 12 months from the date of the notification; and</li> <li>• Documentation of the absences of staff members and enrolled children due to the coronavirus will be maintained on facility premises for 12 months from the first date of absence.</li> <li>• Pima County Health Department epidemiology department will be notified on their 24/7 phone line at 1-520-724-7797 to report positive cases. Confidentiality of the individual will be maintained.</li> <li>• A parent alert notice will be provided to all families via One Call Now.</li> </ul>
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<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>Pooled Testing is conducted weekly by Concentrix.</p> <p><b>At-Home and On-Campus Screening Procedures</b></p> <p>Prior to bringing their child to school, parents will review the Fever Free App screening questions daily at home. A poster with screening questions will also be posted in the drop off area and by the gates. If the answer is yes to any of the questions, the parent will keep the child at home.</p> <p>Children or staff who meet any of the criteria below will be denied entry:</p> <ul style="list-style-type: none"> <li>• Temperature over 100.4°F, with temperature taken upon arrival at school and at midday.</li> <li>• A yes answer to any of these screening questions:             <ul style="list-style-type: none"> <li>○ Have any fever-reducing medications been used in the last 24 hours?</li> <li>○ Have you been in a group of 10 or more indoors without masks for more than 15 minutes?</li> <li>○ Are you awaiting the results of a COVID test due to symptoms or contact concerns?</li> <li>○ Is the child/staff member experiencing any of the following symptoms, and is the symptom of greater intensity or frequency than what is normally experienced?:                 <ul style="list-style-type: none"> <li>▪ New Cough</li> <li>▪ Shortness of breath or difficulty breathing</li> <li>▪ Chills</li> <li>▪ Chronic fatigue</li> <li>▪ Repeated shaking with chills</li> <li>▪ Muscle aches or body aches</li> <li>▪ New onset of severe headache</li> <li>▪ Sore throat</li> <li>▪ Loss of taste or smell</li> <li>▪ Diarrhea or abdominal pain</li> <li>▪ Nausea or vomiting</li> </ul> </li> <li>○ In the previous 14 days, have they had contact with someone with a confirmed diagnosis of COVID-19?</li> <li>○ Are they under investigation for COVID-19?</li> <li>○ In the previous 14 days, have they traveled to another state or another country? (A positive response may or may not require exclusion; the school reserves the right to make that determination.)</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>• Parents will show their Fever Free clearance badge at the gate or report to the screening station for temperature check and screening questions.</li> <li>• For families without prior Fever Free clearance, the staff member with the thermometer will ask if they can answer “no” to all screening questions, pointing to the poster. If all answers are “no,” the staff member will read the student’s temperature with a contactless thermometer aimed at forehead or inside wrist.</li> <li>• If the temperature is above 100.4, the student will be retested in 15 minutes. The student will wait with the parent in the shaded kiosk area in front of the administration building and a second-screening staff person will do a retake in 15 minutes. If the second reading is still high, the student will not be allowed to return to school for 24 hours. A second retake can be taken after another 15-minute wait if the parent requests it. If the screening is done in the car and the student’s temperature is high, the parent will move the car to a parking space and wait with the student in the shaded holding area for a retake.</li> <li>• Students who have Fever Free clearance or who pass the health and temperature screening will be admitted to school.</li> </ul> <p><b>On-Campus Screening Locations</b></p> <p>Screening in person or via Fever Free App is required before entering the campus. Screening will be closed at 8:40.</p> <p><b>River Road Campus:</b> Two screening stations at River will be set up when all classes are back in session:</p> <ul style="list-style-type: none"> <li>• Front gate</li> <li>• Back gate</li> </ul> <p><b>Camden Campus:</b> One screening station at Camden will be set up by the front gate.</p> <p><b>Screening Stations:</b> Each screening station will be equipped with:</p> <ul style="list-style-type: none"> <li>• Two adult screeners:             <ul style="list-style-type: none"> <li>○ 1 to check Fever Free App for all clear</li> <li>○ 1 to take temperature as needed.</li> </ul> </li> <li>• Three thermometers (two to use and one for backup in case of battery or other problem)</li> <li>• One large laminated poster with screening questions</li> <li>• Cleansing wipes or bleach, etc.</li> <li>• Hand sanitizer for staff</li> <li>• Gloves, mask, and PPE for staff</li> <li>• Clipboard and pen for staff to take notes if needed</li> <li>• One folding table to hold the supplies</li> <li>• Phone or timer for tracking 15-minute wait period</li> </ul>
<p>Efforts to provide vaccinations to school communities</p>	<p>N</p>	<p>Staff and parent community are periodically sent emails encouraging vaccinations and providing dates and locations of vaccination clinics. Staff were given time off for vaccinations and recovery time as needed.</p>

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Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>In order to maintain the health and safety of students and staff with health conditions that place them at higher risk during the COVID-19 Pandemic, Khalsa will:</p> <ul style="list-style-type: none"> <li>• Identify those who are medically fragile.</li> <li>• Any medically fragile student/staff member will have a written plan for support/exclusion as needed.</li> <li>• Offer options for staff at <a href="#">higher risk for severe illness</a> (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).</li> <li>• Offer options for students at <a href="#">higher risk of severe illness</a> that limit their exposure risk (e.g., virtual learning opportunities).</li> <li>• Consistent with applicable law, put in place policies to protect the privacy of people at <a href="#">higher risk for severe illness</a> regarding underlying medical conditions.</li> <li>• Consider any additional Covid-related accommodations for students with IEP's or 504 plans.</li> </ul>
Coordination with State and local health officials	Y	The COVID Director coordinates with state and local health officials. She attends relevant local and state meetings and is the liaison between health agencies and the school.

### 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?

We intend for the charter schools to remain open for the 2021-22 school year. We will follow the guidelines of CDC, ADHS and PCHD and if at any time we need to move to remote learning, staff will follow our Instructional Time Model to provide remote instruction through a variety of methods, including the following. Depending on the age group, not all items on the list below will be used at every level.

- Attendance tracking
- Regular class meetings with students
- Small group and/or individual lessons (either live virtual lessons or pre-recorded, or a combination of both) with students
- Learning packets
- Physical materials or DIY instructions for at-home learning materials
- Regular benchmark testing
- Read aloud time (either live or pre-recorded)
- Reading Zone—the Khalsa Sustained Silent Reading program
- Work time periods
- Virtual social interaction times
- Regular communication with parents
- Additional support as directed by Khalsa School

Laptops and internet service will be provided, when applicable, to students with limited or no access at home; summer school programming will be offered to support students with learning loss; a school counselor is available in person, or remotely (as needed), to provide social/ emotional and mental health support to student and staff.



## Students' Needs:

### Academic Needs

**Kindergarten** is part of the charter school. It is expected that kindergarten instruction will be offered remotely when the charter school is offering remote instruction, and in-person when the charter school offers in-person instruction. If students are attending in person, staff will provide instruction as usual. If students attend remotely, staff will provide:

- Attendance tracking
- Regular class meetings with students
- Individual connection time
- Small group and individual lessons (either live virtual lessons or pre-recorded, or a combination of both) with students
- Learning packets
- Physical materials or DIY instructions for at home learning materials
- Regular Benchmark testing
- Regular communication with parents
- Additional support as directed by Khalsa School

**Elementary and Middle School:** We intend for the charter schools to remain open for the 2021-22 school year. We will follow the guidelines of CDC, ADHS and PCHD and if at any time we need to move to remote learning, staff will follow our Instructional Time Model to provide remote instruction through a variety of methods, including the following. Depending on the age group, not all items on the list below will be used at every level.

- Attendance tracking
- Regular class meetings with students
- Small group and/or individual lessons (either live virtual lessons or pre-recorded, or a combination of both) with students
- Learning packets
- Physical materials or DIY instructions for at-home learning materials
- Regular benchmark testing
- Read aloud time (either live or pre-recorded)
- Reading Zone—the Khalsa Sustained Silent Reading program
- Work time periods
- Virtual social interaction times
- Regular communication with parents
- Additional support as directed by Khalsa School

### Specials

While the campuses remain open, specialists (PE, music, art, Spanish and drama) will deliver classes in person

### Students with Diverse Learning Needs

If we need to move to remote instruction, students with diverse learning needs will be supported as follows:

- **Special education**
  - **Students with IEPs:** will receive remote services from the special educator in a manner that supports requirements stipulated in their IEP; when services cannot be duplicated virtually, the IEP team will decide how best to meet the student's needs.
  - **Students with 504 Plans:** will receive accommodations as needed in a virtual environment to support the accommodations stipulated in their 504 plan.

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	<ul style="list-style-type: none"> <li>• <b>Students in Intervention Programs:</b> Students identified through benchmark testing as requiring support will receive individualized virtual services in math and reading.</li> <li>• <b>English Language Learners:</b> Students identified through AZELLA testing as English Language Learners will receive individualized virtual services based on state requirements.</li> <li>• <b>Child Find:</b> parents of children age 0-4 who may need developmental support will be referred to Arizona Child Find services as needed.</li> <li>• <b>Child Study:</b> teachers will monitor charter school children for learning progress, and refer children to child study as needed throughout the year.</li> <li>• <b>School Counselor:</b> our school counselor is available to work with students, staff and families for support, referrals to outside mental health providers, and classroom Social Emotional Learning opportunities.</li> </ul>
<p>Social, Emotional and Mental Health Needs</p>	<p>The school will post links to community resources for social emotional support (See <a href="#">Local Resources</a> on our School Reopening Website) and will provide a contact person in the office (who can provide help and make referrals to community supports).</p> <p><i>Coaching Resources</i></p> <ul style="list-style-type: none"> <li>• Regular parent meetings, coffees, and/or town halls will be offered during periods of distance learning for parent education, connection, information sharing, and listening to parents.</li> <li>• The <a href="#">Khalsa Montessori School Reopening News and Resources</a> website will continue to provide information, helpful articles, and links for parent resources and support.</li> <li>• Teachers will provide weekly newsletters and will communicate the times that they can be contacted by parents for appointments by phone or online.</li> <li>• A school counselor has been hired for training and support.</li> </ul> <p><i>Maintaining Community</i></p> <ul style="list-style-type: none"> <li>• The Khalsa Community Organization (KCO) and Camden Parent Teacher Organization (PTO) will continue programs for building community.</li> <li>• The school will continue connecting with families through the listserv, website, social media.</li> <li>• Weekly community conversations on Zoom with Nirvair Khalsa, Director.</li> </ul>
<p>Other Needs (which may include student health and food services)</p>	<p><b>Technology during remote learning</b></p> <p>Much of remote learning is delivered via electronic means. Students will need a device to connect to the internet. If you do not have a device or internet connection at home, please contact the school. We have a limited number of devices available to loan.</p> <p><b>Communication</b></p> <p>Effective and ongoing communication is a critical component before, during, and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families, and the community to safely re-engage in the education process. Khalsa Montessori School will ensure consistent messaging across schools.</p> <p>Khalsa Montessori School will provide communications for families including:</p>

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	<ul style="list-style-type: none"> <li>Information on the health and safety measures we are taking to ensure students can return to school.</li> <li>Health Protocols: Khalsa Montessori School will work closely with the local health department to develop appropriate safety protocols for students and others entering school facilities.</li> <li>The expectations of parents and students if Emergency Distance Learning is implemented.</li> <li>Basic information on COVID-19 and measures families can take to stay safe when not at school (DHS fact sheet).</li> <li>Clear direction in the roadmap on when to keep a student home and the process for notifying the school.</li> <li>Weekly community conversations for school updates and parent input on Zoom with Nirvair Khalsa, Director</li> </ul> <p>Maintaining Community</p> <ul style="list-style-type: none"> <li>The Khalsa Community Organization (KCO) and Camden Parent Teacher Organization (PTO) will continue programs for building community.</li> <li>The school will continue connecting with families through the listserv, website, social media.</li> <li>Weekly community conversations on Zoom with Nirvair Khalsa, Director.</li> </ul>
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	<b>School Counselor:</b> our school counselor is available to work with staff for support and/or referrals to outside mental health providers.
Other Needs	<p><b>Communication</b></p> <p>Effective and ongoing communication is a critical component before, during, and after any school crisis. Implementing specific communication procedures and protocols will allow staff, students, families, and the community to safely re-engage in the education process. Khalsa Montessori School will ensure consistent messaging across schools.</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**

<b>Date of Revision</b>	<b>October 2021</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:	Components of this plan were addressed at public board meetings, in town hall sessions, and in collaboration with school personnel. Khalsa will continue to engage with the community to further develop plans, as needed, to ensure the safety of our students and educators and the continuation of instruction.

## 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