

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



Entity ID	CTDS	LEA NAME
90857	07-85-90-000	Archway Classical Academy Scottsdale

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	Optional Face/Mask Coverings: No messaging permitted on face/mask coverings (with exception of academy-related messages). Varied Colors and patterns are permitted.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	N	Facilities are no longer being modified to allow for physical distancing.
Handwashing and respiratory etiquette	Y	Handwashing etiquette instruction completed at the beginning of school year. Handwashing signs posted in restrooms instructing students and staff on proper handwashing technique. Antibacterial soap in all bathrooms and hand sanitizer is made available to all students and staff. Proper respiratory etiquette (covering coughs and sneezes) is part of curriculum. Students are required to wash hands before eating.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Facilities are cleaned on a daily basis. An additional day porter is assigned to continually wipe frequently touched surfaces throughout the day.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Symptomatic and positively tested individuals are asked to quarantine for a minimum of 5 days and until fever has been resolved for more than 24 hours, and respiratory symptoms are improving. We are no longer contact tracing unless asked by Maricopa County Health Department in specific cases.
Diagnostic and screening testing	Y	Staff is provided with a list of providers for testing and/or screening upon request.
Efforts to provide vaccinations to school communities	N	
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	All efforts will be made to accommodate children with disabilities in regards to implemented health and safety policies in the classroom. Should the student's IEP or physical or emotional well-being require it, the transfer status to Great Hearts online may be offered. Special Education and related services will be provided in accordance with students' IEPs, as is possible and feasible, utilizing alternative means

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		<p>if necessary. These methods may include:</p> <ul style="list-style-type: none"> • Zoom for groups • Zoom for individuals • Phone Call <p>As well as a combination of these methods. Considerations will be made as to what method of instruction and accommodations are necessary and will provide disabled students with access to a FAPE.</p>
Coordination with State and local health officials	Y	Outbreaks are reported to the County Health Department.

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?

Regular health and safety screenings are in place as well as additional staff and observation added to help facilitate in-person learning.

Students' Needs:

Academic Needs	<p>Added a designated intervention time of 20 minutes per day to class schedules to ensure students in Tier II and Tier III are getting regular, ongoing in-class interventions and implementing MTSS across all grade levels. We are conducting quarterly meetings with all homeroom teachers to review data of students in need of Tier II/Tier III interventions, which increases accountability and follow-up with teachers supporting students. Teachers of students with a Tier III SST Intervention Plan meet every 2-3 weeks with the SST Coordinator. Assistant Headmaster will provide progress-monitoring packets to help teachers implement/hold teachers accountable to consistent progress monitoring for students that require Tier II support. Identified students scoring partially/minimally proficient on AASA and in ELA and/or math, and through Title I & II funding, organized weekly tutoring before or after school to support those students. Also chose a grade level designee to meet with administration once a quarter to review grade level data from Galileo and DIBELS, and to make recommendations for planning and instruction based on the needs of the grade level at the grade level's weekly planning meetings.</p>
Social, Emotional, and Mental Health Needs	<p>We are holding quarterly meetings between homeroom teachers and SST Coordinator/Dean of Students/Behavior Interventionist to discuss student social/emotional needs and partner together to review data/observations, develop interventions, and develop behavior plans to track progress. We are carefully reviewing 45-day screeners and following up with necessary support as provided by our Behavior Interventionist or school counselor. We are providing teachers with on-going professional development sessions on classroom management and approaching behavioral issues as needs for learning skills and solving problems. We are also providing professional development on implementing simple coping skills exercises and structure play activities. Through our counselor, Dean of Students, and Behavior Interventionist, we are implementing small support groups or social groups. We use referrals for students</p>

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	to receive 1:1 or small group support from our counselor. Teachers can request a time to consult with our counselor, Dean of Students, or Behavior Interventionist at any time to discuss student needs or request an observation of a student in order to suggest strategies of support.
Other Needs (which may include student health and food services)	School will follow CDC's "No Share" Food Policy; All Faculty trained in identifying symptoms of illness specific to COVID-19 and other infectious diseases, and instructed to take immediate action when students appear to be exhibiting symptoms.
Staff Needs:	
Social, Emotional, and Mental Health Needs	We will gather weekly feedback from various members of the Archway Scottsdale Leadership team and Grade Level Chairs regarding staff morale. We have added members to the administrative to more effectively address faculty needs: Headmaster, Assistant Headmaster, Dean of Students, two Instructional Coaches, Behavior Interventionist, and ESS Academy Director. We will post mental health resources and network approved provider list on Archway Scottsdale Share-point for all faculty to access. We will provide staff with ongoing Professional Development sessions focused on the thematic goal of Elevate and Empower Each other, being an ideal team player, building and maintaining healthy teams, Love and Logic, and Teach Like a Champion 2.0 strategies. The Archway Scottsdale Sunshine Committee exists to create opportunities for faculty to connect with one another and engage in creative, fun, non-work related activities. With two Instructional Coaches, there will be bi-weekly lesson observations and coaching sessions. We have adjusted report card timelines to support faculty members completing work for report cards before each break (fall, winter, and spring) so that faculty use breaks to rest.
Other Needs	The headmaster checks in with individual faculty members at least once a year to hear what is on their mind.

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	11/28/2022
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	Feedback was requested at Advisory council meetings that include parents, faculty, and administration Emails from 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;
- (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