Elgin School District



**American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER); OAR 581-022-0106 (State Operational Plan)**

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

# District Information

Institution ID:2217

Institution Name: Elgin School District

**District Continuity of Services Plan/RSSL**

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

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

1. Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06;](https://www.oregon.gov/gov/Documents/executive_orders/eo_21-06.pdf) and
2. Meets the requirements for:
   1. An operational plan required under [OAR 581-022-0106(4),](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-0106) while aligning the [CDC Guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html) on School Reopening with the [Ready](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx) [Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx) (RSSL Resiliency Framework);
   2. [Section 2001(i)(1)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H750E36BDE0EB41249B8BE928436D6048) of the ARP ESSER and the US Department of Education’s [Interim Final Requirements](https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-fund) for Safe Return/Continuity of Services Plan; and
   3. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220) (Division 22 requirements).

As districts plan and implement the recommendations in ODE’s RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

* **Ensure safety and wellness**. Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
* **Center health and well-being**. Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
* **Cultivate connection and relationship**. Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
* **Prioritize equity**. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
* **Innovate**. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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## Planning Mental Health Supports

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| **ARP ESSER & OAR 581-022-0106**  **Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services** | **How do the district's policies, protocols, and procedures center on equity?** |
| Devote time for students and staff to connect and build relationships | *Level of Implementation:* To a Great Extent  *Modeling and facilitating healthy relationships in order to build up our community is a priority for the Elgin School District. To this end, the district:*   * *Supports extra-curricular opportunities for students that teach and apply leadership and team-building skills, including FFA, FBLA, National Honor Society and Robotics.* * *Encourages and provides flexibility for staff to coach after-school activities for elementary and middle school students, such as flag football, soccer, volleyball, basketball, Little League and other community projects or organizations.* * *Secured a Wellness grant focused on providing physical, emotional and behavioral activities such as yoga, meditation, Zumba, after-hours gym access and other group activities for staff.* | *Elgin is a small, isolated, working-class mill town that has long-battled grinding cycles of mill closures, generational poverty and all of the social and economic characteristics created in those conditions. In all ways and at all times, the district makes decisions and focuses our efforts on filling in the opportunity gaps for our students and their families to break unhealthy cycles and build stable futures. For teachers and administrators in Elgin that often means stepping in, as described to the left, to provide experiences and modeling for students that may be unavailable at home. The pandemic and resulting political discord exacerbated these challenges. This takes a toll on our staff that we are attempting to mitigate by supporting their work and by filling up their own reservoirs.* |
| Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences | *Level of Implementation: To a Great Extent*  *The Elgin School District is proud of our investments in creative and reflective outlets for students and staff. In addition to the future-focused work of Gear Up and a popular Yearbook program, the district has:*   * *Incorporated art into all courses with support from Art teachers who have been added in both our elementary and secondary buildings.* * *Expanded our music program.* * *Adopted a new, more rigorous and engaging online curriculum for our Alternative Education students, and* * *Partnered with the Elgin Opera House to engage students and staff both in their professional productions that have made Elgin a destination for theater-lovers.* | *As a rural community with a primarily low socio-economic status, the district takes advantage of all opportunities to expose students to reflective and creative activities they would likely not be able to access without the school’s intervention. These opportunities to see how other cultures, voices and communities exist in the world. Exposure to their stories, told through various art forms, provides an important window for our students into other ways of living and contributing, outside of the Grande Ronde Valley. Feedback from students is an important part of our decision-making process.* |

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| **ARP ESSER & OAR 581-022-0106**  **Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services** | **How do the district's policies, protocols, and procedures center on equity?** |
| Link staff, students and families with culturally relevant health and mental health services and supports | *Level of Implementation: To a Great Extent*  *As a district we:*   * *Increased from 2 part-time to 2 full-time mental health counselors, doubling our capacity to serve.* * *Work closely with CARE Coordinators from the Blue Mountain Early Learning Hub to partner with families as early as possible.* * *Coordinate with Union County Health Authority and work closely with the Center for Human Development* * *Prioritize strategies for developing relationships with parents, including: making home visits, encouraging staff to be present and active in the community. As an administrative team we model this behavior by attending as many games and events as possible to meet and build trust with families, even those who may not yet have children in our school yet.* | *The Elgin School District has worked diligently to tread very carefully, strategically and respectfully with our stakeholders to support health and mental health. A hallmark of generational poverty is a culture of distrust in government and authority. We work closely with our partners and staff to focus on building trust so students will have the support at home to access health and mental health services.* |
| Foster peer/student lead initiatives on wellbeing and mental health | *Level of Implementation: Somewhat*  *As the centerpiece of our SIA planning and facility assessment, we met with every 6th-12th grade class to develop strategies for improving student wellbeing and health. Much of the resulting plan and budget was based on their feedback, including increasing FTE related to counseling and the Arts already mentioned, but also upgrading our physical health facilities where students and staff alike can take better care of their minds and bodies.*  *We have a significant group for the size of community struggling with sexuality and gender identify. As their principal, I am working on building trust individually and in group settings with the students who have reached out. On a case-by-case basis I connect them to each other and our full-time counselor. We continue to explore next steps and professional learning for how to support this growing population of students.* | *As a Superintendent and High School Principal watching the pandemic further isolate and divide, my leadership, decision-making and recommendations are increasingly influenced by concern for the students in our community who often lack healthy role models and depend on each other. However, we have also experienced an influx of students in the last year who are struggling to explore their sexuality. Although we don’t know exactly why there is currently a significant group of LGBQT2IA students, we are learning about how best to gain trust, provide the time, attention and care that our small school culture allows and possibly attracted them to us.* |

**Communicable Disease Management Plan**

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. [(OAR 581-022-2220](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D21) and meet the ESSER process requirements of “coordination with local public health authorities.”

**Link:** <https://www.elgin.k12.or.us/o/esd-23/browse/170880> (Pandemic Plan)

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| **ARP ESSER Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure contintuity of services** | **How do the district's policies, protocols, and procedures center on equity?** |
| Coordination with local public health authority(ies) including Tribal health departments | *Level of Implementation: To a Great Extent*  *Please see our* [*Communicable Disease Management Plan*](https://www.elgin.k12.or.us/o/esd-23/browse/170880)*. We will continue to collaborate with Union County Health Authority and our school nurse through InterMountain Education Service District regarding best practices for operations as well as contact tracing, isolation and exclusion for outbreak or suspected COVID-19 spread.* | *We review and apply our district’s equity stance, principles and commitments to ensure that all of our partners share our values and represent our students.*  *We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.* |

## Isolation Plan

Please provide a link to the district’s plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. [(OAR 581-022-2220)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269). **If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number.** Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D22).

**Link and/or page number:**  See page 10, Section 1i of our [*20-21 RSSL Operational Blueprint*](https://www.elgin.k12.or.us/o/esd-23/browse/170880)*. Isolation protocols are also described in the Concept of Operations in the district’s “Pandemic” Plan (aka Communicable Disease Plan). Note that these standard operating procedures were designed in concert with the Union County Health Authority and neighboring districts to provide specific and detailed response plans.*

*Continued on next page.*

## [Health and Safety Strategies](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf" \l "page%3D13)

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to [COVID-19. (OAR](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=272765) 333-0[19-0010)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=272765)

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html) and the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf) for each health and safety strategy. Additional documents to support district and school planning are available [on the ODE Ready Schools, Safe](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx) Learners website.

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| **Health and**  [**Safety Strategy**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D14) | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| COVID-19 vaccinations to educators, other staff, and students if eligible | *Level of Implementation: Somewhat*  *Elgin has a local health clinic offering vaccinations and the Lions Club has coordinated 3 clinics so far at the local community center. Rather than duplicate time and effort, we work with these organizations to notify our students, families and staff when these are available.* | *Elgin has limited resources. We focus our efforts on effectively publicizing our partner’s efforts to reach all members of our community.* |

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| **Health and**  **Safety Strategy** | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [**Face**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D14) **Coverings** | *Level of Implementation: To a Great Extent*  *As this rule is modified and additional guidance from OSAA, OHA and CDC is provided, the district will comply by training students on how to wear and care for face coverings and by providing masks for those who don’t bring their own.* | *Elgin prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.*  *The district may accommodate for medical needs or disability if necessary.* |
| [Physical distancing and cohorting](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D15) | *Level of Implementation: To a Great Extent*  *As part our Operational Blueprint, the Elgin School District completed detailed physical measurements of our facilities to ensure that we could return to in-person instruction with 6 foot of separation.*  *Because those restrictions are no longer in place we do not maintain physical distancing rules. However we encourage students to be aware of their own space, in relation to wellness.* | *As the district makes decisions about how to utilize our existing spaces to meet physical distancing and cohorting best practices, we take great care to consider how those decisions will best serve all of our underserved populations.*  *This particular mitigation strategy focuses on health and safety for all stakeholders.* |

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| **Health and**  **Safety Strategy** | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Ventilation and air flow](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D16) | *Level of Implementation: Somewhat*  *Our highest priority for our ESSER III budget is upgrading our 1958 boiler system to a modern, efficient HVAC system. We are currently on a wait list, which may take months, just to secure a quote. In the meantime, we use natural ventilation provided by doors and windows and rely on the necessary exhaust fans to provide the healthiest air flow possible for students and staff.*  Attached to boilers from 1958. A couple of years ago one of them broke down. Had to cancel school while waiting for equipment and repairs. | *It is difficult to overstate, even with the very much-appreciated influx of federal dollars, the barriers Elgin and our neighboring rural districts have to providing safe, healthy and updated facilities for all of our students. These concerns are always at the forefront of the district’s administration and school board decision-making, not just how to fund these types of projects but also timelines for accessing regional contractors who are stretched very thin. At this point, all improvements support all of our students, staff and community. We don’t have the luxury of prioritizing projects that will benefit a particular underserved population. Our goal is to keep the doors open for everyone. For example, a couple of years ago our 1958 boiler broke down in the middle of winter. It took several days for a part and repairman to arrive, forcing us to cancel school for a week.* |
| [Handwashing and respiratory etiquette](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D19) | *Level of Implementation: To a Great Extent*  As described in our Operational Blueprint (p.13 & 15): All students will have access to hand washing before breakfast/lunch/snack is served. Opportunity for frequent hand washing will be provided throughout the school day.  Signage will be used to remind students and staff of the importance of good hygiene. Signage, hand soap and/or sanitizer will be available throughout the district’s buildings to remind all students, staff and visitors of the importance of good hygiene and respiratory etiquette. | *Our priority is to institute procedures that will keep school open all the time for all students. We reviewed and decided to maintain the practices adopted last year in our Operational Blueprint. Unlike many other districts last year, we were in school. With the exception of quarantines requiring a temporary one-week closure at the high school, our health mitigation protocols, including handwashing and respiratory etiquette, were highly successful.* |

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| **Health and**  **Safety Strategy** | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Free, on-site COVID-19 diagnostic testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3560.pdf)  *Note: Diagnostic testing is for people who are showing symptoms.* | *Level of Implementation: To A Great Extent*  *We currently have available the fast-acting COVID diagnostic kits. In case of interruption, we will direct students, families and staff to the same local clinic that also offers vaccinations.* | *The district is particularly interested in providing easily accessible services that support the health and wellbeing of our economically disadvantaged families. We believe it is important to offer these services if feasible to a community that tends to be culturally-resistant to or suspicious of mandates related to curbing COVID-19.* |
| [COVID-19 screening testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf)  *Note: Screening testing is for people who are not showing symptoms.* | *Level of Implementation: Somewhat*  *The Elgin School District does not provide screening testing. We encourage and support families in contacting local health agencies for COVID screening.* | *As described above, the district is interested in providing supports as feasible to our economically-disadvantaged students and their families. As support becomes available we will take every opportunity to either offer it ourselves or partner with other organizations in our community.* |

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| **Health and**  **Safety Strategy** | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Public health communication](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D20) | *Level of Implementation:* To a Great Extent  The Elgin School District will follow the Standard Operating Procedures outlined in our Communicable Diseases “Pandemic” Plan. These procedures include specific tasks related to Communication at the Preparedness, Response & Recovery phases and was aligned/jointly designed with the Union County Health Authority and neighboring school districts. See pages 6-17 for details. | *We provide all information in languages and formats accessible to the school community. This includes Facebook, our webpage, an automated dialing system, and an electronic reader board that sits outside of the elementary school and on one of the few main streets that run through town.* |
| [Isolation:](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D22)  **Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by** [**OAR 581-022-2220**](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220)**.** | *Level of Implementation: To a Great Extent*  *From* [*20-21 RSSL Operational Blueprint*](https://www.elgin.k12.or.us/o/esd-23/browse/170880) *(pg. 10, section 1i):*  *Each school principal (or designee) will connect weekly with nurse on updates for plan and isolation measures taken to that point.*  *• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room).*  *o Students will be provided a facial covering (if they can safely wear one).*  *o Staff should wear a facial covering and maintain physical distancing.*  *• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.*  *• Staff will maintain student confidentiality as appropriate.*  *• Daily logs must be maintained containing the following:*  *o Name of students sent home for illness, cause of illness, time of onset; and Name of students visiting the office forillness symptoms, even if not sent home.*  *• Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school andshould return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:*  *o the passage of 14 calendar days after exposure; and*  *o symptoms are improving.* | *This policy applies to all staff and students and is guided by Oregon Administrative Rule. All efforts will be made to ensure that this information is communicated to staff, students and their families in a language and modality that is accessible.* |

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| **Health and**  **Safety Strategy** | **Extent to which district has adopted policies, protocols,**  **or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [**Exclusion**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page%3D22)**: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (**[**OAR 333-019-0010**](https://secure.sos.state.or.us/oard/view.action?ruleNumber=333-019-0010)**)**  *For your reference:*  [Exclusion Summary Chart](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf) | *Level of Implementation:* To a Great Extent  *Our* [*20-21 RSSL Operational Blueprint*](https://www.elgin.k12.or.us/o/esd-23/browse/170880) *addresses the district’s exclusion protocol in section 1i, page 10.*  *The Elgin School District continues to follow the exclusion requirements as per current OHA and CDC guidance and will continue working with the Union County Health Authority, InterMountain ESD and our school nurse to ensure that our expectations and communications are consistent and accurate.* | *We are continuing to educate stakeholders so that they understand that the exclusion guidelines apply to everyone the same for the overall health of the district and all the stakeholders for which we provide service.* |

## Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Face%20Covering%20Supplemental%20Guidance.pdf) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

*The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety. The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact Dianne Greif to discuss options.*

*Note that this plan will continue to be updated as best practices and other federal or state guidance or recommendations become available.*

# Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts 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 Safe Return to In- Person Instruction and Continuity of Services Plan.

Date Last Updated: May 2, 2022