

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



Entity ID	CTDS	LEA NAME
4207	038752000	Flagstaff Junior 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	Masks are optional. Free masks are available to any student, staff, or visitor who needs them.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Since full implementation of physical distancing guidelines is difficult with students in small classrooms, a cohort model was adopted for the first semester. During the second semester, we do not have cohorts/pods, but still encouraged physical distancing.
Handwashing and respiratory etiquette	Y	<p>Students and staff will practice hygienic handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses such as COVID-19.</p> <p>FJA staff and students will properly wash hands multiple times each day and staff will assist young children with handwashing.</p> <p>When handwashing is not possible, hand sanitizer containing at least 60% alcohol will be used for teachers, staff, and older students who can safely use hand sanitizer.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>Staff and students may be expected to clean and disinfect personal workspaces and materials as they are used. Teachers will have some discretion, but it is required that high touch areas (such as tabletops, desks, doorknobs, etc.) be cleaned every time a new group of students enters the classroom.</p> <p>Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. To the extent that weather and physical spaces permits, FJA classrooms will improve classroom airflow by opening doors and windows and/or using child-safe fans to exhaust classroom air and increase the effectiveness of open windows (dilution). FJA will make sure that air filtration systems are inspected and filters replaced as needed.</p>

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		<p>FJA will use ESSER III grant dollars to further enhance school ventilation with portable HEPA air filters in every classroom. Portable filters were placed in classrooms in September. Research shows that combining dilution strategies with portable air filters reduce COVID-19 transmission rates. See CDC guidance on school ventilation below: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p>Families should inform the school if their child(ren) have been exposed to someone who has recently tested positive for COVID-19 or if their child(ren) have tested positive for COVID-19. Likewise, staff should inform the school of any exposures or positive testing. All information will be kept confidential.</p> <p>FJA will work in conjunction with our local county health department, CCHHS, to communicate positive staff and student cases to the county.</p> <p>FJA's close contact quarantine policy allows asymptomatic close contacts to remain at school after exposure as long as they are willing to test and show two negative test results within five days after their exposure. This shift mirrors local, state, and national public health agencies transitioning away from universal contact tracing.</p> <p>FJA community members who test positive for COVID-19 need to isolate for 5 days after the positive test date or symptom onset, whichever is earlier, and return to school on Day 6 as long as symptoms are resolving.</p> <p>Please see flowchart below for a visual explanation: https://azdhs.gov/covid19/documents/public-health-resources/release-from-isolation-flow-chart.pdf</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>Before a student arrives at school, parents/guardians are required to monitor their children for signs and symptoms of COVID-19. Likewise, staff are required to monitor themselves for COVID-19 symptoms. These symptoms include but are not limited to the following: a temperature above 100.4 degrees,</p>

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		<p>cough, shortness of breath, loss of taste or smell, body aches, and fatigue). See the link below for additional symptoms. https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</p> <p>Students who have COVID-like symptoms will need to stay home until symptoms improve, they are fever-free for 24 hours without fever-reducing medication.</p> <p>FJA will participate in the Concentric's and Arizona Department of Health Services' School Pooled Testing Initiative for students in kindergarten and older. This initiative is free to all Arizona schools and takes less than 15 minutes per week to implement.</p> <p>First, families of students will "opt-in" their child(ren). Then, students each do a simple short nose swab each week. All swabs from one classroom are sent out to the lab for screening. The results for each classroom pool of swabs comes back usually within 24-36 hours and provides valuable information about the status of COVID health and wellness in our school.</p> <p>Screening testing identifies infected people, including those with or without symptoms (or before development of symptoms) who may be contagious, so that measures can be taken to prevent further transmission. Learn more information about pooled testing here: https://www.concentricbyginkgo.com/ https://www.cdc.gov/coronavirus/2019-ncov/lab/pooling-procedures.html</p>
Efforts to provide vaccinations to school communities	Y	FJA will support its students and staff in their individual vaccination efforts by accommodating absences needed for appointments or illness due to vaccination-related side effects.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>Based on IEP needs, students will participate at the appropriate level of education access given a continuum of services.</p> <p>In-class procedures include proper use of PPE and portable HEPA air filters to protect the health of all students, including those with disabilities.</p>

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Coordination with State and local health officials	Y	<p>FJA will work in conjunction with our local county health department, CCHHS, to communicate positive staff and student cases so that they can conduct contact tracing.</p> <p>FJA will follow the guidelines set out by the ADHS for isolation and quarantine to determine when students or staff who have been exposed to COVID-19 or who have tested positive can return to school.</p>
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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?

For the 2021-2022 school year, both campuses of Flagstaff Junior Academy will be open for in-person instruction to ensure continuity of services. All previous services will be available to families during the 2021-2022 school year. If classes or the school needs to transition to remote learning to positive Covid cases in the classroom or outbreaks, both traditional paper-based schoolwork and online learning opportunities will be offered to students.

Students' Needs:

Academic Needs	In-person, standards-based instruction will be available to all PreK-8 students. Academic intervention services will be available to students. If remote learning is needed, teacher will utilize online learning platforms as well as traditional paper-based schoolwork packets. Teachers will offer synchronous and asynchronous learning opportunities for students during any periods of remote learning that may occur.
Social, Emotional and Mental Health Needs	FJA will address social, emotional, and mental health needs through its PBIS program, as well as counseling services. Both PBIS and counseling will be available at both campuses to all PreK-8 students.
Other Needs (which may include student health and food services)	FJA will offer free snack and lunch to all middle school students and free lunch to all elementary students.

Staff Needs:

Social, Emotional and Mental Health Needs	Counseling services are available at both campuses.
Other Needs	Support related to the Covid-19 pandemic is provided to FJA staff. Examples of support include paid personal leave related to Covid-19 situations (personally or in the care of others), mentor programs for new teachers, access to PPE and testing.

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	This initial plan was approved by the Flagstaff Junior Academy governing board in July of 2021 and it is placed on the board agenda every month for possible revisions. The plan will continue to be updated no less frequently than every six months through September 30, 2023.
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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 on the plan was sought through staff and family surveys; governing board meetings that include calls to the public and town halls; requests for letters from stakeholders; and direct conversations with stakeholders. All information gathered was shared with governing board members and used to develop the plan.

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;

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- (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