

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



| Entity ID | CTDS | LEA NAME |
|-----------|-----------|------------------------|
| 79420 | 108784000 | Khalsa Family Services |

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: |
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| 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. Note: Cloth face coverings should not be placed on:</p> <ul style="list-style-type: none"> • Children younger than 2 years old • Anyone who has trouble breathing or is unconscious • Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance <p>Charter School program: Students, staff and parents are strongly encouraged to wear masks on campus during High and Medium Community levels.</p> |
| Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) | Y | When in high community levels podding and dividers in classrooms will be encouraged. |
| Handwashing and respiratory etiquette | Y | <p>School staff will teach, promote, and model healthy hygiene practices:</p> <p>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.</p> <p>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.</p> |
| Cleaning and maintaining healthy facilities, including improving ventilation | Y | <p>School staff will:</p> <ul style="list-style-type: none"> • sanitize high touch areas throughout the day, • increase ventilation indoors: classroom ventilation systems will use HEPA air filters, • increase outdoor instruction when possible, <p>When possible, teachers and staff will also increase circulation of outdoor air as much as</p> |



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| | | <p>possible, for example by opening windows and doors unless doing so poses a safety or health risk.</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>For Students or Staff Exposed to COVID-19 A person who had known close contact with a confirmed COVID-19 case should:</p> <ul style="list-style-type: none"> ● Should wear a well fitted mask for 10 days when around others ● Should test on day 6 <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"> ● 5 full days since symptom onset and ● 24 hours with no fever without the use of fever-reducing medications and ● COVID-19 symptoms have improved (for example, cough, shortness of breath) ● Should wear a mask for days 6-10 while around others <p>For Students or Staff with Negative Tests</p> <ul style="list-style-type: none"> ● 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. <p>For Students or Staff with Other Symptoms</p> <ul style="list-style-type: none"> ● 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. ● Staff should monitor all children for signs and symptoms of new respiratory and GI infections. ● 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. <p>Isolating and Removing Those Who Are Sick</p> <ul style="list-style-type: none"> ● The school will immediately separate staff and students with COVID-19 |



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| | | <p>symptoms (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.</p> <ul style="list-style-type: none"> • 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. <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> <ul style="list-style-type: none"> • If a staff member or enrolled student contracts the coronavirus, email notice will be provided to those who are considered a close contact as soon as possible. • A dated, written notice will be posted at the school entrance. <p>Self-reporting: Consistent with applicable law and privacy policies, staff and families are asked to self-report to the school if they or any of their students have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days.</p> |
| Diagnostic and screening testing | Y | The school has a CLIA waiver that allows trained personnel to administer Covid-19 tests to individuals with consent from a parent or guardian. The school will provide families with at home rapid antigen test that are provided by Pima County Health Department when they are available |
| Efforts to provide vaccinations to school communities | N | The 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. |



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| <p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p> | <p>Y</p> | <p>Plan for Medically Fragile Students and Staff</p> <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"> • Identify those who are medically fragile. • Any medically fragile student/staff member will have a written plan for support/exclusion as needed. • Offer options for staff at higher risk for severe illness (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). • Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). • Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions. • Consider any additional Covid-related accommodations for students with IEPs or 504 plans. |
| <p>Coordination with State and local health officials</p> | <p>Y</p> | <p>The COVID Director coordinates with state and local health officials. They attend relevant local and state meetings and is the liaison between health agencies and the school.</p> <p>Reporting for Suspected or Confirmed COVID Cases:</p> <p>Designated COVID-19 Point of Contact:</p> <ul style="list-style-type: none"> • The COVID Director is the designated personnel to whom sickness should be reported. • The COVID Director will oversee reporting to regulatory agencies. <p>Communications for Suspected or Confirmed COVID Cases</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?



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 school to remain open for the 2022-23 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.

A school counselor is available in person, or remotely (as needed), to provide social/emotional and mental health support to students and staff.

Students' Needs:

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| <p>Academic Needs</p> | <p>We intend for the charter school to remain open for the 2022-23 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.</p> <ul style="list-style-type: none"> ● 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 |
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| | <ul style="list-style-type: none"> ● 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 <p>Laptops and internet service will be provided, when applicable, to students with limited or no access at home.</p> |
| <p>Social, Emotional and Mental Health Needs</p> | <p>Social and Emotional Health</p> <p>A school counselor has been hired for training and support.</p> <p>The school will post links to community resources for social emotional support (See Local Resources 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>Coaching Resources</p> <p>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.</p> <p>The Khalsa Montessori School Reopening News and Resources website will continue to provide information, helpful articles, and links for parent resources and support.</p> <p>Teachers will provide weekly newsletters and will communicate the times that they can be contacted by parents for appointments by phone or online.</p> |
| <p>Other Needs (which may include student health and food services)</p> | <p>Special education</p> <ul style="list-style-type: none"> ● 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. ● Students in Intervention Programs: Students identified through benchmark testing as requiring support will receive individualized virtual services in math and reading. |



English Language Learners: Students identified through AZELLA testing as English Language Learners will receive individualized virtual services based on state requirements.

Child Find: parents of children age 0-4 who may need developmental support will be referred to Arizona Child Find services as needed.

Child Study: teachers will monitor charter school children for learning progress, and refer children to child study as needed throughout the year.

School Counselor: 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.

Technology during remote learning:

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.

Communications

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.

Khalsa Montessori School will provide communications for families including:

- Information on the health and safety measures we are taking to ensure students can return to school.
- 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.
 - The expectations of parents and students if Emergency Distance Learning is implemented.
 - Basic information on COVID-19 and measures families can take to stay safe when not at school (DHS fact sheet).
- Clear direction in the roadmap on when to keep a student home and the process for notifying the school.

The school will provide communications to students through:

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| | <ul style="list-style-type: none"> • Posters in all buildings. • Direct instruction, regular, daily reminders, and other messaging on hand washing and covering coughs and sneezes. • All health and safety procedures. • New classroom and/or distance learning expectations and routines. <p>Maintaining Community</p> <ul style="list-style-type: none"> • The Khalsa Community Organization (KCO) and Camden Parent Teacher Organization (PTO) will continue programs for building community. • The school will continue connecting with families through the listserv, website, social media. |
| Staff Needs: | |
| Social, Emotional and Mental Health Needs | A school counselor is available to work with staff for support and/or referrals to outside mental health providers. |
| Other Needs | 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. |

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**

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| Date of Revision | 8/30/2023 |
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Public Input

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| 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 to ensure continuation of instruction. |
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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 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; and
- (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