



## LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

### Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

## Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

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LEA Name: Mastery Charter Schools of Camden

Date: 06/16/2021

Date Revised: 06/16/2021

### 1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

#### A. Universal and correct wearing of masks

Mastery will order and supply KN95 masks for all individuals to wear during Mastery programming. As long as local mask mandates for school buildings require it, all students, staff, and guests must wear a mask to enter the building and throughout the day except for breaks (*Ex. eating, drinking, where proper social distance is maintained and if one is alone in a space*). The front desk will provide a mask to all guests if they do not have one. Families are asked to send students to school with a mask.

A “Mask or “Face covering” means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face. Neck gaiters, bandannas and similar masks are not acceptable. Masks with only one layer of fabric are not acceptable. Acceptable masks include but are not limited to:

- Cloth masks with two or more layers
- Surgical masks with three layers
- N95 or KN95 masks with no valves (masks with valves to release air are not protective according to CDC)

Teachers are encouraged to provide face coverings/masks breaks at least once per classroom period. This assumes students are placed 6’ Distance. Face covering breaks shall be less than 10 minutes, unless while eating or drinking when spaced at least 6 feet apart.

Schools will devote time to ensuring students understand the science behind why mask wearing and social distancing is important. Schools have a normed language for reminding members of the school community to follow safety guidelines. If a student is not complying with social distancing or wearing a mask, staff will remind the student of the safety expectation and rationale. Staff will model what it looks like to meet expectations (Ex.: demonstrate proper mask wearing and/or outreached arms to show what appropriate social distancing looks like).

If a student is not wearing a mask, the student will be provided with a mask. Staff will provide positive reinforcement to student for accepting the redirection and complying with the health and safety guidance. Students who refuse to comply with mask wearing, despite all the above steps taking place, should receive additional interventions.

**B. Physical distancing (e.g., including use of cohorts/podding)**

Mastery follows the latest CDC guidance for physical distancing in schools and the guidance below addresses K-6 only implementation, student meals, staff meals, bathroom protocol and other related information. Mastery defines “Physical Distancing” as the following: Physical distancing can be achieved by staggered scheduling, using physical space thoughtfully, and cohorting whenever possible to reduce transitions and minimize the number of individuals a student or staff member comes into contact with.

Cohorting in secondary schools is not a requirement under state guidelines. Whenever possible we will minimize the number of different peers and staff each student is in classes with. In this way, if a quarantine is required there will be fewer people affected.

As of 4/28/21, the CDC guidance for physical distancing in schools is:

- For K-6, CDC recommends all students remain at least 3 feet apart in classrooms where mask use is universal — regardless of community transmission levels.
- For 7-12, CDC recommends all students remain at least 3 feet apart in classrooms where mask use is universal and when community transmission levels reach a certain threshold, which Philadelphia and Camden are projected to reach by August 2021 at the latest.

Mastery plans on the following K-6 Only Implementation (pending changes to local public health guidance)

- Staff must still keep 6’ distance, both with students and each other.
- 6’ distance should also be maintained:
  - In common areas, such as school lobbies
  - When masks can’t be worn, such as when eating – meaning that schools will need to space students out during lunch and during mask breaks, or stagger mask breaks.

- Times when many people are talking, cheering or singing or exhalation is heightened (e.g. during strenuous activity in gym class)
- Schools who have a need to accommodate additional students per classroom should transition to 3'. Mastery's central team is prepared to support schools who transition to three feet in multiple ways:
  - Purchasing and placing new furniture
  - Ensuring that we have adequate safe space for eating
  - Preparing for additional potential quarantines: since the definition of close contact has not been changed, a positive student case would trigger a quarantine for any students who sit <6 feet away.

For student meals, as long as public health guidance dictates it, and to the maximum extent feasible, six feet of distancing will be maintained while students are eating, meaning that schools will need to space students out during breakfast, lunch and snack if applicable. Under no circumstances should students eat closer than 3' apart. Schools can utilize different eating areas to facilitate the six-foot distance such as cafeteria, classrooms, hallways, auditoriums, and designated "late" rooms. Many schools are having half of their students eat lunch in the classroom and then transitioning half to a cafeteria, gym, or outdoor setup. 10-15 minutes of protected cleaning time must be scheduled in between each meal service in the cafeteria in order for the food service team to fully clean and sanitize the space. The school is responsible for cleaning any other spaces used for meal service.

Meals can be provided to in-school students through cafeteria service, classroom delivery, pick-up from high traffic locations, or a combination of these methods. The food service model will be dependent on the meal schedule, food service team capacity, school layout, and other factors.

Meals should be brief and focused. Staff can choose to share content that may discourage loud conversations – e.g. putting a read-aloud on a projector for younger students or playing music without lyrics for older students. Conversations while students are eating should be very limited and masks should be put back on as soon as they are finished eating. Seating is adjusted so that students face in the same direction when masks are removed to eat.

Gyms and cafeterias can be employed to serve meals when the following are employed:

- 6' distance between students to the maximum extent feasible (3' minimum)
- Students facing one direction
- Seating should be assigned to facilitate contact tracing
- Shared surfaces must be minimized
- No more than 25% of standard room capacity is employed

For staff meals, staff should not remove their mask to eat while around students in the classroom. When eating during the day, staff should either eat in an unoccupied space (e.g. an unused classroom) or an appropriately socially distanced shared adult space.

If eating in a shared adult space, seats should all be separated by 6 feet to the maximum extent feasible (3 feet minimum) and facing the same direction. Shared refrigerators and microwaves may be utilized by staff members, with particular care given to ensure they are not a source of transmission. If staff use a shared refrigerator or microwave, the individual must:

- Abide by appropriate social distancing guidelines around others waiting to utilize the appliance(s)
- Vacate the shared appliance area prior to removing their mask and eating/drinking; meals should be enjoyed in previously noted safer spaces
- Personal refrigerators and microwaves still may not be brought into the facility. The Principal and/or Asst. Principal of Operations would be happy to field individual requests, based on medical needs.

For bathroom usage, the goal is to limit bathroom usage and school should develop plans that focus on their specific environment. Schools are expected to develop a disposable or touchless hall pass system to minimize contact. Bathroom breaks should be incorporated into the daily schedule. In case of an emergency, teachers will either support students one at a time or request support from school leaders.

In applicable restrooms, every other urinal may be blocked off from usage. Schools are recommended to consider placement of hall monitors/roving coverage to help enforce social distancing.

Job-related duties that must be done in close physical proximity to others in the building should be minimized to the extent possible. If required for safety, e.g. therapeutic holds, we recommend staff get vaccinated and keep the duration to a minimum. If required for comfort but not safety, staff will keep activities to the minimum required duration (e.g. helping a little one tie shoelaces that have become undone)

Physical education classes should continue to be planned in line with local department of health guidance. In NJ we reference the [Guidance for Sports Activities](#). Mastery also references [Resources from SHAPEAmerica](#) that may help inform which specific activities could best meet the goals of a school's physical education program.

Key highlights of this guidance include:

- As much programming as possible should happen outside
- Given increased physical activity and exhalation during gym, physical distancing is particularly important, ideally 6+ feet
- Consider individual activities such as drills as much as possible to maintain physical distancing
- All indoor activities may not exceed 10 persons per 1,000 square feet, even with masks and maintaining safe distancing.
- Use the size of the field of play (e.g., court, field, rink) to calculate the maximum occupancy. For example, if a basketball court is 4,000 square feet, 40 people would be permitted on the court on any given time.
- High contact sports such as wrestling or football should not take place indoors and if occurring outside should be designed to minimize close contact between players

School leadership will work directly with vendors or internal staff to ensure that all health/safety guidelines are reviewed and followed and the proper training or all related staff occurs including Before/Aftercare Vendors, Extra-Curricular Activities (Non-Sports) and Sports.

Schools can determine if they want to bring vendors in to serve their schools' before/aftercare needs utilizing our health/safety guidelines. Classrooms with a new group of children for aftercare should have at least 10 mins in between sessions to facilitate air exchanges within the Space. Extracurricular activities may resume. All health and safety guidelines, including occupancy, must be adhered to at all times.

### **C. Handwashing and respiratory etiquette**

Recent CDC guidance emphasizes the importance of handwashing over surface cleaning as a more critical prevention strategy. Students and staff must maintain proper handwashing hygiene throughout the school day by utilizing hand sanitizer and washing their hands regularly. (For example after using the bathroom, before/after eating and after blowing their nose/coughing/sneezing.)

Handwashing stations and hand sanitizer stations should be in placed in high-traffic areas so that students and staff can wash or sanitize their hands as much as needed. Hand sanitizer should have at least 60% alcohol and be placed at the front desk and one per classroom and office spaces, outside of bathrooms and in high traffic areas.

### **D. Cleaning and maintaining healthy facilities, including improving ventilation**

Ventilation is critical to preventing the transmission of COVID-19. Especially in warmer months, as many activities as can be performed outside should be done, especially meals. Tents if used should have good air flow with at least 2 sides left open.

Mastery hired third-party environmental consultants to conduct a thorough review of every school's ventilation system and indoor air quality to minimize transmission of the COVID-19 virus.

- The HVAC upgrades and air filter units were recommended by a third-party engineering firm called [Snyder Hoffman](#) that consults on environmental and air quality issues.
- Mastery and its consultants followed the [guidance issued by ASHRAE](#), the American Society of Heating, Refrigerating and Air-Conditioning Engineers.
- Schools that had HVAC systems that could be brought to ASHRAE standards by using existing ventilation and filtration systems.
- In other schools, we use plasma air filters (which remove 99%+ of COVID virus).
- A school-by-school evaluation report is published on our website.
- Mastery facilities will continue to be reviewed by external HVAC consultants and appropriately certified and upgraded.

When non-Mastery facilities are being used, we expect that ventilation will be improved to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants, ideally to 6+ air cycles/hour. This can be achieved through several actions:

- Bring in as much outdoor air as possible.
- Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
- Filter and/or clean the air in the school by improving the level of filtration as much as possible. If needed Mastery will pay for portable HEPA air cleaners.
- Use exhaust fans in restrooms and kitchens.
- Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.

Schools with Required Plasma Air Cleaners	Installation & Operation of Units
<ul style="list-style-type: none"> <li>• McGraw</li> <li>• Molina</li> <li>• Schools not listed here did receive 49 NV200 and NV900 units to locate in spaces that could not achieve adequate ventilation. Those rooms will be identified during the building ventilation review and provided to schools in preparation for reopening.</li> </ul>	<ul style="list-style-type: none"> <li>• NV200 used for Offices</li> <li>• NV900 used for Classrooms</li> <li>• Locate all units close to the front of the room near the teacher’s desk to avoid any unit tampering.</li> <li>• Unit should be mounted on the wall where possible. Units can also be placed on a shelf or table near the teacher’s desk using the stand provided.</li> <li>• Once units have been plugged in and turned on, they should run 24/7 and not be turned off unless damaged.</li> <li>• If damage is caused to the unit please notify your respective APO/BE to have the unit removed and/or replaced.</li> <li>• Units should not be opened for any reason other than where noted for cleaning, <b><u>THEY ARE HIGH VOLTAGE AND COULD CAUSE ELECTRICAL SHOCK.</u></b></li> <li>• The units should be inspected monthly to ensure they are operational by the APO/BE. Each unit should have a tag on it that can be initialed when inspected.</li> <li>• The only cleaning required <b>for the NV200</b> is to vacuum any debris from the exterior of the unit vent holes. (<b><i>Instructions have previously been provided to schools</i></b>)</li> <li>• <b>For the NV900</b>, there is a pre-filter that requires cleaning. The pre-screen for the NV900 is needed to prevent larger dust particles</li> </ul>

	<p>from clogging the fan. It is similar in nature to a lint trap on a clothes dryer. It can be found directly behind the front metal casing.</p> <ul style="list-style-type: none"> <li>To clean the pre-screen, please follow these steps: <ol style="list-style-type: none"> <li>1. Reach into the open space behind the front metal casing to grasp the pull tab on the pre-screen.</li> <li>2. Lift the pull tab directly up to expose the screen.</li> <li>3. Vacuum or wipe down the screen with a damp cloth.</li> <li>4. Slot the pre-screen back into place. (<b><i>Instructions have previously been provided to schools</i></b>)</li> </ol> </li> </ul>
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Schools With Balanced Existing Infrastructure	Operational Guidance for Mechanical Filtration Systems in buildings listed
<ul style="list-style-type: none"> <li>Cramer Hill</li> <li>Molina Upper</li> <li>ECM</li> <li>MHSC</li> <li>Molina Lower</li> </ul>	<ul style="list-style-type: none"> <li>CDC approved air filters will be used to replace any existing filters within systems (these filters help prevent COVID-19 transmission).</li> <li>Air filters are to be replaced on a monthly basis during.</li> <li>HAVC system should run as appropriately balanced, in accordance with industry ASHRAE standards.</li> <li>Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.</li> <li>Window air conditioning unit filters should be removed and cleaned on a monthly basis.</li> <li>Building Engineers will either complete this work themselves or work with their appropriate mechanical vendor to complete the tasks listed above.</li> <li>During the Spring, Summer and Fall, windows can be opened daily to allow for fresh air to adequately enter and circulate throughout the building. These windows should be closed at the end of the day to limit the element exposure during the overnight hours.</li> <li>During the Spring, Summer and Fall Teachers can operate window air conditioning units to allow additional fresh air into the classroom (not recirculated air).</li> </ul>

Cleaning schedules will be revised by Contractors to ensure required COVID sanitizing/disinfecting as listed below:

- Day Porter Support
  - A minimum of two day porters will support sanitizing high touch points. Spaces (bathrooms, doors, water fountains, front desk counter tops, etc.) will be disinfected frequently throughout the school day by the daytime staff.
  - Day Porters will seek to sanitize these high touch areas every 1-2 hours.



- The APO will work with the Contractor to determine what level of staffing is required to meet these requirements.
- Evening Cleaning/Sanitizing
  - Includes: Classrooms, Desks & Chairs, Floor sweeping and mopping, Front desk, Visitor waiting room (tables and chairs), Break rooms, copy machines, nursing offices, SQA areas, bathrooms, doors, door push/pull plates/handles, panic bars, water fountains, stairwell doors and handrails, common area spaces

The following is required PPE:

- For PPE, sites should have on hand 13 weeks supply of mask, gloves, plastic face barriers, hand sanitizer, and disinfectant supplies.
  - Face masks – 13 x (# of students + # of Staff)
  - Handheld Temperature Scanners (Non-contact) – One scanner for every 40 students expected to arrive in a given school day.
  - SQA items – Work w/Nurses to determine amounts needed: Medical booties, Disposal Gowns, Bouffant Cap and Plastic Head Covers

The following is optional PPE:

- Disinfectant Wipes – 13 boxes of disinfectant wipes
- Large Hallway Fans
- Hand sanitizer (individual size) – 13 x # of students (one per week per student)

The following are supplies managed by cleaning vendor:

- Cleaning Supplies – Vendors are responsible for these supplies.
- Disinfectant Solution & Spray –13 disinfectant sprays per classroom

**E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments**

Contact tracing of close contacts within school is the responsibility of the school with support from school leadership and the central office team in consultation with the Camden County Department of Health.

Schools will quarantine anyone who meets the definition of close contact, is not yet fully vaccinated, and has not tested positive for Covid in the last 90 days Schools will pay particular attention to:

- Household contacts including siblings at other Mastery schools if indicated
- Anyone who has met the definition of close contact – look at sports participation, classroom seating, staff interviews, dean call-outs, related service providers
- Multi-campus teachers (e.g. ESL)

## **F. Diagnostic and screening testing**

Mastery offers weekly testing for everyone in its buildings and will do so as long as community transmission rates meet the levels where the CDC recommends weekly screening. We carefully monitor for symptoms, and then take action to isolate positive cases and quarantine all close contacts. We also offer diagnostic testing in case of symptoms or known exposure.

Symptoms consistent with a COVID-like illness are the following:

- At least ONE of these major symptoms:
  - New or persistent cough
  - Shortness of breath
  - New loss of sense of smell
  - New loss of sense of taste

OR

- At least TWO of these minor symptoms:
  - Fever
  - Chills
  - Muscle pain
  - Headache
  - Sore throat
  - Nausea/vomiting
  - Diarrhea
  - Fatigue
  - Congestion/runny nose

For a student presenting symptoms or who presents with a temperature shall be sent to the school nurse. If the nurse is not immediately available, the nurse may send the student to wait in the School Quarantine Area. If a student learns in the middle of the school day that quarantine is required due to confirmed positive exposure, including a household quarantine, s/he must be sent to the designated quarantine area.

If the parent/emergency contact does not arrive before school ends, staff will do the following:

- Contact the student's family and/or emergency contact, reiterating the current school policy on sick students being picked up.
- Sick students must be monitored by a nurse or other designated staff person until parent/emergency contact arrives.
- If parent/emergency contact does not arrive before school ends, the parent/emergency should be contacted once more.
- After the 2<sup>nd</sup> or 3<sup>rd</sup> attempt, collaborate with your school's social worker on a viable solution.
- Child MUST be picked up ASAP; they should not travel home alone.

If a staff member experienced COVID-like symptoms or learns that quarantine is required outside of school time, they must stay at home and follow the "Return to School" procedure below. If staff member learns in the middle of the school day that quarantine is required due to confirmed positive exposure, including a household quarantine, or the appearance of COVID-like symptoms, they must return home and follow the "Return to School" procedure below.

Mastery is consulting with experts to determine the most effective path forward starting in fall 2021 regarding pooled testing. Our plan is to tie weekly testing to positivity rates and pause testing when prevalence is low enough. Our COVID tests are saliva tests or shallow and gentle lower nasal swabs.

Mastery on-site staff are required to participate in testing. Staff refusing to cooperate with this safety protocol will be considered to have voluntarily resigned from employment with Mastery. Fully vaccinated individuals starting in summer 2021 will not be required to participate in weekly screening unless symptomatic, per CDC guidance.

Contractors or other adults in the building are encouraged to participate in testing at no cost to them. Families are also encouraged to participate and must consent to participate in testing. Schools will send out a family consent form requiring families to either agree or disagree to routine student COVID testing. The completed form will be required to participate in in-person instruction.

Students may return to school in-person whether they opt-in for testing or not, but we strongly encourage all families to consider the benefits of having their student tested at school.

We utilize the CDC's optional recommendation around return to school testing and conduct testing within 7 days of returning to school after an extended break (e.g. operating virtually for a week after the holidays or spring break) so that all individuals can be cleared. Rapids may be used for this purpose.

If a pooled test returns an inconclusive result, we will retest and treat that pool as if it were positive until retesting is complete. If a sample has an invalid or rejected designation (e.g. not enough saliva was collected to run a test) there is no need to retest.

When a positive pool result is received, individuals in that pool need to quarantine and retest. Additional quarantines will be ordered only after an individual positive result is attained. If you are notified that you are in a positive pool, you should quarantine and get retested, but it does NOT mean that you are positive. Only an individual test result confirms your positive or negative status.

Since we are testing routinely and since our positivity rates is very low at this time, we can assume negativity of a pooled test before a result is obtained. If a pooled test is delayed, damaged and/or unable to be tested, members of that cohort will continue with in-person learning and will get re-tested at the next opportunity. This does NOT change the requirement to obtain a negative result within 7 days of returning to the school building for staff. The appropriate Mastery staff is trained on testing administration.

#### **E. Efforts to provide vaccinations to educators, other staff, and students, if eligible**

All adults who work in Mastery buildings have been offered the opportunity to be vaccinated multiple times and most have chosen to get vaccinated. Anyone who decides that they want to get vaccinated can contact Laura Clancy at [laura.clancy@masterycharter.org](mailto:laura.clancy@masterycharter.org) if accessing vaccinations is challenging. Being vaccinated is currently not a requirement for employment at Mastery but is strongly recommended.

Those who have been vaccinated fully do not need to quarantine in case of exposure unless they become symptomatic; starting in summer 2021 they do not need to continue weekly testing. Many people experience mild symptoms after receiving a vaccine dose and can continue to work and engage in their normal activities. We expect this to be the same for our staff. In the rare case that staff experience more pronounced symptoms, staff can take up to one non-PTO vaccine day to recuperate after each COVID-19 vaccination dosage.

For eligible students, we hosted a Pfizer vaccination clinic and education opportunity run by the Camden Department of Health at Mastery High School of Camden and education opportunity on 6/8. We worked with school nurses at all of our schools with eligible students to enroll students and offered free Uber rides roundtrip thanks to a partnership with Coopers Ferry Partnership. Previously we have offered vaccination opportunities through a partnership with Rite Aid in Camden.

#### **F. Appropriate accommodations for children with disabilities with respect to the health and safety policies**

Staff and students working with children with disabilities are given PPE and additional supplies and a routine safety checklist that includes the following routines:

- Using PPE
- Drop-off and pick-up

- Hand washing
- Toileting and hygiene
- Cleaning supplies and commonly used areas
- Social distancing during instruction and classroom set up
- Reporting covid-19 illness during the school day and quarantine room logistics
- Attendance/substitute plans

Staff are also trained extensively on these routines that are specific to working with students with disabilities. Students who have medical conditions can still attend school in person or can select to attend the fully virtual program. Families will make the most appropriate decision for their student. Parents with students with a medical condition are strongly encouraged to contact the school, notify them of their child's condition, and send a note to the school nurse with instructions.

## 2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

Mastery will continue a variety of services to maintain the safety, health, and well-being of all its students. These services include:

- ESY services
- Access to a technology device and Internet connectivity services
- Providing students with grade-level materials, tasks, and assignments along with the necessary supports to support all learners
- Designing instructional plans that are flexible and utilize the strengths of school leaders, teachers, students, and family and community members
- Providing professional learning that equips leaders, staff, substitutes, students and parent/caregivers with all of the resources needed to adapt to the changing educational needs of our schools

Mastery will work closely with all stakeholders to ensure decisions are made transparently and collaboratively so that all students' learning and well-being is prioritized.

### 3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

Families & staff receive weekly email updates about our planning processes and opportunities to share their input. Our website is maintained on a weekly basis to be reflective of the latest plans and updates. Our social media accounts are used to share important news and updates with families real-time. Our website also includes weekly testing data to show how many tests were run, how many cases were identified, what % are positive, and test turnaround time.

To collect and incorporate stakeholder feedback, Mastery commenced planning process for next year with 9 listening sessions involving over 500 people including 120 parents, 35 students, and 80 teachers and staff. The overwhelming sentiment was that we need to have both an urgent focus on academic acceleration and a comprehensive approach to supporting students' social-emotional needs. Parents, many who have seen their students struggle academically online, urged us to share their children's academic data directly with them and to provide multiple means (tutoring, summer school, etc.) to enable their children to catch up.

Most recently, we hosted public, virtual Family Town Hall meetings on YouTube LIVE during which families and other members of the public can ask questions and give feedback about our plans. Our meetings of our Board of Trustees are open to the public to share their comments on our plans and priorities.

We are continually refining the details of our plan to incorporate the feedback of our key stakeholders and other members of the public. It is our goal to be responsive to the needs and desires of our students, families, and staff.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

Mastery has ensured that our plan is presented in a clear and easily digestible written format. Our plan is written in English and available for translation in Spanish and six other languages spoken by members of our school communities via our website. To the extent a member of our school community with limited reading proficiency (in English or any other language) requires assistance understanding the document, the plan will be orally read and explained by a member of our staff or professional interpreter. Mastery will meet any request by a parent who is an individual with a disability as defined by the ADA, providing the plan in an alternative format that is fully accessible to that parent.