

Entity ID	CTDS	LEA NAME
79454	07-89-24-001	Arizona Charter Academy

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 Centers for Disease Control and Prevention (CDC)

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	<p>Use:</p> <ul style="list-style-type: none"> <li>• ACA will encourage the use of face coverings among is stakeholders in accordance to the CDC guidance and recommendations on mask wearing as it relates to vaccination status.</li> <li>• ACA wants to ensure all stakeholders on campus feel safe and able to utilize cloth face coverings according to their need.</li> <li>• Staff can place a mask on for 1 on 1 interaction if a student feels safer in the interaction.</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• ACA will provide information to staff and students on proper use, removal and washing of cloth face coverings.</li> </ul>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>Physical distancing in classrooms:</p> <ul style="list-style-type: none"> <li>• Spreading desks, face forward and tables 3 feet apart (as much as possible) with assigned seating or small group cohort of desks.</li> <li>• Students will have assigned seating.</li> <li>• Plexi glass partitions have been placed in front offices, student offices and portable partitions for staff needing to be in proximity with students for speech services, students with special needs, etc.</li> <li>• If an emergency arises that requires a staff member to touch a student or another staff member, resume social distancing as soon as safely possible, wash hands, and disinfect any surfaces touched.</li> <li>• Breakfast will be held in the classroom, multipurpose room and facilities are cleaned after every breakfast.</li> </ul> <p>Physical distancing in common areas:</p> <ul style="list-style-type: none"> <li>• ACA will adhere to recess schedules and zones on playgrounds.</li> </ul>

		<ul style="list-style-type: none"> <li>• Lunch will be with assigned seating in the multipurpose room with social distancing as much as possible.</li> <li>• Physical guides across all campus buildings and outside sidewalks (posters and floor decals measuring 6ft apart).</li> <li>• Social distancing protocols will be used outside of the classroom along with limited use of common areas when feasible.</li> </ul>
Handwashing and respiratory etiquette	Y	<p>Training &amp; Communication:</p> <ul style="list-style-type: none"> <li>• Teach and reinforce handwashing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff. Posters are located in communal spaces, staff and students are trained.</li> <li>• Staff of ACA has been trained in handwashing prior to the start of school. Staff is required to follow the handwashing policies.</li> <li>• Students are trained within the first three days of school. The training includes videos, staff training students, posters hung throughout the school and verbal reminders. Hand washing includes soap/water method and hand sanitizer.</li> <li>• Parents need to train their students at home on washing hands following the CDC guidelines. The CDC guidelines have been posted on ACA's website for reference.</li> </ul> <p>Use of other mitigation approaches:</p> <ul style="list-style-type: none"> <li>• If students bring their own hand sanitizer, students may not share with any other person and parent understands if the sanitizer does not meet CDC guidelines.</li> <li>• If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).</li> <li>• Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands washed immediately with soap and water for at least 20 seconds.</li> </ul>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>Air systems:</p> <ul style="list-style-type: none"> <li>• ACA has installed air purification systems in all facilities.</li> <li>• Change air filters on a regular schedule.</li> <li>• All HVAC systems are regularly cleaned.</li> <li>• Increase ventilation by opening doors when temperature allows and as available within classrooms (fan/vent on AC units).</li> </ul>

		<p>Cleaning &amp; Maintenance:</p> <ul style="list-style-type: none"> <li>• Facilities are cleaned and sanitized daily. All cleaning and maintenance staff are school employees which will allow better monitoring of cleaning quality and provide additional cleaning support as needed.</li> <li>• Daily cleaning regiment with approved supplies.</li> <li>• Daily cleaning/sanitizing of student desks.</li> <li>• Classrooms and offices will be provided with cleaning supplies to disinfect learning and high touch surfaces.</li> <li>• Classrooms cleaned daily bathrooms frequently throughout the day.</li> </ul>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p>When we are notified of a positive case, our staff immediately begins contact tracing and identifies those who were in direct contact with that individual. As a precaution we place those in direct contact in quarantine because they had direct contact with someone who has tested positive for COVID-19.</p> <p>If a member of the school tests positive for COVID-19 the following will happen:</p> <ul style="list-style-type: none"> <li>• ACA follows guidance from Maricopa County when a member tests positive</li> <li>• ACA maintains a COVID dashboard of any positive cases.</li> <li>• ACA will notify parents if a member within their child’s class has tested positive.</li> <li>• If ACA were to experience an outbreak on campus, we would follow the CDC guidelines on notifying members.</li> </ul> <p>Parents/guardians are notified about a COVID case if:</p> <ul style="list-style-type: none"> <li>• Their child has had direct contact (within 6 feet for a cumulative total of 15 minutes or more) with someone who tested positive, and that person is in isolation.</li> <li>• Their child has had indirect contact with a student or staff member that tested positive, within 6 feet for less than 15 minutes, or if they were in direct contact with a student in the class who has a household member who tested positive.</li> <li>• There are 2 or more active cases on campus from different households simultaneously that meet specific criteria from the MCDPH (listed below).</li> </ul> <p>School-wide notifications take place when two or more students or staff have tested positive for COVID-19 within a 14-day period, AND the following criteria from the Maricopa County Department of Public Health (MCDPH) are met:</p>

		<ul style="list-style-type: none"> <li>those that have tested positive could have had direct contact, such as in a classroom or on a school sports team; and</li> <li>do not live in the same household; and</li> <li>were not identified as direct contacts of each other in another setting during a Public Health case investigation (e.g. friends who play together in each other's homes).</li> </ul>
Diagnostic and screening testing	Y	<p>Testing Availability &amp; Procedures:</p> <ul style="list-style-type: none"> <li>ACA will offer the option to parents with symptomatic students to administer a rapid COVID-19 antigen test on site with the parent present.</li> <li>Parents will be required to administer the test to their child. ACA will not administer the test.</li> <li>The COVID-19 antigen test will be at no cost to parents.</li> <li>This is entirely optional for students.</li> </ul> <p>Positive Results &amp; Reporting:</p> <ul style="list-style-type: none"> <li>You will follow the <a href="#">isolation guidance</a> according to the test results.</li> <li>ACA will follow contact tracing procedures, described above.</li> <li>ACA Staff will notify local health officials of any case of COVID-19 while maintaining confidentiality.</li> </ul>
Efforts to provide vaccinations to school communities	Y	<p>Amplifying Community Efforts:</p> <ul style="list-style-type: none"> <li>ACA uses its communication channels to share all local vaccination drives/opportunities.</li> </ul> <p>Potential Onsite Vaccinations:</p> <ul style="list-style-type: none"> <li>ACA is open to partnering with outside organizations to provide onsite vaccination opportunities and has surveyed families and staff to determine interest/needs.</li> </ul>
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<ul style="list-style-type: none"> <li><b>For the 21-22 School Year Specific to COVID-19:</b> If your child has a known Chronic Non-Infectious Condition (per <a href="#">County Health</a>): Isolation is not necessary if your symptoms are caused by a known chronic non-infectious condition (e.g., allergies, asthma). A doctor should provide a note confirming this.</li> <li>ACA will provide additional accommodations for children with disabilities, at the request of parents/guardians.</li> </ul>
Coordination with State and local health officials	Y	<ul style="list-style-type: none"> <li>ACA will implement and update guidance from state and local health officials as updated information is provided.</li> </ul>

		<ul style="list-style-type: none"> <li>• ACA continually works with state and local health officials to ensure compliance in all areas.</li> <li>• ACA will also contact required state and local officials regarding any positive cases on campus.</li> </ul>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

**How the LEA will Ensure Continuity of Services?**

The following plan describes how ACA will implement the necessary and appropriate activities, supports and programs for students and staff to ensure the continuity of academic, social, emotional and other wrap-around services. This is in addition to ACA's commitment to continuing to implement its standards-aligned, rigorous curriculum and instruction for all students.

Specific to its instructional program, ACA has hired additional positions to begin to address lost instructional time including:

- Diversity, Equity, Inclusion & Belonging Director
- Academic and Professional Learning Consultant
- Two full time acceleration teachers
- Part time tutors to provide accelerated intervention both during the school day and during the after school program.

Specific to its social, emotional and mental well-being and health supports for students and staff, ACA has also hired the following additional positions:

- Behavioral Health and Wellness Director
- Student & Family Support and Engagement Director

These positions' activities are described in more detail below.

**Students' Needs:**

<p>Academic Needs</p>	<p>ACA's overall philosophy to addressing lost instructional time is to accelerate learning by providing opportunities for students to learn at grade level rather than through remediation. Remediation methods have proven to narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know at grade level versus remediation often reduces the rigor and deep thinking.</p> <p>ACA is using three questions to provide interventions for acceleration:</p> <ul style="list-style-type: none"> <li>• Where is each student in their mastery of critical skills and concepts?</li> <li>• What interventions are most effective?</li> <li>• When will acceleration learning take place?</li> </ul> <p><b>In School Acceleration:</b></p> <ul style="list-style-type: none"> <li>• ACA will use high-quality assessments, both diagnostic and formative to provide timely information for each student.</li> <li>• ACA will support students in tracking their own progress towards closing identified achievement gaps and in their own social-emotional growth.</li> </ul>
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Acceleration times are built into ACA's daily schedules for all students' grades K-8.
- Every student will have access to computer device in order to access digital software identified to accelerate learning and provide support in developing social-emotional support, increased student engagement.

**High Quality Tutoring:**

- ACA has hired highly qualified tutors to accelerate and provide intervention to close academic gaps in ELA and mathematics.
- Tutors will provide minimum of three sessions per week with up to five sessions. Each session will be a minimum of 30 minutes up to 60 minutes with groups of five or less students based on need.
- Tutoring will be provided during the day during identified acceleration period so no student will lose out on other instructional time and/or social-emotional learning time including electives, recess, etc.
- Tutoring will be available after school for students who attend the after school programs at ACA.

**Readiness:**

- ACA provides a weekly newsletter communication with free resources, video tutorials, printables and so much more to help parents and in-coming kindergarteners prepare for their first year of school.
- Summer School:
  - ACA provided targeted support for either academic or social/emotional support to students.
  - ACA summer school engaged students through hands-on activities, project based learning and field trips, where possible.
  - ACA focused on ensuring low cost and free programs to students.

**Enrichment/After School Programs:**

- ACA provides programs to any student until 5:30 p.m., DES certified and assistance provided for those in need.
- ACA teachers and staff determine students who need after school tutoring and coordinate services to be provided.
- ACA staff develop research based and engaging activities to promote acceleration for reading and math.
- ACA staff provide homework support.
- ACA integrates activities for social-emotional well-being for students into enrichment and after school programming.

**Curriculum: & Assessments:**

- ACA curriculum specialists and teachers have identified the critical content on which to focus for ELA and mathematics as well as have created clear performance scales and success criteria for teacher and student use.
- Updated K-2 English Language Arts curriculum for foundational reading, comprehension, writing, and language for English Learners.
- Updated the 6-6 English Language Arts curriculum to build in higher interest, more culturally relevant and inclusive reading, and multi-tiered system of supports for all learners.

	<ul style="list-style-type: none"> <li>Enhanced assessment to determine students' strengths and areas for improvement aligned to the new curriculum for K-2.</li> </ul> <p><b>Teacher Training:</b></p> <ul style="list-style-type: none"> <li>ACA will provide research based professional development to learn new instructional strategies for acceleration, universal design learning strategies and multi-tiered support.</li> <li>ACA will provide time within the contracted school day for teachers to collaborate, and supporting educators in using approaches to acceleration that prioritizes engaging students.</li> </ul>
<p>Social, Emotional and Mental Health Needs</p>	<p><b>Student Supports:</b></p> <ul style="list-style-type: none"> <li>ACA administers surveys regularly and analyzes results to measure social and emotional well-being of students to improve or revise current practices.</li> <li>All students have built in time during the school day to provide regular check-ins for students and set aside time to reflect and discuss any needs or areas of concern going on for students.</li> <li>ACA implements Positive Action, a social-emotional curriculum approved by the What Works Clearing House, in grades kindergarten through fourth grade on a daily basis.</li> <li>A daily block, Empowerment, is set aside for students in grades 5-8 for a focus on current and relevant social/emotional issues and lessons.</li> <li>ACA is developing ways to reduce the stigma of mental health needs by sharing educational resources, talking about mental health and letting students know they are not alone.</li> <li>The Behavioral Health and Wellness Director, Student &amp; Family Support and Engagement Director and DEIB Director will provide individual, small group and class sessions based on recommendations from students, current data trends and requests from parents and teachers.</li> <li>ACA implements PBIS, a school-wide system to promote and develop positive behaviors, reduce discipline incidents and a focus on keeping all students in the classroom.</li> </ul> <p><b>Family Supports:</b></p> <ul style="list-style-type: none"> <li>Family and student nights will be hosted to provide support for the transition back to in person learning.</li> <li>Anonymous reporting from any stakeholder is available on ACA's website for students who be at risk and need intervention.</li> <li>Bullying training for students and parents, along with access to reporting forms for any stakeholder.</li> <li>Resources for stakeholders available along with support from our staff to connect our students with the assistance needed.</li> </ul> <p><b>Safe &amp; Conducive Learning Environment:</b></p> <ul style="list-style-type: none"> <li>ACA will continue to develop and provide a safe, welcoming, and inclusive learning environment as the ACA community starts to rebuild trust, reengage students, and recover from the impacts of Covid-19.</li> <li>ACA will work to meaningfully address any longstanding feelings of distrust resulting from students' and families' of color experiences in school prior the</li> </ul>

	<p>pandemic and that have been exacerbated by events of the last year in and out of the school context.</p> <ul style="list-style-type: none"> <li>• ACA will review current policies and practices including: discipline practices, mental health counseling, social-emotional learning, culturally and linguistically inclusive curriculums, and a school-wide multi-tiered system of support to make revisions as needed.</li> </ul> <p><b>Locating Absent Students:</b></p> <ul style="list-style-type: none"> <li>• ACA has an Attendance Team comprised of Attendance Coordinator (Christine Gore), Dean of Students, (Gabe Sandoval), Behavioral Health and Wellness Director (Dr. Vargas) and Student &amp; Family Support and Engagement Director (Ms. Taylor).</li> <li>• Attendance Team goals are to locate families, provide access to the supports needed to address basic needs, bring students back on campus without facing any disciplinary measures and provide social/emotional and academic supports to address identified needs.</li> <li>• Attendance Team will make every effort to locate families through utilizing emergency contacts in student management system, conducting home visits and through relatives and friends attending the school.</li> </ul> <p><b>Teacher Training:</b></p> <ul style="list-style-type: none"> <li>• ACA provides professional development to staff to effectively implement the new supports for the students and families.</li> <li>• Go Guardian is a software that alerts staff for students who are at risk of suicide or possible harm to others through threats, violence and bullying.</li> <li>• Bullying training for staff, along with access to reporting forms for any stakeholder.</li> <li>• ACA will provide professional development to help educators and students build more equitable and inclusive approaches to school climate. Including topics on trauma-informed care and teaching practices, positive behavioral supports, and help individuals in identifying and addressing biases in themselves and their communities.</li> </ul>
<p>Other Needs (which may include student health and food services)</p>	<p><b>Food Services:</b></p> <ul style="list-style-type: none"> <li>• Free breakfast and lunch will be available for all ACA students for the 21/22 school year. ACA’s meals are responsive to dietary restrictions.</li> <li>• Students participating in afterschool tutoring will have access to meals and snacks.</li> <li>• Meal service plans: <ul style="list-style-type: none"> <li>• have a flexible or extended schedule in order to accommodate families that are quarantined</li> <li>• have a variety of distribution methods</li> </ul> </li> <li>• ACA is partnering with community organizations to provide additional resources for our families.</li> <li>• All information and promotion about ACA meal programs is done in English and Spanish.</li> </ul> <p><b>Resources &amp; Support:</b></p>



	<ul style="list-style-type: none"> <li>• ACA provides reduced rates, free or gently used uniforms to any family who is in need.</li> <li>• School supplies are not required, and any students who are in need will receive materials needed by ACA. The school works with local community partners for supply drives and donations.</li> <li>• ACA provides hygiene packs for students who need them in order to have their basic needs met.</li> <li>• ACA has a McKinney Veto coordinator, please refer to the policy ACA has in place to meet the needs of our families who qualify as homeless. Support is provided such as transportation, uniforms and supplies.</li> </ul>
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> <li>• ACA has contracted with an Employee Assistance Program provide to provide free counseling services, classes on topics such as stress management, work/life balance, parenting, etc. This also includes financial assistance in many areas.</li> <li>• ACA staff also has access to a health concierge to support them in finding practioners, scheduling appointments, etc.</li> <li>• An additional 5 days of paid time off will be given to employees who test positive for COVID</li> <li>• ACA will provide reasonable accommodations for employees who have COVID related concerns.</li> <li>• Beginning in the 2021-22 year, ACA is hiring the following additional positions to support the social, emotional and mental wellness of our students and staff: <ul style="list-style-type: none"> <li>• Behavioral Health and Wellness Director</li> <li>• Student &amp; Family Support and Engagement Director</li> <li>• Diversity, Equity, Inclusion &amp; Belonging Director</li> </ul> </li> </ul>
Other Needs	N/A

The LEA 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 plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**

<b>Date of Revision</b>	<b>7/1/2021</b>
-------------------------	-----------------

**Public Input**

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	<p>ACA seeks public input and takes it in account in the revisions of this plan.</p> <p>Initial input/baseline data:</p> <ul style="list-style-type: none"> <li>• ACA conducted initial online surveys of parents and staff from June 30-July 7, 2021.</li> <li>• The parent survey was distributed in English and Spanish using existing parent contact information via the student information system.</li> <li>• The staff survey was distributed in English to teachers, administrators, paraprofessionals, and district and school office staffs.</li> </ul>
------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>• The surveys collected data on existing practices, future programming and support as well as open-ended request for additional ideas and suggestions for future consideration.</li> <li>• ACA presented this plan and survey results during a public Governing Board meeting on July 8, 2021. During this meeting, the community were given an opportunity through public comment to address the Board and provide input or feedback.</li> </ul> <p>Future surveys:</p> <ul style="list-style-type: none"> <li>• ACA intends on collecting parent and staff feedback via its survey no less than twice per year.</li> <li>• Survey data will be compared to baseline, in terms of feedback on effectiveness, communication, awareness, etc. to monitor progress and growth.</li> <li>• Open-ended survey responses will be analyzed and shared with the leadership team to determine revisions needed for the plan.</li> <li>• Recommendations for revisions will be approved by leadership and the Governing Board, as needed.</li> </ul>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **U.S. Department of Education Interim Final Rule (IFR)**

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

- An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—
  - how it 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:
    - Universal and correct wearing of masks.
    - Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding)
    - Handwashing and respiratory etiquette.
    - Cleaning and maintaining healthy facilities, including improving ventilation.
    - Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
    - Diagnostic and screening testing.
    - Efforts to provide vaccinations to school communities.
    - Appropriate accommodations for children with disabilities with respect to health and safety policies.
    - Coordination with State and local health officials.
  - how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(b)(i) During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, an LEA 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 plan for the safe return to in-person instruction and continuity of services.

- In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
  - If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
- 
- If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).
- 
- An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
    - In an understandable and uniform format;
    - To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; an
    - Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent