

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



Entity ID	CTDS	LEA NAME
79947	108709000	Arizona Community Development Corporation

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	Wearing masks are optional by individuals who have not been vaccinated and/or are unable to physically distance as an additional layer of protection.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Modifications were made to accommodate physical distancing (purchasing, placement, spacing of desks, lunch tables)
Handwashing and respiratory etiquette	Y	Frequent handwashing/disinfecting upon entering rooms, offices, cafeteria.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	New AC Units were purchased and installed in all classrooms, touchless drinking fountains/water bottle fillers installed and, electrostatic machines were purchased for all schools.

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	If a student or employee is reported/diagnosed/confirmed with COVID-19, the classroom and/or school will be immediately sanitized and disinfected. Electrostatic machines were purchased for all schools. Schools will work with health officials, and follow recommended procedures.
Diagnostic and screening testing	Y	Binex testing available.
Efforts to provide vaccinations to school communities	Y	We rely on the CDC, the Arizona Department of Health and the Superintendent of Instruction to

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		provide us the information necessary to make informed choices for our school communities.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	While our committees have focused on the safety and sanitation of our facilities, our teachers have focused on the continuity of education for all students. Our distance learning plan was created with input from all stakeholders and enabled our teachers to address learners who had limited resources as well as those that had all of the necessary technological supplies. We have partnered with Arizona Online Charter School for our district to allow our families to remain at home if that is their need.
Coordination with State and local health officials	Y	We rely on the CDC, the Arizona Department of Health and the Superintendent of Instruction to give us the information necessary to make informed choices for our school communities.

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?

Our schools have had a comprehensive safety plan in place since July of 2020. We pride ourselves on our immediate response to the pandemic. We have included conversations with stakeholders as well as administration and staff to ensure that we are always doing what is in the best interest of our students, staff and stakeholders that rely on education continuing. Safety has been taken care of by committees at each site who ensured that policies were developed and implemented immediately. We rely on the CDC, the Arizona Department of Health and the Superintendent of Instruction to give us the information necessary to make informed choices for our school communities. We have policies on Mask usage and sanitizing. We spent time and money on eliminating carpets, improving the air quality of all buildings, and training our health clerks on procedures.

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Students' Needs:

Academic Needs

Loss of Learning will be addressed immediately and with a data based plan. Our schools use multiple assessment systems to determine the greatest student need and the academic areas that are the most affected by the lack of continuous learning faced by some students. Our schools provide Summer school for all students through both teacher recommendation and parent

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request. Summer school focuses on standards taught during the prior school year. We provide tutoring and a free afterschool learning program that is academically focused.

Students on grade level will be able to participate in both our targeted tutoring plan and the free academically base after school program. Our schools use a standards based scope and sequence plan with on grade level standards that will provide our students with the rigor necessary to grow at least one full grade level each year, allows for frequent tracking of the standards, and ensures all academic standards are taught prior to the state standardized test.

<p>Social, Emotional and Mental Health Needs</p>	<p>Our SEL focus will use the 12 areas of student engagement opportunities to enhance SEL skills. We have a plan for each month to focus on Project Based Learning within the classroom with an additional focus for our most vulnerable groups of students within our subgroups. Teachers are trained on these skills and the skills are incorporated in daily lessons to ensure that the social and emotional needs of our students are addressed and met in an open nonthreatening manner.</p> <p>Interventions centered on our character program that include Cognitive skills (attention control, working memory), Emotional skills (recognizing and understanding emotions in oneself and others), Interpersonal skills (understanding social cues, conflict resolution), Additional Skills/Supports (Character—building and acting upon core ethical values, Mindset—attitudes and beliefs about oneself and others and responses to events throughout the day)</p>
<p>Other Needs (which may include student health and food services)</p>	
<p>Staff Needs:</p>	
<p>Social, Emotional and Mental Health Needs</p>	<p>The following are skill sets focused on and trainings are provided for staff and students:</p> <p style="text-align: center;">Emotional Skills</p> <p>Emotion Knowledge and Expression The ability to recognize, understand, and label emotions in oneself and others (emotion knowledge) and to express one’s feelings in contextually appropriate ways (emotion expression).</p> <p>Emotion and Behavior Regulation The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative (emotion regulation) as well as the ability to learn and conform to expectations for appropriate social behavior (behavior regulation).</p> <p>Empathy and Perspective Taking The ability to understand another person’s emotional state and point of view. This includes identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another’s situation or through the vicarious experiencing of another’s emotions.</p>



	<p>Interpersonal Skills Understanding Social Cues The process through which children interpret cues from their social environment and use them understand the behaviors of others.</p> <p>Conflict Resolution/Social Problem-Solving The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.</p> <p>Prosocial Skills The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors such as listening/communication, cooperation, helping, community building, and being a good friend.</p> <p style="text-align: center;">Additional Skills</p> <p>Character A set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values (e.g., respect, justice, citizenship, responsibility for self and others) and to perform to one’s highest potential in achievement or work contexts, such as perseverance, diligence, and self-control.</p> <p>Mindset Attitudes and beliefs about oneself, others, and one’s own circumstances that impact one’s interpretation of and response to events and interactions throughout their day.</p>
Other Needs	

<p>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</p>	
Date of Revision 11/02/2022	
<p>Public Input</p>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	<p>District wide surveys to parents and staff Weekly meetings with site-level administrators, who collaborated with site teams Emails, phone-calls</p>

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)



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- (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; and
- (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