

# DRAFT VERSION

## ARP ESSER III Safe Return to School and Continuation of Services Plan

### 2021-2023 School Years

### Butte County School District

#### Background:

Butte County School District opened school during the 2020-2021 school year with a layered approach to safety, in compliance with CDC guidelines. These included:

- required masks,
- social distancing of six feet,
- hand sanitizing at entrance of bus and building
- Meals served as grab and go or staggered meals to prevent large groups
- sending students home who developed symptoms
- contact tracing of students/staff who have been identified as a positive
- parent education on symptoms and when to keep student home

The District was successful in its efforts to provide in-person learning for the majority of the school year.

Vaccinations are available to staff.

#### American Recovery Plan:

The ARP requirements include:

- 1) The community must be involved in developing the plan
- 2) The plan has to be posted on the school website
- 3) Explain how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools.
- 4) Twenty percent of funds must be used to address academic learning loss through summer school, summer enrichment, extended day, extended year, or comprehensive afterschool programs.
- 5) Must address needs of students of low income families, students with disabilities, students who are homeless or in foster care, students of color, and students of migratory families and English language learners.
- 6) The plan must provide a continuity of services, but the ARP does not identify those services.

The U.S. Department of Education has adopted an interim rule on the distribution of ESSER funds, the distribution of and accountability for which is to be overseen by OPI, that requires each school district that receives ARP ESSER funds (ESSER III) to "develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds." The interim rule continues with a requirement that *"the school district must include at a minimum a description of 'how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools:'"*

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The CDC has updated its guidance on school re-opening in the fall. The key takeaways include:

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

One other point that is made is that re-opening schools is vital and should occur even if all the CDC guidelines cannot be met. The layered approach is the best way to prevent the spread.

## Section 1: Description

### Community Involvement

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

Public comment is a required part of the process. Public comment will be sought through posting the plan on the school website, posting on board meeting agendas, and posting the plan in the community to request public comment. Comments can be submitted to the district via

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[publiccommentatbutteschools@gmail.com](mailto:publiccommentatbutteschools@gmail.com) . The superintendent also conducted a public presentation on August 10 to discuss, answer questions, and take public comment on the draft re-opening plan and planned use of ESSER funds.

The re-opening plan must also be reviewed every six months and is on the agenda for the February and August 2022 board meetings.

## **Prevention/Mitigation Strategies:**

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

In keeping with CDC recommendations, the district will take the following layered prevention approach:

**Masks** – masks will be optional, though parents may elect to have their child wear a mask while at school. Teachers also have the authority to require a student to wear a mask if the student exhibits signs of respiratory illness (cold, flu, Covid, etc.), such as coughing, sneezing, runny nose. Administration is provided authority to require masks in the building if an outbreak occurs in the school or community.

Masks are being made optional for the following reasons:

- There have only been two new cases in Butte County since May 24th, the last being during the week of June 7th.
- Butte County continues to remain in the MINIMAL RiSK CATEGORY
  - 212 Cases TOTAL (170 CONFIRMED)

**Physical distancing** – students are kept in cohorts and will be three feet apart as much as possible while in class.

**Hand washing/sanitation** – hand sanitizer is provided throughout the building and at entrances. Students will be retrained on the use of the sanitizer and frequent hand washing, as well as not touching the face, mouth, nose, or eyes.

**Cleaning** – cleaning will focus on areas of high contact frequency and fresh air ventilation.

**Transportation** – **Federal law requires masks to be worn on all public transportation, including school buses.** Students will be seated by family groups and three feet between groups as much as possible.

**Meals** – Meals will be staggered to reduce large groups in the cafeteria, and to keep students in cohorts. Some teachers may elect the grab-and-go option and visit with children during meal times. Older students will have a grab and go option to take meals outside weather permitting.

**Ventilation and Touchless faucets** – the district is looking to use ESSER funds to address HVAC Control System to increase fresh air ventilation within the buildings. The district is also using the funds to replace bathroom fixtures with touchless fixtures to enhance safety.

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<sup>1</sup> The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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**Vaccinations** – while the district does not provide vaccinations, it will encourage staff to get vaccinated and provide parents with information on vaccination clinics for children as they become available. We will work with the health department and the local clinic to coordinate information about vaccinations.

**Contact tracing** – the district has designated a person on staff to assist with contact tracing when needed. We will work in coordination with the health department and the local hospital on contract tracing.

**Students with disabilities** – hand sanitizer stations are provided and appropriate height levels to accommodate students with disabilities. Appropriate instruction will be provided on frequent hand washing, appropriately covering a cough/sneeze, not touching the face, etc. to all students, with a focus on age/ability/cognitive level for students with disabilities.

## **Addressing Lost Instructional Time/Learning Loss**

3. *Twenty percent of ESSER III funds must be allocated toward lost instructional time/learning loss. The district has offered summer school for students at risk or who are missing middle school or high school credits. Students with IEPs and all Title 1 students, students from low income families, students with disabilities, students who are homeless or in foster care, and students in other –at-risk subgroups are invited.*

The district will use a variety of measures to address learning loss. First, our reading curriculum does not score well on either EdReports or What Works Clearinghouse, so some funding will be used to purchase new curriculum that is evidenced-based to be effective. In addition, the math program (Math Expressions 2018) only partially meets expectations for grade 6, and Go Math, used in middle school, also only partially meets expectations, according to EdReports. The high school math program also only meets partial expectations

Second, we will implement an RTI and PBIS program to address academic and behavioral issues that interfere with learning. To support the RTI process, the district is also looking at Classworks as a remediation/intervention program to individualize interventions for student learning loss needs. Title and Special Education programs, as well as classroom teachers, will use Classworks to fill learning gaps, provide interventions, and track student progress. This implementation will start with professional development for staff and development of an implementation plan.

The district is also looking at a credit recovery program (APEX Learning) that will address both middle school and high school credit recovery in an individualized learning approach. This tool will address the needs of all subgroups within the school. Parents of both middle school and high school students will receive information on this program.

The district is looking to create a pre-kindergarten program to enhance early childhood education. Using the Waterford program, a well-regarded program, the PK teacher will work with parents to teach foundational skills to prepare their pre-kindergarten children for

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kindergarten. The program also is demonstrated to provide PK-2 students with a strong foundation in reading and math fundamentals.

The district will subscribe to an online teacher evaluation tool (Teacher Vitae by Silverback Learning) to provide a better evaluation tool. This will start with training for administrators and staff. The teachers' individual improvement plans can also be uploaded to this program and progress tracked.

The superintendent is also creating a student advisory group composed of a cross section of student demographics to help with determining what students see as their educational needs and how the school can change to better address their learning needs.

## **Use of Remaining Funds**

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

The district's maintenance team has identified an upgrade to the HVAC Control System as our biggest need. This would allow for better ventilation within the building and increased control of fresh air circulation. The food service staff has identified a remodel of the serving window to better separate students waiting in line. However, this work is contingent on a structural engineer report on whether the window divider is also a support beam. Both of these plans impact every student in the district.

In addition, the district will be replacing bathroom fixtures with touchless fixtures to increase safety of students, staff and patrons.

These projects include updates at both the Elementary and Middle School/High Schools, ensuring equitably and inclusively support all students. Policies are in place to ensure services are provided to all students, despite race, religion, culture, gender or age.

## **Academic, SEL, and Mental Health for Student Subgroups**

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

RTI (Response to Intervention) addresses the struggles in various subgroups have with learning. The process starts with classroom teachers providing documented interventions, then referring

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students to the RTI team for Tier II instruction. Using Classworks, data is collected, tracked and used to make instructional decisions based on each student's needs.

PBIS supports social, emotional and mental health by implementing common and consistent behavior expectations for all students. Knowing what to expect and how to behave in various settings (hallway, restrooms, classrooms, lunch room, etc.) provides a sense of familiarity and relieves anxiety and stress.

Apex provides an academic intervention personalized to a student's learning needs. Knowing they only have to learn the material they have not yet mastered and that they can learn at their own pace, provides them control of their learning. This control can also relieve stress and anxiety. The program addresses those students immediately at risk for dropping out or who have already disengaged from school. The structure of the program empowers them to take responsibility and accountability for their learning.

The district is also partnering with Shannon Fox, Covid-19 Crisis Community Resource Specialist with the Department of Health and Welfare, to provide staff training on resilience and how the brain responds to stress, and with student groups to present information on coping strategies for stress through Idaho Strong.

The student advisory team gives students a voice in their education so education does not happen to them, but with them. Having a voice empowers students across subgroups to work together to find solutions and develop a better learning model to meet their needs. The difficult part is changing teacher paradigms about how learning occurs.

Staff and students will have access to the counselor and administration to support their social, emotional and mental health.

## **Monitoring Student Progress**

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

The district leadership team is brainstorming ways to implement data analysis teams using subs to free up time during the day for teachers and administrators to meet monthly to discuss and analyze data, and make instructional decisions. We will also use the Friday teacher work days to look at data and professional development to learn how to better serve students. The RTI and PBIS process requires data to be kept so changes to interventions can occur when needed.

Classworks also tracks student progress so we can see how well individual students are doing. The reports also look at subgroups: low-income, special education, by gender, by race, etc.

Apex also lets us look at student progress.

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The counselors have two programs in place to check on student mental health. PBIS will also provide a check for students and provide consistency. The superintendent's student advisory group will provide him a pulse on what is going on with the student body.

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## Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is 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, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

### Signatures

Superintendent/Charter Administrator Printed Name: Joe Steele	
Superintendent/Charter Administrator Signature:	Date: July 22, 2021
Local Board of Trustees, President's Printed Name: Sharese Maynard	
Local Board of Trustees, President's Signature:	Date: Click or tap to enter a date.



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Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.

## Safety Measures:

The Covid Policies outline the safety measures the district has put in place to open safely for the 2020-2021 school year and adopted again for the 2021-2022 school year. The basics of those policies are listed below.

Safety of students and staff is paramount. Students/staff not feeling well or running a temperature must stay home. Standard health protocols will be followed:

- Frequent handwashing and use of hand sanitizer
- Cough in elbow
- Sneeze in tissue and toss it into garbage
- Social distancing as much as possible
- Avoid touching face, nose, eyes, or mouth
- Social distancing or masks when distancing is not possible
- Intensive sanitizing of occupied spaces
- Student with a temp of 100 or more will be isolated and sent home.
- Isolated students will be given a mask to wear.

## Health Precautions for all:

- ❖ Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- ❖ Additional key times to wash hands include:
  - After blowing one's nose, coughing, or sneezing.
  - After using the restroom.
  - Before eating or preparing food.
  - After contact with animals or pets.
  - Before and after providing routine care for another person who needs assistance (e.g., a child).
- ❖ Practice social distancing; three-foot separation between individuals.
- ❖ Face coverings are recommended for staff and students. Protective face coverings are encouraged when social distancing cannot be maintained.
- ❖ Hand sanitizer is provided in each classroom and should be used frequently when hand washing cannot occur.

## Cleaning:

Cleaning will be frequent using CDC approved cleaning materials or a bleach solution. Under all phases, sanitizing will occur daily:

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## Classrooms:

- ❖ Commonly touched surfaces disinfected frequently throughout the day
- ❖ Desktops and table tops disinfected daily.
- ❖ Rooms aired out weekly if weather permits or if a Covid case is found in the class.
- ❖ Windows open as much as possible during fall and spring.
- ❖ Air purifiers should be run when students are in the classroom.

## Buses:

- ❖ Sanitize commonly touched areas (handrails, seat backs, etc.) sanitized daily.
- ❖ Windows opened to air out the bus.
- ❖ Seat students every other seat. Siblings can be seated together to provide enough seating for all riders.
- ❖ Hand sanitizer is recommended and provided when entering the bus.
- ❖ Masks while riding a bus.

## Restrooms:

- ❖ Sanitized frequently throughout the day
- ❖ Attention to commonly touched surfaces (handles, knobs, dispensers, switches, etc.)

## **Covid Exposure:**

The first line of defense to prevent the spread of disease is to stay home when you are feeling ill or have a temperature. This approach may cause increased use of sick days for staff, requiring dipping into the sick pool days. This may become problematic if the district does not have enough subs on hand to cover staff absences. Many of our subs are older, which means they may not be willing to come in to cover classes. For parents, it means they will have to stay home with a sick child and not try to mask temperatures by giving the student aspirin, Tylenol, etc.

If a Covid case is found in the school, the following steps will be taken per CDC guidelines:

- ❖ The room, or building wing depending on exposure in other areas, will be shut down for 24 to 48 hours, and parents called to pick up their students.
- ❖ The room(s) will be closed off for 24 hours to allow air droplets to settle. The room will then be sanitized thoroughly, then aired out.

Students and staff can return to the room or wing when cleaning has occurred.

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## School Decision Tree

### All Schools Regardless of Community Spread



### No Community Spread



### Minimal to Moderate OR Substantial Community Spread

