



DISTRICT: Public Plan

Safe Return to In-Person Instruction and Continuity of Services Plan

*NOTE: If any of your answers to the following questions require additional space,
please use the supplemental blank pages at the end of this document.*

DISTRICT: _____

Safe Return to In-Person Instruction and Continuity of Services Plan



The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans to be in an understandable and uniform format; to the extent practicable, 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. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

Consultation with Stakeholders

1 Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

In an effort to engage in meaningful consultation with Arlington Community Schools' stakeholders, ACS launched a survey to solicit feedback from various groups, including students, parents, teachers, principals, administrators, civil rights organizations, special populations and at-large community members. During the three-week open comment period, more than 1,480 stakeholders completed the questionnaire, with the overwhelmingly majority (89 percent) classifying themselves as "Parent/Families." Additionally, about 33 percent of respondents identified themselves as stakeholders representing special populations, such as children with disabilities, children with English as a second language, children experiencing homelessness, migratory students, children who are incarcerated and underserved students.

- Response Continued in Supplemental Portion

2 Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

Using the ESSER 3.0 overarching priorities, ACS asked stakeholders to rank how they believe federal funds should be spent based on importance: one (1) being "not important" to five (5) being "very important." Based on the results, ACS is able to aggregate and isolate results by groups, including the stakeholders' relationship to ACS or whether they're representing the interest of special populations. The ranked question results allowed the district to see what is most important to stakeholders as a collective and also as individual groups, which in turn helps ACS determine which focus areas should be prioritized in ESSER spending and planning.

3 How did the LEA compile feedback during the open comment period for the ARP Plan?

Arlington Community Schools launched a survey via Survey Monkey. The survey asked respondents various questions through multiple choice, ranking and open-ended queries. The survey was disseminated directly with ACS students, parents, families and employees via email, text and the ACS Mobile App and the district's social media platforms to reach all other stakeholders. During the three-week open comment period, more than 1,480 stakeholders completed the questionnaire. The survey data is viewable as a collection or by individual responses.

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4 How was the input considered during the open comment period time?

By surveying internal and external stakeholders, ACS was able to determine which ESSER 3.0 spending priorities are most important to them and incorporate those ideas and thoughts into the district's ESSER planning. For example, one of the highest weighted categories for importance was the use of ESSER 3.0 funding on high quality instructional materials. Using this data point, the district was able to identify additional curriculum materials, textbooks and/or manipulatives to give teachers, students and classrooms high quality instructional materials that will also help address learning loss.

-Response Continued in Supplemental Portion

Safe Return to In-Person Instruction

5 Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities,
- including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

We have adopted 3 general policies related to safe and healthy protocols related to COVID. We will highlight those 3, but will also detail the published district procedures for the bulleted items above.

-Responses Continued in Supplemental Portion

Continuity of Services Plan

6 How the LEA will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Using the strategies listed in Q5, we will strive to keep schools open and students learning in-person. We are a 1:1 district in all grades, K-12, so are able to connect with students even when they are absent for an extended number of days. Each school will establish a before (or after) school tutoring program to assist students with learning loss and academic support We will maintain our COVID resource website, which has practical strategies and resources to help both students/parents and staff with social, emotional, and mental health needs. In addition to providing free meals to all students, we also have a program to support students who may need nutritious food items over each weekend break.

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SUPPLEMENTAL RESPONSES

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Continuation of Question #1 -

Respondents were asked to answer several multiple-choice questions and rank the importance of various ESSER fund expenditures. They were also provided the opportunity to leave an open response for additional input.

Continuation of Question #4-

Additionally, we included an open-ended question to obtain supplemental considerations from stakeholders that may have not been captured in the other survey questions. More than 1,000 respondents left additional recommendations for how funds should be spent that we were able to analyze and assess their relevance to ESSER spending. Some recommendations went beyond the scope of ESSER 3.0 allowable expenses but were beneficial to the district in various ways.

Continuation of Question #5 -

ACS Policy 1.8011 - Emergency Closings: This policy addresses the cases when a Superintendent is authorized to close school due to hazardous weather or any other emergency. It includes the exception of a State Executive Order (Public Chapter No. 96).

Policy 4.203 - Temporary Instructional Policy for Students Testing Positive for COVID-19 or Possible Exposure to COVID-19: This policy allows us to offer temporary remote instruction to students who are quarantined whether it be for a positive test or a direct exposure to COVID-19.

Policy 5.101 - Temporary COVID-19: This policy is for staff members who need to be absent due to COVID-19. It grants employees a maximum of ten days of paid sick leave if they are unable to work due to the listed COVID-related factors in the policy.

Daily safe and healthy protocols are published and monitored at each school site. Our Back to School Hub (www.acsk-12.org/parent) posted before the first week of school, listing all safety protocols. Additionally, the Superintendent created a video message (his traditional 'Mayo's Minutes' videos our community is accustomed to) detailing the protocols.

Our school district works directly with the Shelby County Health Department (SCHD) in planning for school safety. Currently, our Superintendent (and others in the area) participate in a weekly call with local health officials. Additionally, our Coordinated School Health Supervisor is very active in frequent calls with the SCHD. District leads also engage in the state-level weekly calls where we received specific guidance from TDOH officials.

When we first began our contact tracing protocols last year, a SCHD representative was able to visit each of our 4 school sites to assess our practices and give feedback. Those visits, along with our frequent communication with their contact tracing team, has led to a positive relationship where we are able to call for guidance as well as report all needed details to them for our positive cases. All classes, teams, and bus routes require a seating chart. This staff expectation allows us to contact trace all cases and respond and communicate accordingly with parents and other stakeholders. We are able to share the seating charts and rosters with the Health Department and have contacts in place to do so for each case.

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Safety protocol accommodations may be warranted for some vulnerable students, including those with disabilities or other unique needs. Teachers and nurses have been able to address each unique case and establish a plan/practice that meets the need for the student or special needs classroom layout.

In the spring of 2021 our district was able to offer dose 1 and dose 2 vaccine shots to employees who wished to be vaccinated. This was a collaborative effort with several other municipal school districts and was accomplished by offering two remote days of learning to our student population.

HEALTH & SAFETY STANDARDS:

Despite our full return to the classroom, ACS won't cut corners when it comes to keeping our buildings clean and will implement layered prevention strategies to keep students safe. Our cleaning services provider, SKB, will continue its heightened cleaning protocols and use of enhanced cleaning supplies to sanitize and disinfect the buildings. The "Red Shirt Custodian" will be in charge of regularly disinfecting commonly touched surfaces and serve as a visible reminder of sanitation efforts. Clorox 360° machines will also be on hand to use in classrooms of positive cases and as needed.

More Measures:

Hand sanitizing stations and cleaning wipes will once again be supplied in all classrooms and common areas. Frequent handwashing will be encouraged and allowed throughout the school day in the building.

When and where practical, 3-foot social distancing will take place. Directional signage on floors is utilized.

Nearly 60 HVAC units were replaced over the summer break for better air quality and energy consumption in addition to the upgrades we made last year.

Safety Compliance Assistants will be located in each building to ensure the safety measures we've put into place are followed. And of course, our nurses will be available to assist students with immediate medical needs.

Respiratory Etiquette:

Masks for students are required as per the local Shelby County Health department directive. Per SCHED mandate, all adults/employees must wear a mask.

Parents are able to request a mask medical exemption with respect to health conditions.

Age appropriate videos on proper respiratory etiquette are provided to teachers for students to view monthly or as needed.

CONTACT TRACING, ISOLATION, QUARANTINE, & REMOTE LEARNING:

School Administrators, School Compliance Assistants, and School Nurses use seating charts of each classroom, cafeteria, and bus to conduct contact tracing. Identified close contacts are notified via phone by the School Nurse with instructions on the quarantine period. The Coordinated School Health Department provides a daily list of positive Covid cases to the Shelby County Health Department; to include the student's name, Date of Birth, grade, school location, symptoms present, parent phone number, and email address.

ACS District office staff meet with the Shelby County Health Department several times a week to stay abreast of local updates.

Earlier this month, the State Board of Education amended a policy to allow for remote learning for the sole purpose of students in quarantine due to COVID-19 exposure. In cases of quarantine, families must contact the school nurse to complete the required documentation. Once approved, students in quarantine may work remotely from home on assignments in Schoology, SeeSaw or as directed by their teacher(s).

Visitors – Principals will establish school guidelines and protocols for visitors. As always, all visitors must check in at the front office and review the COVID-19 screening, but we're excited to see you back on campus.

Full Capacity Sports & Extra-Curricular Activities – Our student athletes and performers will be able to Reconnect with their fans and audiences at full capacity! Athletics will follow TSSAA and TMSAA guidelines. All other activities will follow district health and safety protocols.

Bus Transportation - Bus transportation will be provided at full capacity to eligible students zoned for ACS. Masks will be optional. Bus numbers and routes for the school year will be available during the first week of August.

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Water Fountains – Water fountains will be operational this year. If students still want to bring their own water bottles, that is still permissible as we have water bottle fillers on every campus.

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SUPPLEMENTAL RESPONSES *(continued)*

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