

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



Entity ID	CTDS	LEA NAME
10795	078794000	Academy with Community Partners

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	ACP follows Governor Ducey's guidelines. Currently, it is posted that masks are optional, but preferred, at ACP.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	ACP has social distancing markings, signs posted to mandate social distancing on school grounds and in classrooms, smaller class sizes to allow for 3 feet of distance between students, and furniture changes to allow for 3 feet of distancing in classrooms and in our offices.
Handwashing and respiratory etiquette	Y	Signs are posted through-out the school to educate the public on handwashing. Hand sanitizer is placed in stations through-out the school. Students use hand sanitizer when entering the building.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	ACP has purchased a new ventilation/air purifying system for our school. ACP has purchased a antibacterial sprayer and has increased cleaning services so our facilities are cleaned and sprayed each night.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	ACP's Superintendent oversees reporting Covid-19 case based on all guidelines by to the Health Department.
Diagnostic and screening testing	Y	ACP follows all CDC and Maricopa County Department of Health guidelines concerning screening and testing requirements.
Efforts to provide vaccinations to school communities	N	We do not have this as of yet, but we are going to continue to seek options with local health care providers.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	ACP ensures there is a safe space for all students and that all its students' needs are met with respect to health and safety policies.
Coordination with State and local health officials	Y	ACP works with the Maricopa Department of Health and other local officials to keep Covid-19 safe practice guidelines in place.

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?**

**We, Academy with Community Partners (ACP), has written an Instructional Time Model (ITM) stating that ACP will meet its students' academic needs by way of in-person, and virtual instruction options for our students. We supply**

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**Chrome books and hot spots for students choosing to learn virtually, and we offer packet pick-ups for those few students who still wish to learn remotely by paper and book. ACP offers mastery of content, completed work, and on-site learning to ensure continuity of academic services for our students**

### Students' Needs:

Academic Needs	We, Academy with Community Partners (ACP), has written an Instructional Time Model (ITM) stating that ACP will meet its students' academic needs by way of in-person, and virtual instruction options for our students. We supply Chrome books and hot spots for students choosing to learn virtually, and we offer packet pick-ups for those few students who still wish to learn remotely by paper and book. ACP offers mastery of content, completed work, and on-site learning to ensure continuity of academic services for our students
Social, Emotional and Mental Health Needs	ACP has a full-time counselor who addresses the needs of our students' mental health needs. This, FY23 school year, Esser III funding has allowed us to hire a second counselor who will specifically design and implement counseling workshops to foster mental, social, and emotional health, as well as offer academic support to students. ACP's teachers and staff will undergo training in Emotional Intelligence, and its Lead teacher will train teachers in creating social wellness and safe spaces in their classrooms
Other Needs (which may include student health and food services)	ACP needs to buy water bottles and food for its students daily. Our students are in greater need, due to Covid-19 effects on their families and their income. We do not have a cafeteria, but we are buying fruit, soup and other food items, as well as water, to give to our students daily. Many come without having eaten anything for a few meals. ACP sees that it is important to meet our students' basic meals, so we have begun a school store, and other fund-raising efforts, to help us have funds to make a bigger and reliable impact in meeting students' needs. We are ensuring their health and well-being by continuing to offer these outreach items to them daily. During our Covid-19 closures, we delivered food to students' families who were in dire need. We have written into Esser III, a budget for food and water to best serve our students, and we have partnered with local churches and charities to provide food for students and their families.

### Staff Needs:

Social, Emotional and Mental Health Needs	ACP ensures the continuity of services to address our staff's social, emotional, and mental health needs by maintaining a school culture where our staff often gather together for meals during lunch informally and every six weeks formally. We say to our staff and to our students, "ACP is a family", so staff and students know that they are valued and cared for. We have scheduled Emotional Intelligence training that will first train and address our staff's emotional health. We have community relationships with mental health counselors in our area who we can refer staff members to if needed.
Other Needs	ACP staff have access to through our larger network of schools to many services, support, and options during this time. Staff meetings and communications remind staff of support and options for help.

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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

July 29, 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:

Public input into creating and revising our plan is gained by opening this process up to open meetings in or School Board. In addition, we have open meetings with our parents and school community at school, and we gain public input by way of surveys sent home to parents

## 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;

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



- (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