

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



Entity ID	CTDS	LEA NAME
079886	078957000	Challenger Basic School, Inc

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	Yes	Face Coverings: Presently the School face mask policy does not require students or staff employees to wear face masks. Previous School policy for School was to implement its face covering policy for students and employees, as required by Executive Order 2020-51.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Challenger Basic School will continue to work and communicate with ADHS regarding anything social distancing.
Handwashing and respiratory etiquette	Yes	Hand Hygiene: The School will encourage and reinforce handwashing with soap and water after bathroom use, after recess, and at other appropriate times during the day. The School will support healthy hygiene behaviors by providing adequate supplies, including soap, and having hand sanitizer available when needed.
Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Cleaning and Disinfection: The School will follow cleaning and disinfection best practices and procedures, to the extent possible. Ventilation: The School will ensure that building ventilation systems operate properly, to ensure circulation of outdoor air as much as possible. Continuous operation of ceiling fans to allow constant air flow in all classrooms, including multipurpose room. Air filters will be changed frequently to maintain proper clean air filtration.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes	Challenger Basic School will continue to follow the ADHS guidelines in regards to COVID-19.
Diagnostic and screening testing	Yes	Challenger Basic School has resources in order to provide families with information for COVID- 19 testing.
Efforts to provide vaccinations to school communities	Yes	Challenger Basic School will not provide vaccinations to school communities.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Communication with Staff, Parents, and Students: Consistent with privacy requirements, including those of the Family Educational Rights and Privacy

		Act ("FERPA"), and in consultation with local health officials, the School will provide notification to appropriate staff and parents.
Coordination with State and local health officials	Yes	Challenger Basic School will meet with ADHS as needed.

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?

Challenger Basic School will employ strategies and program options to ensure students are able to participate in quality learning experiences regardless of the delivery model.

Students' Needs:

Academic Needs	Challenger Basic Provides equitable learning experiences that ensure all students academic needs are met by implementing the following: Administrating universal screeners, benchmark assessments, formative assessments, and summative assessments to identify gaps in learning. Before and after school interventions who need skilled support, due to loss of learning. Interventions take place before and after school. In-service, PLC professional community meetings for teachers is provided to engage in those meaningful instructional conversations to continually adjust learning for students. This includes SPED and EL meetings. Our academics are intertwined with our new social emotional health program.
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<p>Social, Emotional and Mental Health Needs</p>	<p>Challenger Basic School governing board has adopted the Evidence based Social Emotional program - All Things E.Q. (Emotional Quotient) for the 2022-23 school year.</p> <p>The ATEQ program is a multi-faceted program that 1.) teaches social-emotional and leadership skills to students, and prepares students to “show up” positively for themselves and one another to achieve academic success and social-emotional well-being, 2.) positively impacts school culture by bringing ATEQ principles to students, teachers, parents and administration to provide a consistent norm and standard for interpersonal interactions at school, resulting in a positive learning and work environment for students and staff, and 3.) provides administrators with tools to assist with parent interactions and student discipline that are consistent with the ATEQ principles taught and utilized on a daily basis at the school.</p> <p>The program seeks to not only benefit students, but also teachers, school staff, parents, and school communities. While the program centers the socio-emotional growth of students, teacher and staff well-being are foundational to ATEQ.</p> <p>The program has lessons/mottos each week that our educators teach/model, these mottos are then carried to our playgrounds, and then reaches home with our parent/school communication letters each Monday.</p> <p>SPED director will provide social emotional resources for any students needing this additional support.</p>
<p>Other Needs (which may include student health and food services)</p>	<p>N/A</p>
<p>Staff Needs:</p>	
<p>Social, Emotional and Mental Health Needs</p>	<p>Challenger Basic School provides all staff and educators with ongoing professional development on Social Emotional and mental health needs. Danna Evans, the director of our All Things E.Q. program provided an in-service training at the beginning of school for social emotional health for all staff/educators. She will be returning periodically throughout the year to support and provide further training as well.</p>
<p>Other Needs</p>	<p>N/A</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**

Date of Revision August 30, 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 from parents, teachers, staff in the form of a survey/questionnaire. Feedback focused on social emotional learning and loss of learning, to be taken into consideration of new or upgraded School policies presented to the School governing board.
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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