



## Redmond 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

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#### District Information

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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](#); and

2) Meets the requirements for:

- a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year ([RSSL Resiliency Framework](#));
- b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
- c. Communicable Disease Plan and Isolation Plan under [OAR 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 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.

## Planning Mental Health Supports

<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services.</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
<p>Devote time for students and staff to connect and build relationships</p>	<p>Redmond School District has prioritized relational capacity building for students and staff in the following ways:</p> <ul style="list-style-type: none"> <li>- Master schedules reflect ample time for staff to work directly with students across a variety of settings including time to focus on SEL;</li> <li>- Staff have a job embedded weekly professional learning opportunity where topics such as student well being, SEL, growth mindset and relational capacity building is a regular focus;</li> <li>- Staff regularly dedicates time during the week to check in on students, communicate with administration and foster healthy peer relationship development.</li> <li>- Each school in Redmond has a formal MTSS process that is informed by data and built upon growing teacher, student and family connection.</li> <li>- School counselors are in place for each school and students can access them throughout the school day;</li> <li>- We are in the process of reviewing and updating our counseling curriculum to support a more aligned focus on SEL;</li> <li>- We are using an equity filter in the design of summer school programming, and prioritize both academic and wellness supports;</li> <li>- This includes summer bridge programs that focus on strengthening transitions,</li> </ul>	<p>The Redmond School District will continue to utilize the following guiding principles focused on a safe, collaborative and inclusive process for returning to school and operating schools during an ongoing crisis.</p> <p><b>Ensure safety and wellness.</b> Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.</p> <p><b>Center health and well-being.</b> 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.</p> <p><b>Cultivate connection and relationship.</b> Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.</p> <p><b>Prioritize equity.</b> 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 homelessness.</p>

	<p>targeting students in grades K (incoming), six and nine are in place.</p> <ul style="list-style-type: none"> <li>- Schools are analyzing cohorting practices to provide more options (where practical and possible) for students to connect and build relationships.</li> </ul>	<p><b>Innovate.</b> 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.</p>
<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>Redmond School District has partnered for the past two years with the regional Culture of Care initiative. As part of that partnership we take part in ongoing training and coaching in the understanding and implementation of Trauma-Informed practices. Resources from this ongoing partnership have been distributed to school leaders for them to integrate trauma-informed support into their work with staff, students and families.</p> <p>All schools have dedicated time for students to collaboratively process their learning and life experiences. In some schools this looks like an advisory period. In other schools it's time set aside for classes of students to process important concepts with the school counselor or teacher.</p> <p>All schools will start the 21/22 school year encouraging staff to center on care and connection.</p> <p>Each school has dedicated spaces for students to process their life experiences. This includes open and welcoming counseling offices, BRYT rooms (explained below), mindfulness spaces and practices within classrooms.</p>	<p><b>Policy IG:</b>  <i>The district curriculum is designed to provide students with a range of preparation in academic areas as well as in developing values and behaviors in interpersonal relations, exploring leisure-time activities, community service, preparing for the work force and acquiring the broad spectrum of skills necessary for success in life.</i></p> <p><b>Policy IJ:</b>  <i>The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students, which will be based on the Oregon Department of Education's Oregon's Framework for Comprehensive School Counseling Programs.</i></p> <p><i>The district will adopt program goals, which will assist students to:</i></p> <ol style="list-style-type: none"> <li><i>1. Understand and utilize the educational opportunities and alternatives available to them;</i></li> <li><i>2. Meet academic standards;</i></li> <li><i>3. Establish tentative career and educational goals;</i></li> <li><i>4. Create and maintain an education plan and</i></li> </ol>

		<p><i>education portfolio;</i></p> <ol style="list-style-type: none"> <li><i>5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;</i></li> <li><i>6. Develop decision-making skills;</i></li> <li><i>7. Obtain information about self;</i></li> <li><i>8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;</i></li> <li><i>9. Develop skills in interpersonal relations, including the use of effective and receptive communication;</i></li> <li><i>10. Utilize school and community resources;</i></li> <li><i>11. Demonstrate and discuss personal contributions to the larger community; and</i></li> <li><i>12. Know here and how to utilize personal skills in making contributions to the community.</i></li> </ol> <p><i>Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.</i></p>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Redmond continues to develop partnerships with students and families centering on relevant supports, resources and connection.</p> <ul style="list-style-type: none"> <li>- Each school has a Family Access Network coordinator that works directly with community partners, families, students and teachers to link families and students to needed community resources and supports.</li> <li>- In coordination with Brookline Center for Community Mental Health Redmond has a new model of partnership with schools and families to promote healing, wellness, and academic success for students struggling with significant social-emotion mental health concerns. The BRYT program will</li> </ul>	<p><b>Policy IGAB:</b></p> <p><i>The Board recognizes that our society is changing at a rapid pace. A multicultural society requires a positive environment that promotes respect for and better understanding of the diversity of people. In accordance with this challenge the Board believes:</i></p> <ol style="list-style-type: none"> <li><i>1. All students of diverse ethnic, racial, socioeconomic, religious and cultural backgrounds should be provided the opportunity to receive a quality education which will enable them to achieve their desired potential.</i></li> <li><i>2. Multicultural education should promote intergroup knowledge and understanding and</i></li> </ol>

	<p>be implemented in all elementary and middle schools starting in the 21/22 school year. Each school will have dedicated staff to create bridges for students who are navigating mental and behavioral health needs. We are in the planning stages for an expansion to high school.</p> <ul style="list-style-type: none"> <li>- Additional school counselors have been added over the last two years to address student and family mental health needs.</li> <li>- Redmond has also partnered with Rimrock Trails to provide mental health support to students at the secondary level.</li> <li>- Secondary school leadership teams including principals and teacher leaders were trained for two days in Culturally Relevant Teaching through AVID's framework for transforming educators.</li> <li>- Each school has dedicated nursing FTE that help students and staff navigate health and safety protocols while working with school and district administration to ensure welcoming, inclusive and fun learning environments.</li> <li>- Redmond also hosts two School Based Health Centers that work directly to serve student needs.</li> <li>- All secondary schools will implement the UpShift Model to address adolescent substance use.</li> </ul>	<p><i>prepare academically and culturally informed students to function in a competitive global society.</i></p> <p><i>3. Multicultural education should be promoted as a valuable resource to increase the state's awareness of diversity.</i></p> <p><i>4. Multicultural education should help provide knowledge and better understanding of the various cultural heritages and, to the extent possible, will promote the appreciation and respect for diversity and acceptance of the differences.</i></p> <p><b>Policy JHHB:</b>  <i>A trauma informed approach to education is intended to improve attendance, graduation rates and reduce incidents of behaviors that can inhibit learning. The district recognizes that the developmental impact of childhood and historical trauma increases student risk for, but not limited to, academic failure, severe attendance problems, severe school behavior concerns and possible chronic health concerns; which negatively impacts student engagement and learning. The district is committed to providing trauma-informed schools and culturally responsive programs where all students feel included, welcomed, valued and supported; and where addressing trauma's impact on learning school wide is integral to the district's educational mission. The district will strive to create physically and emotionally safe, and culturally responsive environments for all staff, students and families through effective professional development in school procedures and school practices and instruction in the following areas:</i></p> <p><i>1) understanding the widespread impact of trauma and the role of schools in promoting</i></p>
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		<p><i>resiliency;</i>  2) <i>recognizing the signs and symptoms of trauma in students, families and staff; and</i>  3) <i>integrating knowledge about trauma and social emotional learning in children.</i></p> <p><i>The superintendent or designee is directed to implement a trauma informed approach to education through the application of culturally responsive trauma informed practices in the district's schools and programs.</i></p>
<p>Foster peer/student led initiatives on wellbeing and mental health</p>	<p>Redmond values student voice, input and peer collaboration and leadership.</p> <ul style="list-style-type: none"> <li>- School leadership will work collaboratively with students and families to create responsive systems that address student and family needs.</li> <li>- Schools regularly work to foster student agency by using a multitude of instructional and building wide strategies in classrooms. One example of this work is the use of AVID as a tool to foster student voice and leadership through peer collaboration, tutorials, and self advocacy.</li> <li>- Redmond held student listening sessions to better understand what students identified as priorities for their academic and social/emotional health. This information was used to inspire the development of the Bridge to Resilient Youth Program starting in the fall of 2021.</li> <li>- As part of our district continual improvement plan, we are surveying staff, students and families this spring to identify opportunities for improvement.</li> </ul>	<p><b>Policy JFB:</b>  <i>The Board views student participation in school affairs as an expansion of the educational process. Within the general framework established by the Board, students are encouraged to participate through planning programs and procedures in the government of their school of attendance. Students will be encouraged to attend open Board meetings and to participate in discussions. In developing rules, regulations and arrangements for school system operation, the superintendent will include at the planning stage, whenever feasible and appropriate, a representative of those students who will be affected by such provisions.</i></p>

## 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](#)). The advised components of the plan and additional information are found on pages 20 and 21 of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Provide link here: [RSD Communicable Disease Pandemic Plan](#)

<b>ARP ESSER Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
Coordination with local public health authority(ies) including Tribal health departments	<p>Develop a continuous direct link to the local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs overseas.</p> <p>A health services representative with Redmond School District, not individual nurses, will serve as a direct link to the local public health authority or Incident Command staff. Nurses should channel questions to the health services representative or designee.</p>	Ensure safety and wellness for all students, staff and families by communicating effectively with the local public health authority.

## 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](#)). 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](#).

Provide link here: [RSD Communicable Disease Management Plan - COVID 19](#)

## Mitigation Strategies

School administrators are required to exclude staff or students from school whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#)).

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](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

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?
COVID-19 vaccinations to educators, other staff, and students if eligible	Vaccinations and boosters are available to all eligible persons. Some staff or students may not or cannot receive a vaccination due to medical, religious or personal reasons.	Ensure safety and wellness for all students, staff and families while acknowledging physical, cultural and religious differences.
Universal and correct wearing of <a href="#">face coverings</a>	Face coverings and other Covid 19 related PPE including K95 masks will be provided to staff and students by the district upon request.	Ensure safety and wellness for all students, staff and families while fostering creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
<a href="#">Physical distancing and cohorting</a>	Maintain physical distance between students and staff/adult volunteers. This includes seating/desk arrangements in classrooms to maintain distance between students. Protocol	Ensure safety and wellness for all students, staff and families while acknowledging physical, cultural and religious differences.

	<p>for minimizing interactions between cohorts and minimizing changes in stable cohorts while balancing educational needs for individual curricula. Minimize time standing in hallways; consider marking spaces on floor, one-way travel in constrained spaces, staggered passing times, or other measures to prevent congregations and congestion in common spaces.</p> <p>Schedule modifications: consider ways to limit the number of students in the building (rotating cohorts by half days or full days). Consider usable classroom space in making calculations.</p> <p>Establish cohorts of students using the same classrooms with the same teachers each day. Students should remain in one classroom environment for the duration of the learning day, unless this would severely impact educational needs. Teachers of specific academic content areas may rotate through student cohorts where feasible.</p> <p>Restrict interaction between student cohorts; e.g. access to restrooms, activities, common areas.</p>	
<p><a href="#">Ventilation and air flow</a></p>	<p>Increase the amount of fresh outside air that is introduced into the system; exhaust air from indoors to the outdoors; and clean the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.</p> <p>Increase air filtration in HVAC systems to MERV 13 or better, or the highest possible</p>	<p>Ensure safety and wellness through management of mechanical building elements.</p>

	<p>rating that the system allows and replace as manufacturer’s recommendations.</p> <p>Increase outdoor ventilation of clean air into indoor spaces. Open windows and doors unless doing so creates a health or safety risk. Consider conducting some activities, meals, and classes outside when reasonable.</p> <p>If there will be changes in occupancy throughout the day, allow for breaks in between groups when possible so that the space can be “flushed” to remove pathogens in the air. Flushing can be best achieved by providing outdoor air (or equivalent clean air) by mechanical means, such as a fan in the HVAC system. Poor ventilation of indoor settings, particularly those with larger numbers of people, significantly increases transmission risk of COVID-19. Ensure HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.</p> <p>HVAC technician to inspect systems regularly to ensure efficient and effective performance.</p>	
<p><a href="#">Handwashing and respiratory etiquette</a></p>	<p>Ensure hand hygiene at school. Wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p>Hand washing should occur: before, during, and after preparing food; before and after eating food; before and after treating a cut or wound; after using the toilet; after changing diapers or cleaning up a child who has used the toilet; after blowing your nose, coughing, or sneezing; after touching an animal, animal</p>	<p>Ensure safety and wellness for all students, staff and families through hand washing hygiene and respiratory etiquette.</p>

	<p>feed, or animal waste; after handling pet food or pet treats; after touching garbage; before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea.</p> <p>Remind students (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p>	
<a href="#">Free, on-site COVID-19 diagnostic testing</a>	<p>Redmond School District offers free, on-site rapid testing to all staff and students. The Test to Stay program has transitioned into the Enhanced Exposure Testing program wherein at-risk cohorts or persons could be tested after an exposure. All testing done in Redmond School District is optional and done in consultation with the staff, family and students that are affected by either exposure or symptoms.</p>	<p>Ensure safety and wellness for all students, staff and families through accessible testing measures.</p>
<a href="#">COVID-19 screening testing</a>	<p>The Oregon Health Authority supports three opt-in COVID-19 testing programs: Diagnostic testing for K-12 students and staff with symptoms of COVID-19 or those who have been exposed to COVID-19 through close contact with a case; Screening testing for unvaccinated K-12 teachers and staff without symptoms of COVID-19 or exposure to COVID-19; Screening testing for K-12 students without symptoms of COVID-19 or exposure to COVID-19.</p>	<p>Ensure safety and wellness for all students, staff and families through accessible testing measures.</p>
<a href="#">Public health communication</a>	<p>LPHA (Deschutes County Health Authority) will communicate relevant information (e.g. level of community transmission, trends in schools)</p>	<p>Ensure safety and wellness for all students, staff and families by presenting health information to all students and staff.</p>

	<p>accordingly. Redmond School District will communicate relevant information (e.g. positive exposure and quarantine requirements, low risk exposure in a building) with students, families and staff.</p>	
<p><u>Isolation</u> 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 <a href="#">OAR 581-022-2220</a>.</p>	<p>Isolate and send home staff or students with COVID-19 like symptoms and other infectious disease, per existing school policy and protocols, utilizing supervised isolation areas in the school; access to this room should be strictly limited and monitored (i.e., parents picking up their ill children should be escorted to and from the isolation area. All staff and students in the nurse's office must wear an approved face covering. The offices are equipped with air filtration devices and clear barriers to inhibit the spread of airborne and droplet spread.</p>	<p>Ensure safety and wellness for all students, staff and families while acknowledging the health and mental health impacts of this past year.</p>
<p><u>Exclusion:</u> School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (<a href="#">OAR 333-019-0010</a>)</p>	<p>Each building nurse will be using symptom surveillance forms to keep track of students and staff who are symptomatic or who have tested positive. Clusters of cases or cases of school spread or cases in vulnerable populations such as ILS classes will be reported to the LPHA.</p> <p>If there is a positive case in one of the district buildings who was there while possibly contagious, work/school cohorts will be notified of the possible exposure. The district maintains a case dashboard to notify staff and families of current cases in each building.</p>	<p>Ensure safety and wellness for all students, staff and families through careful implementation of Communicable Disease Management and exclusion procedures.</p>

## Individualized COVID-19 Recovery Services

The [Individualized COVID Recovery Services](#) rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

<p><b>OAR 581-015-2228 Requirement</b></p>	<p><b>For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.</b></p>	<p><b>For each of the below areas, describe how the district's policies, protocols, and procedures center equity.</b></p>
<p>The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.</p>	<p>Each initial or annual IEP meeting, as part of the meeting agenda, Covid-19 Recovery services are discussed and reviewed. Documentation of the discussion and results are located in the student's meeting notes, in the present levels of academic and functional performance and meeting summary.</p>	<p><b>Prioritize equity.</b> 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.</p>
<p>Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID 19 Recovery Services.</p>	<p>Parent letters describing the process for discussing and considering whether a student with a disability meets the requirements for consideration of COVID 19 Recovery Services, were provided in the fall of 2021 and will continue in the fall of 2022.</p>	<p><b>Prioritize equity.</b> 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.</p>

<p>After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.</p>	<p>District developed prior written notice specific to the determination of Individualized COVID 19 Recovery Services in alignment with OAR 581-015-2228.</p>	<p><b>Prioritize equity.</b> 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.</p>

### 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 InPerson Instruction and Continuity of Services Plan.

Date Last Updated: March 29, 2022

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