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	Use: • ACA will encourage the use of face coverings among stakeholders in accordance to the CDC guidance and recommendations on mask wearing as it relates to vaccination status. • ACA wants to ensure all stakeholders on campus feel safe and able to utilize cloth face coverings according to their need. • Masks are available at no charge while supplies last. KN95 masks are available to staff members. Training: • ACA will provide information to staff and students on proper use, removal and washing of cloth face coverings.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Physical distancing in classrooms: • Students will have assigned seating and depending on the current Covid-19 data students may be socially distanced as applicable to reduce any spread of the virus. • Breakfast will be held in the in multipurpose room and facilities are cleaned after every breakfast. Physical distancing in common areas: • ACA may adhere to recess schedules and zones on playgrounds when ACA community transmission levels are high. • Lunch may be with assigned seating in the multipurpose room with social distancing as much as possible when ACA community transmission levels are high. • Social distancing protocols may be used outside of the classroom along with limited use of common areas when feasible and according to current community spread of COVID-19.
Handwashing and respiratory etiquette	Y	Training & Communication: • 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. • Staff of ACA has been trained in handwashing prior to the start of school. Staff is required to follow the handwashing policies. • 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. • 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. Use of other mitigation approaches: • 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). • 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.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Air systems: • ACA has installed air purification systems in all facilities. • Change air filters on a regular schedule. • All HVAC systems are regularly cleaned. • Increase ventilation by opening doors when temperature allows and as available within classrooms (fan/vent on AC units). Cleaning & Maintenance: • 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. • Ongoing cleaning regiment with approved supplies. • Ongoing cleaning/sanitizing of student desks. • Classrooms and offices will be provided with cleaning supplies to disinfect learning and high touch surfaces. • Classrooms cleaned daily bathrooms frequently throughout the day.
Contact tracing in combination with	Y	When we are notified of a positive case, our staff immediately begins contact tracing and identifies those

isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments		who were in direct contact with that individual. As a precaution we offer onsite testing to them on the day of notification and on day 5 because they had direct contact with someone who has tested positive for COVID-19. If a member of the school tests positive for COVID-19 the following will happen: • ACA follows guidance from Maricopa County when a member tests positive • If ACA were to experience an outbreak on campus, we would follow the CDC guidelines and Maricopa County Health guidelines on notifying members. Parents/guardians are notified about a COVID case if: • 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. • For students identified as a school close contact, the school offers a test to stay program so that the student can remain at school if they test after notification and after day 5. • School-wide notifications take place when criteria from the Maricopa County Department of Public Health (MCDPH) are met. •
Diagnostic and screening testing	Y	Testing Availability &Procedures: • ACA will offer the option to parents with symptomatic students to administer a rapid COVID-19 antigen test on site (based on availability) with the parent present. • Parents will be required to administer the test to their child, or the child can administer the test on their own. ACA will not administer the test. • The COVID-19 antigen test will be at no cost to parents. • This is entirely optional for students. Positive Results & Reporting: • ACA will follow the isolation guidance according to the test results.
Efforts to provide vaccinations to school communities	Y	Amplifying Community Efforts: • ACA uses its communication channels to share all local vaccination drives/opportunities.
Appropriate accommodations for children with disabilities	Y	• **For the 22-23 School Year Specific to COVID-19:** If a child has a known Chronic Non-Infectious Condition (per County Health): Isolation is not necessary if a child's symptoms are caused by a known chronic non-infectious

with respect to health and safety policies		condition (e.g., allergies, asthma). A doctor should provide a note confirming this. • ACA will provide additional accommodations for children with disabilities, at the request of parents/guardians.
Coordination with State and local health officials	Y	• ACA will implement and update guidance from state and local health officials as updated information is provided. • ACA continually works with state and local health officials to ensure compliance in all areas.

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 will continue the 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 will continue with the following additional positions and curriculum:
• Behavioral Health and Wellness Director
• School Success Coordinator
• Middle School Student Culture Coordinator
• Adopted a new K-8 SEL Curriculum and will fully implement during the 22-23 schoolyear

These positions' activities are described in more detail below.

Students' Needs:

Academic Needs	
	ACA has aligned all strategic planning, SIAP, and LIAP to ensure that the entire organization is focused on implementing and monitoring activities, interventions, and plans that 1) close achievement gaps and 2) support all students, especially students who are disproportionately impacted by COVID-19. 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. All teachers focus on acceleration within Tier 1 curriculum, which builds on what students already know at grade level, versus remediation often reduces the rigor and deep thinking.

ACA uses three questions to guide its acceleration for struggling students:

- Where is each student in their mastery of critical skills and concepts?
- What interventions are most effective?
- When will acceleration learning take place?

ACA ensures that the interventions implemented address the academic impact of lost instruction time, social-emotional and mental health needs of all students by regularly collecting and analyzing data through 1) a variety of assessment and evaluation tools, 2) conducting surveys and evaluations of professional development, coaching and professional learning communities (PLC), 3) evaluating lesson plans and 4) conducting classroom observations. ACA utilizes technology tools, either embedded in the adopted curriculum and assessments or via data extractions from surveys, etc., to disaggregate all available data by student subgroup, grade level, content, and teacher to identify individual students, groups of students, grade levels, or teachers who need additional support to ensure that we close the gap.

ACA utilizes the assessment data (formatives, exit tickets, and progress monitoring tools) to monitor grade level performance (Tier 1) as well as identify individual students and groups of students who need additional support (Tier 2 or 3) to help close the gap for our students. School and district leaders provide classroom teachers, interventionists, and tutors with regularly updated data to drive Tier 1 evaluation and Tier 2 and 3 student rosters which identify the students receiving intervention support in what specific area. These data are also regularly analyzed to determine the impact of support on individuals and groups of students, and instructional decisions are made in response.

ACA provides a weekly newsletter communication with free resources, and more to help parents and incoming kindergarteners prepare for their first year of school.

ACA utilizes research and evidence-based curriculum, assessments, and instructional strategies to support all students to achieve grade-level proficiency (Tier 1). ACA has also adopted a robust, research-based intervention curriculum and assessments that intervention teachers use to provide acceleration support for identifying individual students and groups of students (Tier 2 or 3). Our intervention teachers work with core content teachers to help close the gap for our students. School and district leaders provide intervention teachers/tutors with regularly updated data to drive Tier 2 and 3 student rosters which identify

	the students receiving intervention support in what specific area. These data are also analyzed periodically to determine the impact of support on individuals and groups of students, and instructional decisions are made in response. ACA is implementing a robust tutoring program that consists of both in-school and after-school acceleration tutoring. Intervention teachers/tutors provided Tier 2 and Tier 3 support to identified students during an acceleration period. This period is built into the master schedule so no student will lose out on other instructional time and/or social-emotional learning time, including electives, recess, etc. Additionally, students who participate in after-school care, who are identified by our data as needing acceleration support, also receive additional tutoring by highly qualified tutors. A variety of staff provides direct support to intervention teachers/tutors to ensure implementation fidelity, including ACA's Instructional Coaches. Coaches, along with administrators and academic consultants, lead weekly PLC that focus on the implementation of individual, grade level, and school-wide strategies to meet the needs of our students. Additionally, Instructional Coaches meet with intervention teachers/tutors individually after reviewing acceleration plans, conducting observations, reviewing progress monitoring data to ensure they have the resources and support needed to implement targeted and differentiated strategies. Specific supports include: • ACA has hired highly qualified intervention teachers/tutors to accelerate and provide intervention to close academic gaps in ELA and mathematics. • Tutors provide a 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 fewer students based on need. • Acceleration times are built into ACA's daily schedules for all students grades K-8, allowing tutoring to be provided during the day during identified acceleration period. • Tutoring is also available after school for students who attend the after-school programs at ACA. • ACA supports students in tracking their own progress towards closing identified achievement gaps and in their own social-emotional growth. High-quality assessments, both diagnostic and formative, provide timely information for each student. • Every student has access to a computer device to access digital software identified to accelerate learning and provide support in developing social-emotional support and increased student engagement. After the 21-22 school year, based off of the positive survey results and student academic data the Academic supports put in place proved to be effective and will continue for the 22-23 school year.
Social, Emotional and	**Student Supports:**

| Mental Health Needs | • ACA administers surveys regularly and analyzes results to measure social and emotional well-being of students to improve or revise current practices.
• 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.
• ACA implements Second Step, a social-emotional curriculum researched and approved by ADE, in grades kindergarten through eighth grade.
• A weekly block, Empowerment, is set aside for students in grades 5-8 for a focus on current and relevant social/emotional issues and lessons.
• 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.
• The Behavioral Health and Wellness Director and DEIB Director will oversee individual, small group and class sessions based on recommendations from students, current data trends and requests from parents and teachers.
• 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.

Family Supports:
• Family and student nights will be hosted to provide support for the transition back to in person learning.
• Anonymous reporting from any stakeholder is available on ACA's website for students who be at risk and need intervention.
• Bullying training for students and parents, along with access to reporting forms for any stakeholder.
• Resources for stakeholders available along with support from our staff to connect our students with the assistance needed.

Safe & Conducive Learning Environment:
• 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.
• ACA will work to meaningfully address any longstanding feelings of distrust resulting from students' and families of color experiences in school prior the pandemic and that have been exacerbated by events of the last year in and out of the school context.
• 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.

Locating Absent Students:
• ACA has an Attendance Team comprised of Attendance Coordinator (Christine Gore), Dean of Students, (Gabe Sandoval), and School Success Coordinator (Mr. Harris).
• Attendance Team goals to 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 need conducting home visits and through relatives and friends attending the school. **Teacher Training:** • ACA provides professional development to staff to effectively implement the new supports for the students and families. • 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. • Bullying training for staff, along with access to reporting forms for any stakeholder. • 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.
Other Needs (which may include student health and food services)	**Food Services:** • Free and reduced breakfast and lunch will be available for all ACA students who qualify. ACA's meals are responsive to dietary restrictions. • Students participating in afterschool tutoring will have access to free meals and snacks. • Meal service plans: • ACA is partnering with community organizations to provide additional resources for our families. • All information and promotion about ACA meal programs is done in English and Spanish. **Resources & Support:** • ACA provides reduced rates, free or gently used uniforms to any family who is in need. • 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. • ACA provides hygiene packs for students who need them to have their basic needs met. • 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.
Staff Needs:	
Social, Emotional and Mental Health Needs	• ACA has contracted with an Employee Assistance Program to provide free counseling services and classes on stress management, work/life balance, parenting, etc. This also includes financial assistance in many areas. • ACA staff also has access to a health concierge to support them in finding practitioners, scheduling appointments, etc. • ACA will provide reasonable accommodations for employees who have COVID-related concerns.

	• ACA has updated its sick leave to add additional sick days for all staff.
	• ACA is hired the following additional positions to support the social, emotional, and mental wellness of our students and staff:
	    ○ Behavioral Health and Wellness Director
	    ○ Diversity, Equity, Inclusion & Belonging Director
	    ○ Student Success Coordinator
	    ○ Middle School Student Culture Coordinator
	    ○ Adopted a new K-8 SEL Curriculum and will fully implement during the 22-23 schoolyear
	    ○

Other Needs	N/A

The LEA must **regularly, but <u>no less frequently than every six months</u>** (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**	
Date of Revision	**6/6/2022**
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	ACA seeks public input and takes it in account in the revisions of this plan. Initial input/baseline data: • ACA conducted initial online surveys of parents and staff from June 30- July 7, 2021. • The parent survey was distributed in English and Spanish using existing parent contact information via the student information system. • The staff survey was distributed in English to teachers, administrators, paraprofessionals, and district and school office staffs. • 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. • 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. Future surveys: • ACA intends on collecting parent and staff feedback via its survey no less than twice per year. • Survey data will be compared to baseline, in terms of feedback on effectiveness, communication, awareness, etc. to monitor progress and growth. • Open-ended survey responses will be analyzed and shared with the leadership team to determine revisions needed for the plan.

	• Recommendations for revisions with be approved by leadership and the Governing Board, as needed.

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