

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



Entity ID	CTDS	LEA NAME
81099	078621000	Desert Heights Charter Schools

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:
Mitigation Strategies/Public Information	Yes	<p>Desert Heights Charter Schools continues to follow CDC guidelines and maintain the COVID page on our website: https://www.dhschools.org/updates/resource-center</p> <p>The COVID page includes the Safe Return to In-Person Learning Plan, information regarding COVID positive numbers for students and staff. Information explaining to how to report COVID cases along with information regarding resources for identification and care. We continue to follow mask-recommendations for those who have tested positive for COVID or during high periods of transmission.</p>
Correct wearing of masks during identified illness of high periods of transmission.	Yes	<p>Desert Heights Charter School encourages wearing of masks for all two years of age or older in compliance with CDC guidelines for those who test positive for COVID or during high periods of transmission.</p> <p>This policy is described on our website under Resource Center. When Resource Center is clicked it will take the reader to Learning Center and our policies aligned with CDC guidelines. Information is also provided under K-12 COVID Updates.</p> <p>“Things to remember when visiting our schools:</p> <ul style="list-style-type: none"> • Use cough and sneeze etiquette. • Social distancing (specifically, staying 6 feet away from others) • Use hand sanitizer or wash hands after touching surfaces • Wear a mask or cloth face covering if possible • Avoid touching eyes, nose, and mouth <p>Stay home if you are experiencing flu-like symptoms or have a fever”</p> <p>Masks will continue to be optional but are recommended for vaccinated and unvaccinated individuals while indoors, during</p>



times of substantial or high transmission, per the CDC and Arizona Department of Health Services. Parents can view the transmission rates in our community on the Maricopa County Department of Public Health dashboard for schools. Despite these recommendations, under present Arizona State law (A.R.S. 15-342.05) Desert Heights Charter School District cannot require face coverings for students or staff inside our schools. Students who use our transportation systems (buses and vans) are subject to a federal law that requires staff and students to wear masks throughout the duration of their transport, as this is considered public transportation.

“Mask wearing is optional on campus and in classrooms; however, Federal Law requires they be worn on all public transportation.

1. If someone tests positive but was wearing a mask and comes in to contact with your child who is also wearing a mask, the CDC does not require your child to isolate.

2. We have had a classroom where 4 students have tested positive for COVID. All close contacts that were consistently and correctly wearing their masks have all tested negative.”

“Wear a mask

- Everyone 2 years of age or older who is not fully vaccinated should wear a mask in indoor public places.
- In general, you do not need to wear a mask in outdoor settings.
 - In areas with [high numbers of COVID-19 cases](#), consider wearing a mask in crowded outdoor settings and for activities with [close contact](#) with others who are not fully vaccinated.
- People who have a condition or are taking medications that weaken their immune system may not be fully protected even if they are fully vaccinated. They should continue to take all [precautions recommended for unvaccinated people, including wearing a well-fitted mask](#), until advised otherwise by their healthcare provider.
- If you are fully vaccinated, to maximize protection from the Delta variant and prevent possibly spreading it to others, wear a mask indoors in public if you are in an area [of substantial or high transmission](#).
- If you are fully vaccinated, see [When You’ve Been Fully Vaccinated](#).

[Wearing a mask over your nose and mouth is required](#) on planes, buses, trains, and other forms of public transportation traveling into, within, or out of the United States and while

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		<p>indoors at U.S. transportation hubs such as airports and stations. Travelers are not required to wear a mask in outdoor areas of a conveyance (like on open deck areas of a ferry or the uncovered top deck of a bus).”</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) during high periods of transmission.</p>	<p>Yes</p>	<p>Desert Heights Charter School encourages social distancing during high periods of transmission. This policy is described on our website under Resource Center. When Resource Center is clicked it will take the reader to Learning Center and our policies aligned with CDC guidelines. Information is also provided under K-12 COVID Updates.</p> <p>“Things to remember when visiting our schools: Use cough and sneeze etiquette. Social distancing (specifically, staying 6 feet away from others) Use hand sanitizer or wash hands after touching surfaces Wear a mask or cloth face covering if possible Avoid touching eyes, nose, and mouth Stay home if you are experiencing flu-like symptoms or have a fever” “We are encouraging students to make us of outdoor eating spaces (as weather permits), capping enrollment in grade levels to allow for spacing in classrooms and isolating those with COVID like symptoms from others visiting the nurses office.”</p> <p>“At Home Mitigation Measures As a condition of enrollment at Desert Heights, you as parents have agreed to support our mitigation strategies to keep our students safe, healthy and in-person for learning. Please do not send your child to school ill, please check their temperature at home and if it is above 99.9 degrees, please do not send them to school. A fever is a symptom of COVID and students who’ve developed fevers quickly have ended up testing positive for COVID. Inform the school immediately if your child has been in contact with someone who has tested positive for COVID. Follow isolation and quarantine protocols. While those protocols are extremely frustrating and inconvenient, not following them could mean being in a situation where your family is impacted by having to isolate repeatedly, or even contracting COVID.” “Stay 6 feet away from others Inside your home: Avoid close contact with people who are sick. If possible, maintain 6 feet between the person who is sick and other household members. Outside your home: Put 6 feet of distance between yourself and people who don’t live in your household. Remember that some people without symptoms may be able to spread virus. Stay at least 6 feet (about 2 arm lengths) from other people. Keeping distance from others is especially important for people who are at higher risk of getting very sick.”</p>

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Handwashing and respiratory etiquette	Yes	<p>“Desert Heights Charter School the use of handwashing and social respiratory etiquette consistent with CDC guidelines. This policy is described on our website under Resource Center. When Resource Center is clicked it will take the reader to Learning Center and our policies. Information is also provided under K-12 COVID Updates.</p> <p>“Things to remember when visiting our schools: Use cough and sneeze etiquette. Social distancing (specifically, staying 6 feet away from others) Use hand sanitizer or wash hands after touching surfaces Wear a mask or cloth face covering if possible Avoid touching eyes, nose, and mouth Stay home if you are experiencing flu-like symptoms or have a fever” “Wash your hands often Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. It’s especially important to wash: Before eating or preparing food Before touching your face After using the restroom After leaving a public place After blowing your nose, coughing, or sneezing After handling your mask After changing a diaper After caring for someone sick After touching animals or pets If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your eyes, nose, and mouth with unwashed hands. Cover coughs and sneezes If you are wearing a mask: You can cough or sneeze into your mask. Put on a new, clean mask as soon as possible and wash your hands. If you are not wearing a mask: Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit. Throw used tissues in the trash. Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.</p> <p>Hand sanitizer is available in district schools, facilities and buses.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Additional deep cleaning support will be provided through a contracted services to help mitigate the spread of COVID. It is



		<p>critical that students are able to come to school in as safe an environment as possible.</p> <p>In addition, following review of facilities it was determined that replacement of our air conditioning units with a focus on increased air circulation and filtration was needed.</p> <p>“This Summer, mitigation was a focal point of our planning. We were able to install new air conditioning units on all charter campus buildings, thus improving the circulation of air and enhancing the air quality our students will be exposed to. We will also continue CDC recommended cleaning protocols on a daily basis to promote an environment most conducive to a safe and healthy school environment. Soon, we will be adding a COVID-19 Communication link to our website that will maintain current information from the CDC, the Arizona Department of Health Services, and the Maricopa County Department of Public Health. And in the spirit of continued transparency, this link will also provide specific information regarding positive cases, home isolation guidance and quarantines in our community.”</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Yes</p>	<p>Immediately upon opening the Resource Center page on our website there is an email address and link provided for parents/students and staff to ask questions or report a COVID case.</p> <p>“Desert Heights strives to create a safe and supportive learning environment for its students and staff. If a parent has any questions, the parent can email COVID19concerns@dhschools.org. A district or campus-based representative will follow up with the parent regarding the received report and continue contact tracing data collection.</p> <p>Desert Heights Families, please click here to report a COVID case in your household or family that will affect your student. Desert Heights Staff, click here to report a positive COVID case.</p> <p>COVID-19 First Steps</p> <p>Maricopa County K-12 school officials are required to report confirmed cases of COVID-19 and exposures. MCDPH has updated the investigation process for cases in the K-12 school setting and as a result, both student families and staff will be contacted by a County representative once the case has been reported.</p> <p>Single or multiple cases of confirmed COVID-19 in students, teachers, and staff</p> <p>A suspected outbreak**MCDPH defines school outbreaks as follows:</p> <p>≥2 laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically-linked, do not share a household, and were</p>

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		<p>not identified as close contacts of each other in another setting during standard case investigation or or contact tracing.” In addition, we have added a new Covid Supervisor position to provide contact tracing and Covid updates to family and staff.</p>
<p>Diagnostic and screening testing</p>	<p>Yes</p>	<p>During High Periods of Transmission: Immediately upon opening the Resource Center page on our website there is a link to the Home Isolation Decision Maker Tool to support parents/students in determining whether the student should isolate at home.</p> <p>Below that is a link to Quarantine Guidance, supporting those in the household or in close contact with someone who has COVID.</p> <p>Desert Heights Charter Schools protocols are listed:</p> <p>“If you have tested positive for COVID-19: You must complete 10 days of quarantine whether vaccinated or not. May return to school if symptom free for 24 hours after the 10 days.</p> <p>If you have been identified as close contact to a positive case or as experiencing symptoms consistent with COVID-19: You may choose one of the following options:</p> <ol style="list-style-type: none"> 1. Completing 10 days of Isolation in addition to being 24-hour fever-free without taking fever reducing medications and symptoms have improved. 2. Negative COVID test result. a. You may choose to have a COVID-19 test done, 3-5 full days from the last contact with the positive case. You can test on or after _____ You may return to school if the test if negative, and again, if 24-hour fever free and symptoms have improved. b. A positive result test will require 10-day quarantine in addition to being 24 hours fever free and symptoms have improved. c. If a COVID test is done, we require written proof of test results so that we may address the rest of the class and staff accordingly. 3. Doctor release or return to school from a medical professional 4. Proof of vaccination sent to COVID Rep at covid19concerns@dhschools.org and must wear a mask for 10 days. Your return to school date is: _____ <p>Our School Policy and Procedures are in accordance with the ADHS, MCDHS and CDC.”</p> <p>Current: Desert Heights Charter Schools considers the health and well-being of our students and staff a priority. With that in mind, we will send letters home for parent/guardian awareness. We are following CDC recommendations to ensure that the person diagnosed with COVID-19 follows instructions for isolation and remains away from others until they can safely return to the school setting. We will also continue to clean and disinfect all areas of the school. The Maricopa County Department of Public Health (MCDPH) updated their notification process regarding K-12 quarantines. MCDPH will now review cases, quarantine and provide schools a letter for close contacts that are reported</p>



to them each school day. If determined by MCDPH that the student is NOT a close contact of the individual diagnosed with COVID-19, they are not required to quarantine at home or to be tested. Quarantining for those that are exposed will be a personal choice, unless student or staff is symptomatic. However, we do recommend that the student or staff is monitored for symptoms. If the individual develops COVID-19 symptoms they are encouraged to: 1) Stay at home 2. Contact their healthcare provider 3. Follow testing and isolation instructions described:

<https://www.dhschools.org/updates/resourcecenter> CDC Overview of COVID-19 Isolation for K-12 Schools. 4. Notify the school immediately, if they test positive for COVID-19. We also encourage the individual to visit Maricopa County Department of Public Health for additional information for ways to keep our school community safe. CDC also provides additional information about COVID-19 and Schools and Child Care Programs. We encourage all stakeholders to contact us with questions or concerns at:

covid19concerns@dhschools.org We are committed to facilitating an optimal learning experience and ensuring the safety of our students and staff. COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the leading public health strategy to help end the pandemic and support schools to continue full operations. Please visit CDC's COVID-19 Vaccines for Children and Teens page for more information on how to get your child vaccinated as soon as they are eligible.

A link has been provided to COVID testing locations in Maricopa County.

In addition, Desert Heights Charter Schools will make self-tests available. There is a link on the website describing the availability of BinaxNOW Delf-Tests.

The Maricopa County Department of Public Health began providing COVID-19 self-test kits to districts, charter schools and private schools. Desert Heights submitted the necessary documentation to receive the new Over-the-Counter BinaxNOW Rapid COVID-19 Test with the goal of possibly minimizing COVID-19/close contact cases that result in unnecessary distance learning and time away from campus for our students (and staff). In support of this mitigation effort, our Governing Board unanimously approved this schoolwide initiative of offering tests to students on campus, provided that said student has a permission slip on file denoting that permission to administer the COVID -19 test on campus has been granted. Our Health Center Staff will administer the nasal swab test. For more information about our BinaxNOW Testing Plan, please visit our website!

“Purpose To provide critical information that Desert Heights can use to keep kids safer this fall and minimize cascading cases that result in unnecessary distance learning.

Last semester, schools generally needed to partner with a community lab that is CLIA certified to do on-site rapid

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		<p>testing. The availability of the new Over-the-Counter BinaxNOW Rapid COVID-19 Test means that schools will no longer need to partner with a lab. On top of that, the Rescue Plan Act provides more than enough CDC money for the state and counties to buy the test kits and for schools to use them routinely for screening. Arizona’s county health departments have been buying the BinaxNOW at-home testing kits and making them available to schools. Schools can ask their county health department for free test kits. Most counties (including Maricopa) have the BinaxNOW kits. In Maricopa County, schools can order these test kits through their School Resource Request Tool. Desert Heights will have tests available in the Health Center’s and will send a rapid test kit home with the Parent/Guardian and ask the parent to do the test at home. Results come in about 15 minutes. Alternatively, in some cases, Health Center staff could do on-site testing (with parental consent).</p> <p>Parent handout is required • Parent Consent Binax Testing – Home_Parent Administered • Parent Consent Binax Testing – School Administered Who is eligible for the self-testing kit? • Students that are issued a stay-at-home order from the school based on COVID like symptoms o The test is indicated for all people aged 15 years or older and for children as young as two years old when samples are collected by an adult. • Staff that are issued a stay-at-home order from the school based on COVID like symptoms o Eligible parties will be provided with a rapid test kit to perform the test in the comfort of their home (while supplies last) o Parent/Guardian and eligible Staff must follow the latest CDC guidelines, and communicate your results to the school’s COVID team at covid19concerns@dhschools.org who are responsible for reporting your test results to the state and or County health department.”</p>
Efforts to provide vaccinations to school communities	Yes	Vaccinations will not be provided at Desert Heights Charter Schools. The Health Assistants at each school site have a list of vaccine programs that provide vaccines.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Support for students with identified disabilities will be provided in alignment with their written IEPs. Additional accommodations may be added to support students with needs that may make mask wearing, hand washing, or respiratory etiquette difficult. This will be addressed by the IEP team on an individualized basis.
Coordination with State and local health officials	Yes	<p>Reporting Cases and Exposures to Public Health Maricopa County K-12 school officials are required to report confirmed cases of COVID-19 and exposures. MCDPH has updated the investigation process for cases in the K-12 school setting and as a result, both student families and staff will be contacted by a County representative once the case has been reported. o Single or multiple cases of confirmed COVID-19 in students, teachers, and staff Identified close contacts (exposed persons) including students, teachers, and staff o A suspected outbreak* *MCDPH defines school outbreaks as follows: o ≥ 2 laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically-linked, do not share a household, and were</p>

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not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

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?

Desert Heights Administrative Team has developed a 4-phase plan to return to learning. Each phase is determined by the metrics and benchmarks set by the **Arizona Department of Health** as well as recommendations from Kathy Hoffman, the State Superintendent of Public Instruction.

Our leadership team will continue to evaluate benchmarks to determine when we can take the next steps. We remain committed to ensuring that the wellbeing of our students, staff and community is our top priority.

Pursuant to A.R.S. § 15-802, parents/guardians of children between the ages of 6-16 are required to ensure their children participate in school.

This 4-phase plan is outlined on our website under the Learning Center Link. Immediately under the link is a DHPA/DHCS Reopening Plan that provides a detailed description of our plan.

This plan is available on our website. All material on the Desert Heights Charter School Website may be translated by choosing one of 119 available languages on the home page. Oral translation of this plan is available by contacting our school.

Even with all of the mitigation strategies in place we must prepare for the possibility that some of our students may need to be quarantined at home. To support these students and allow them to continue to receive instructional support we will continue the lease of Apple products to provide the technology that will allow remote instruction. Purchased academic curriculum is available on-line to facilitate seamless transition to on-line learning if it becomes necessary.

Students' Needs:

Academic Needs

Desert Heights Charter Schools have a long history of ensuring that all students needs are met through rigorous, evidence-based instruction paired with intense focus on the specific needs of our subgroups and individual student needs.

The purchase of evidence-based curriculum or curriculum that demonstrates a rationale for strong outcomes to support strong instruction within the general education classroom will allow our teachers to provide consistent rigorous in-class instruction to all of the students at Desert Heights Charter Schools. Following review of district and confirmed with state assessment data it was determined that one focus of our efforts as we return to in-person learning would be on reading instruction in grades K-8. Reduced performance/loss of learning across these grade levels was noted with specific areas of weakness for our vulnerable subgroups. Based on this a new ELA curriculum was purchased. The CKLA (Core Knowledge Language Arts) Curriculum provides deep instruction for students. This also meets the needs of our students who are at the most risk or who have already been identified as having reduced acquisition of standards. This curriculum has differentiation for special education students and EL students built into the implementation processes. This will also allow for all of our students who may be at risk for learning loss (McKinney-Vento, migrant, students in foster care, and low-income students) to receive differentiated instruction at the level of performance they need to understand concepts.

Along with strong Tier I instruction our leadership team determined that small group (1 teacher to 2-5 students) interventions are needed.



	<p>As part of our MTSS program we have an evidence-based reading intervention curriculum that is implemented for our students identified as in need of additional support. It was determined that a math intervention curriculum will also be purchased to provide evidence-based instruction for students identified as having learning gaps. This will include specific emphasis on at risk populations (e.g. EL, special education, homeless, students in foster care, migrant students) Student in need of interventions will be identified consistent with our MTSS protocol, in which a number of data points are reviewed by our teachers and MTSS instructional support during dedicated professional learning community meetings.</p> <p>While we remain dedicated to our students who have not met standards, we also recognize that we must not ignore the needs of high achieving students. We will purchase Riverside Publishing’s online Cognitive Abilities (CogAt) assessment materials for the identification of gifted students at Desert Heights Charter Schools.</p> <p>As part of the process of identifying, developing interventions plans, and progress monitoring students with learning loss in math, we have purchased aimswebPlus. This tool will be utilized as a universal screening tool, progress monitoring tool, and allow for data collection to support our MTSS program in math for grades K-12. This will be especially useful as we gather and review student data for our vulnerable populations.</p> <p>Desert Heights Charter Schools will be implementing an after-school instruction program to address learning gaps in targeted students. This program will run from February through April.</p> <p>A summer learning program will be implemented during the month of June to address learning needs of students.</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>Immediately upon opening the Resource Center page on our website there is a link to Social Emotional Learning Resources: “Social Emotional Learning (SEL) Resources Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>We encourage families to use these SEL resources (or others) as needed to help address student concerns and gauge a student's well-being.”</p> <p>This section includes links to: Calm website, a PBS and CDC link with tips for discussing COVID with children, an Edutopia link discussing ways to encourage emotionally intelligent behavior with children, a CASEL CARES INITIATIVE link discussing methods for attending to the SEL needs of individuals, the my life mobile app providing short activities tuned into emotions, a link to WIDEPONSCHOOL providing information regarding emotional well-being for Pre-K-12th grade students, a link to TEACHING TOLERANCE- a trauma informed approach to teaching through Coronavirus, and a link to common sense media providing resources on digital citizenship, social distancing, and school closures.</p>

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	<p>Within our updates we are careful to involve parents and discuss the impact of determinations made to mitigate the spread of COVID may have on them and their students.</p> <p>“We know that our recent decision of asking parents not to be on campus was upsetting for many. Rest assured that upsetting you was not our intent when this decision was made. We do understand how difficult not being able to walk your children to their respective classrooms for the first week of school can be. We also realize that this can create anxiety for you and your child. Please communicate with our office staff or your child’s teacher if your child is experiencing any separation anxiety and we will do our absolute best to help them acclimate and work through whatever they are experiencing. Last year, we respectfully requested that parents not be on campus and our community responded with tremendous support. By returning to this mitigation strategy, we hope that we can minimize the potential spread of COVID-19 by reducing the activity on our campuses. Thank you in advance for your support and understanding and know that our hope is to lift that campus restriction as soon as COVID-19 trends suggest that we can without compromise.”</p> <p>Understanding and responding to the challenges that our students have faced over the last two years, Desert Heights Charter School has developed a new position within our school, Director of Social Emotional Learning and Behavior Team. We recognize the strong connection between a student’s social emotional status and ability to learn. For many of our students their learning loss may be directly tied to the struggle of this year. This position develops and manages the social emotional program at Desert Heights Charter Schools for students in grades K-12. She manages the implementation of the Synergy Module for Multi-Tiered System of Support for Social Emotional Learning through daily identification of the emotional status of students. It allows the Director to gather real-time and long-term data, build group or individualized (1:1 or 1 teacher to 2-5 students) intervention plans using evidence-based strategies and communicate with students and school staff.</p>
<p>Other Needs (which may include student health and food services)</p>	<p>Within the Resource Center page is information providing additional student and family resources. This page provides links to Arizona Youth and Family Services, Southwest Behavioral Health Services, Mental Health Wellness Video (Khan Academy), Tips for Staying Connected, and Calm Together.</p> <p>There are also links to a Crisis Text Line, a Lifeline Chat, and a Teen Lifeline.</p> <p>Free meals are being provided to all students at Desert Heights Charter Schools. The United States Department of Agriculture has extended pandemic flexibilities providing free school meals to all students at all schools through the 2021-2022 school year.</p>
<p>Staff Needs:</p>	
<p>Social, Emotional and Mental Health Needs</p>	<p>Critical to maintaining the social emotional and mental health needs of our staff is a sense of community and strong communication. We have a strong professional learning community program with dedicated time for our educational teams to work together to discuss issues that interfere with their ability to provide strong educational programs to students.</p>

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	<p>A member of the Leadership Team participates in every PLC meeting monitoring for any indicators of burn-out. SEL resources are available not only to parents and students but to all employees.</p>
Other Needs	<p>The LEA Planning Team began to evaluate employee workloads in FY21, and their alignment with existing job descriptions, to ensure that the time expectations of each identified position was reasonable and matched the identified FTE. As a direct result, the LEA has hired a district Curriculum and Assessment Coordinator. This position will allow for a district lead to implement the LEA provided protocols for Professional Learning Communities (PLC); roll-out the new Synergy Assessment System with ongoing training opportunities for staff; and complete a gap analysis process for all subjects (with input solicited from educators with a variety of backgrounds) to increase the efficacy of gap analysis. Support from the Administration will be provided at all levels of professional development to assist the Curriculum and Assessment Coordinator, and grade level teams, in remaining on target during their use of these protocols, during their gap analysis, and during the implementation of the assessment system. Evidence of success will include identification of the protocols implemented; the written process; grade level and PLC meeting agendas and minutes; summaries of findings; evidence of student achievement in the new assessment system, etc. Teacher satisfaction surveys will be reviewed so the LEA can identify trends, areas of strength and areas for growth to ensure teacher success and retention. Data will be reviewed at least bi-annually or more frequently, during LEA Planning Team meetings. Data and agendas for these bi-annual reviews will be created and meeting minutes will be recorded and housed on our Staff Docs online filing system.</p> <p>Desert Heights Charter Schools will continue the use of the district calendar that incorporated early release Fridays, as developed in FY21. This district calendar supports the school's need for a professional development schedule that includes structured assessment and analysis on an ongoing basis. It will continue to enable the school to develop of a robust professional development calendar of pre-scheduled agenda topics and professional development modalities (ex. offering a menu of choices, the use of videos, whole v. small group, hands-on learning, etc.) prior to the start of the school year. The agenda topics will identify specific overarching school learning targets, which can be broken down into more discrete goals at the grade level or content area PLC level; be well-defined, but flexible; and explicitly connected to the impact on student learning and achievement, as evidenced by teacher and student achievement data. The district calendar will continue to allow for the school to meet for whole group professional development, K-12, as well as allowing for small groups of grade levels and content area PLCs to meet with each other (vertically and horizontally), on early release Fridays. Supplementary time for collaboration between grade level and content areas will continue to allow for the completion of curriculum reviews, a gap analysis for all subjects, allow for PLCs to create more discrete student goals, and encourage a positive school culture.</p>

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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	This plan is reviewed each quarter during one of our weekly Administration Meeting. This plan was reviewed on 8/08/2023
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	Desert Heights Charter Schools seeks public input into the development and implementation of our Return to Learning Plan through public comment opportunity at each of our Governing Board meetings and Town Hall meetings.

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—

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



- (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