

Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Entity ID	CTDS	LEA NAME
4345	078722000	Arizona School for the Arts

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:
Mask recommendation based on COVID-19 Community Levels.	Y	Masks are optional with the ability to adjust policy based on COVID-19 Community Levels.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Classes have been placed in cohorts as much as possible and grade level classrooms have been reassigned to reduce contact during transitions. We have added outdoor space with shaded tables for lunch and arts classes. New outside cooling units provide heat relief.
Handwashing and respiratory etiquette	Y	Sanitizer dispenser are outside each classroom and around campus. Outdoor sinks and drinking fountains have been added to reduce bathroom traffic and encourage handwashing. Sanitized wipes, Kleenex and extra masks are readily available.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Deep cleaning of surfaces and bathrooms occur daily. All HVAC systems employ MERV 8 filtration and HVAC fresh air intakes have been increased from 20% to 50% across the school
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	We work closely with Maricopa County Health officials to ensure diligence in contact tracing and communicate quarantine guidelines.
Diagnostic and screening testing	Y	We provide pool testing through the free program - Concentra by Gingko.
Efforts to provide vaccinations to school communities	Y	Information is distributed regarding vaccination sites in conjunction with our district school, Phoenix Union High School District.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Managed through the ASA Exceptional Student Services Department and individual education plans.
Coordination with State and local health officials	Y	Regular communication with County Health and attend informational meetings provided by the Arizona Department of Education and the Arizona Charter School Association.

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?

Students returned to school on 8/17/21 for the 1st day of school.

Students' Needs:

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Academic Needs	We are holding in-person classes with time built into the weekly schedule for review and question/ answer to ensure students receive the time/ space to meet with teacher to meet their individual needs. Our middle school students are taking diagnostic math exams and then have lab time to remediate or enrich their skills. This lab time is outside of the regular class time. Teachers are working with students to offer choice with their learning/ assessment. All choices align with the curriculum and standards.
Social, Emotional and Mental Health Needs	We have created SEL class time for all of our middle school students using LionsQuest curriculum. Our high school teachers are using SEL prompts for individual reflective writing, full class discussions, connecting student experience the curriculum they study. ASA is conducting 3 mindful moments throughout the day to give students an opportunity to re-center and focus on the present.
Other Needs (which may include student health and food services)	ASA has two student support specialists to meet with students and provide support through active listening, offering strategies, providing space for centering/ breathing exercises. ASA has a food service vendor that provides free meals to students in need.
Staff Needs:	
Social, Emotional and Mental Health Needs	ASA has brought in Teen Lifeline to meet with staff and provide support. WE have also provided the Educator Peer Support program through ACHHHS as well as our private insurance that has free Covid specific appointments available.
Other Needs	

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**

Date of Revision 3/28/2022

Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	The ASA Board of Directors holds monthly public board meetings to review health and wellness policies and take public input during a Call to Public. The school regularly surveys students and families regarding their concerns and perspectives regarding COVID 19 conditions and mitigations.
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U.S. Department of Education Interim Final Rule (IFR)

(1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

- (a) 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—
 - (i) 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:
 - (A) Universal and correct wearing of masks.
 - (B) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)
 - (C) Handwashing and respiratory etiquette.
 - (D) Cleaning and maintaining healthy facilities, including improving ventilation.
 - (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - (F) Diagnostic and screening testing.



- (G) Efforts to provide vaccinations to school communities.
 - (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - (I) Coordination with State and local health officials.
 - (ii) 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.
- (ii) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
 - (iii) 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.
- (c) 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).
- (d) 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—
- (i) In an understandable and uniform format;
 - (ii) 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
 - (iii) 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