

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



Entity ID	CTDS	LEA NAME
4355	078754000	Benjamin Franklin Charter School - Queen Creek

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	Executive Order 2021-10 provides face covering as an option to students and staff. Students and staff should bring their own face coverings if they choose to be worn. School sites will have a supply available to provide students and staff who do not have their own coverings. staff and students have the option to wear masks if desired but are not required to do so.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	<p><b>General</b> Students will be educated and reminded regularly by staff members to maintain 6 feet of distance at all possible times.</p> <p><b>Enhanced Social Distancing</b> Students will be educated and reminded regularly by staff members to maintain 6 feet distance between individuals at all times possible.</p> <p>To the greatest extent possible, students will remain with the same groupings and with the same staff throughout the day. Schedules for middle and high school students should be designed to allow the same groupings of students to move from subject to subject as much as possible.</p> <p><b>Recess</b> Individual classes may be assigned specific time slots to take students outside for physical movement with social distancing maintained at all times during outside time.</p> <p>Sanitized playground structures and classroom bins with sanitized equipment will be allowed.</p> <p>Teachers are encouraged to be creative in employing techniques to maintain social distancing during unstructured time. Classes sanitize hands out to recess back in.</p>



**Lunch Rooms**

Students and staff will be educated and reminded regularly by staff members to maintain 6 feet distance at all possible times.

Lunch periods may be staggered to reduce the number of students in one area.

Outdoor eating areas ensuring three feet distance at all times will be offered.

Students should use the hand sanitizer or wash their hands before returning to the building.

**Bathrooms**

Students will be educated and reminded regularly by staff members to maintain 6 feet distance at all possible times.

Students will go into bathrooms in a group no larger than the number of stalls/urinals in the bathroom and will be directed to maintain social distancing.

Posters reminding students of proper handwashing techniques will be placed in all bathrooms.

**Classroom Layout**

Students will be educated and reminded regularly by staff members to maintain 6 feet distance at all possible times.

All desks may be 6 feet apart unless that spacing is not possible due to the size of the classroom and the number of students assigned to it. If three feet apart is not possible, desks will be positioned as far from one another as possible.

Teacher work areas and lecture areas may be marked with adhesive tape to indicate where students are prohibited.

**Hallways**

Students will be educated and reminded regularly by staff members to maintain 6 feet distance at all possible times.

**Transportation**

School buses will maintain maximum ventilation at all times including open windows, when



		<p>possible due to weather, and ventilation systems will be set on non-recirculating mode. Schools will educate families and students on the benefits of social distancing and face-covering at bus stops.</p> <p><b>Drop-off/Pick-Up Procedures</b> Schools may implement prolonged drop-off times so that all students do not arrive on campus at the same time. Pick-up times may be similarly staggered. School administrators will determine the prolonged start and pick-up times in a way that best meets the individual school's needs and accomplishes the goal of reducing the number of students in the common areas at the same time. High school pick-up will take place at multiple pick up locations around the facility.</p>
Handwashing and respiratory etiquette	Yes	<p>Reinforcement through announcements, teacher reminders, and posters reminding students and staff that hands should be washed or sanitizer used when arriving at school, after touching things that others have touched, after using the restroom, after eating, and before going home.</p> <p>Posters reminding students of proper handwashing techniques will be placed in all bathrooms.</p> <p>All students and staff will wash their hands with soap and water for at least 20 seconds or will use hand sanitizer with at least 60% alcohol at the following times:</p> <ul style="list-style-type: none"> <li>-upon arrival at school (hand sanitizer if there is no sink in the classroom)</li> <li>-after being outside for physical activity</li> <li>-before and after lunch</li> <li>-before leaving school for home</li> <li>-after sneezing, coughing, or blowing nose</li> <li>-after physical contact with other staff or students</li> </ul>
Cleaning and maintaining healthy facilities, including improving ventilation	Yes	<p>All frequently touched surfaces, such as door handles, sink handles, drinking fountains, desks, and learning tools must be cleaned and disinfected regularly.</p>



		<p>Where a school supply or piece of equipment is shared by students (for instance, a pencil sharpener or blocks/toys), the item should be wiped down with disinfectant by a staff member on a regular basis.</p> <p>Playground equipment, sports equipment, music equipment, and any other shared items will be cleaned regularly.</p> <p>Bus seats and windows must be disinfected after each shift. (e.g., after the morning routes and after the afternoon routes).</p> <p>Staff is expected to clean and disinfect workspaces when they arrive to work and just before leaving work.</p> <p>Janitorial staff will be assigned schedules for increased cleaning of surfaces and bathrooms throughout the day.</p> <p>Janitorial staff will wipe desks and chairs in the classrooms, sanitize all high-contact areas and surfaces such as doorknobs, light switches, handrails, elevator buttons, drinking fountains, etc., disinfect each classroom and restrooms and other common areas with Clorox 360 Electrostatic sprayer.</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><b><u>Confidentiality</u></b> All student health information will be maintained confidentially. The school nurse/health aide shall report information that a student has had a positive COVID-19 test or has become sick with a presumptive COVID-19 case to the Principal and necessary staff.</p> <p><b><u>Individuals with Symptoms Onsite</u></b> When there is an individual with symptoms onsite, the school will send the individual to the health office immediately. The school nurse/health assistant will isolate the individual, and contact the parent for pickup/send staff home. Call 911 if there is breathing distress or other condition that warrants it.</p> <p><b><u>Student or Staff Reports a Positive Test</u></b> When the school administration becomes aware that a student or staff member has tested positive for COVID-19, the following steps will be taken:</p>



- Any areas that a COVID-19 positive employee or student was in for a prolonged period will be closed off. We will disinfect the areas thoroughly and follow the Arizona Health Department guidelines.
- Students and employees who test positive for COVID-19 must be isolated at home for ten days since symptoms appeared or from the date of the positive COVID-19 test.

**Close Contact**

It will be determined whether employees or students may have been exposed to a positive COVID-19 case (within 6 feet and for 15 minutes or longer (cumulatively) within a 24 hour period).

-If so, those individuals (or, in the case of students, their parents) will be notified of the potential exposure. The name of the individual who has become sick will NOT BE DISCLOSED.

-The school administration will make a list of individuals who had direct contact with a positive person.

When determining who has been a close contact, the school administration will look at the two days prior to the onset of symptoms of the positive person, as they are considered infective two days prior to symptoms. Or, if the positive person did not have symptoms, the school administration will determine close contact persons during the two days prior to the positive person’s testing.

Once the school administration determines the close contacts, the voluntary quarantine period for those close contacts starts as day zero on the date of their last exposure to the positive person.

**Example:**

Day zero - last date of contact/ exposure

Days 1-10 – voluntary quarantine

Day 11 - release from quarantine

In order to end quarantine early, the days would be counted as follows:

Day zero - last date of contact/ exposure

Day 1- 7 - quarantine



		<p>Day 6 - get tested for COVID (must be a molecular ( PCR/ NAAT/ LAMP) test)                      Day 8 - release from voluntary quarantine IF test results have been received AND are negative AND have been completely symptom-free since the date of exposure. The negative PCR/ NAAT/ LAMP test must be shared with the school nurse/ health assistant.</p> <p><b><u>Notifications</u></b>                      The school administration will contact the adult individuals identified as having been in direct contact and advise him/her that s/he has a possible exposure at work or school due to someone who tested positive and ask questions regarding whether the individual has consistently worn masks while at work, has been fully vaccinated, and whether the individual is experiencing any symptoms.</p> <p>The notification will recommend that exposed individuals should monitor their health closely, contact their health care provider if possible, and self-isolate if any symptoms develop.</p> <p>The school administration will contact all parents of students identified as having been in direct contact and advise him/her that their child has a possible exposure at school due to someone who tested positive.</p> <p>Parents will be notified of the possible exposure and given the option to voluntary quarantine at home. Teachers will also receive a notification.</p> <p><b><u>Quarantine Procedure</u></b>                      Students who have experienced a potential close contact with a positive case will be allowed to attend school during the 10-day quarantine.</p>
<p>Diagnostic and screening testing</p>	<p><b><u>Yes</u></b></p>	<p><b><u>Daily Home Screening</u></b></p> <p>It is important for families to be in full, honest communication with the school and to respect the well-being of the school community.</p> <p>Students and parents will be educated on self-screening expectations. Students must not come to school if they have any of the following symptoms OR IF PENDING THE RESULTS OF A TEST:</p>



		<ul style="list-style-type: none"> <li>- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth</li> <li>- Sore throat</li> <li>- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)</li> <li>- Diarrhea, vomiting, or abdominal pain</li> <li>- New onset of severe headache, especially with a fever</li> <li>- New shortness of breath or difficulty breathing</li> <li>- New muscle or body aches or Fatigue</li> <li>- New loss of taste or smell</li> </ul> <p><b>Daily Screenings</b></p> <ol style="list-style-type: none"> <li>1. Daily Screening At Home: Parents will be informed in registration documents, on the school website, and via email reminders that they should screen students for the above symptoms each morning, should self-report symptoms, and must keep students at home and away from others per CDC/MCDPH self-isolation guidelines if any symptoms are present.</li> <li>2. Daily Screening Transportation: All buses will have visible signage communicating to parents that students should not enter the school bus with any of the above symptoms.</li> <li>3. Daily Screening At School: Upon arrival at school, staff will visually screen each student. Any student with visible symptoms will be taken to the health office.</li> </ol>
<p>Efforts to provide vaccinations to school communities</p>	<p>NO</p>	<p>BFCS will not provide vaccinations to school communities, but will do the following to support community vaccine efforts:</p> <p>The CDC currently recommends vaccines for children 12 and older. As a K-6 elementary school program, very few of our students meet the age threshold to qualify for a vaccine at this time. When children under the age of 12 are able to receive vaccines, the school will work with families to accommodate time away from class without penalty when students are being vaccinated and for potential time away from school due to resulting side effects. If a student misses school due to receiving a vaccine, the teacher will provide make-up work and tutoring as needed to get caught up from the absence.</p>

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		All staff members were informed through the school's human resources department about vaccine opportunities offered during phase B of the vaccine rollout. The school worked to remove barriers for employees who wanted to get the vaccine. Ex: Employees were not required to use paid time off in order to receive a vaccine and substitute teachers were provided as needed to cover positions while staff members received vaccinations.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	<p>The Special Education Director and 504 Coordinator will coordinate with site-based case managers to ensure that the needs of special education students and students with special needs are being met in the context of implementing these safety protocols.</p> <p>Standard procedures for students who qualify for homebound or chronic ill services will be followed. Similarly, routine procedures for employee requests for reasonable accommodations due to a disability will be followed.</p>
Coordination with State and local health officials	Yes	<p>The BFCS mitigation plan will be in effect until the Executive Director, in consultation with the Governing, and with guidance from state, federal education and public health experts, determines that the plan should be modified.</p> <p>At the School level, the Director of Education will coordinate all messages to the public regarding possible closure and other COVID-19 related information. The Director of Education will ensure that each site(s) has sufficient numbers of posters with messaging on handwashing and covering coughs/sneezes placed throughout school sites. Signs at site entrances will remind individuals not to enter if sick.</p>

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?

BFCS will ensure the recommended health and safety actions are in place before our return date on July 21, 2021. BFCS will be prepared for a safe and healthy school environment for our learners and staff through preparation, training, and continuous monitoring. Standard procedures for students who qualify for homebound or chronic ill services will be followed. Similarly, routine procedures for employee requests for reasonable accommodations due to a disability will be followed.

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The school mitigation plan will be in effect until the Executive Director, in consultation with the Governing Board and in compliance with guidance from state and federal education and public health experts, determines that the plan should be modified.

### Students' Needs:

#### Academic Needs

Benjamin Franklin Charter School is committed to providing quality instruction aligned to state standards to Arizona students in the basic skills of reading, writing, mathematics, history, science, and research. Benjamin Franklin Charter School, in concert with parents, regards the development of children's academic abilities and knowledge as its primary focus and fundamental to its success. Enhancement areas of music, art, physical education, clubs and sports support the overall goal of a well-rounded education. The philosophy of Benjamin Franklin Charter School is to emphasize the teaching of basic skills and information. Its purposes are to:

- Train the intellect
- Teach skills
- Instill a sense of pride in and respect for self, others, and country
- Motivate students to strive toward standards of excellence in all fields of endeavor
- Equip students with the necessary skills to become decision makers and problem solvers
- Prepare students for the world outside by challenging them to compete for achievement of standards in the classroom
- Develop an atmosphere of tolerance and acceptance of all students regardless of physical appearance and culture

The teacher is responsible for the mastery of each concept by all students. For this reason, teachers do not have outside-of-classroom duties. Great effort is made to free up teachers to provide them with instructional planning time, pre-teaching and re-teaching time for students with additional needs. Before school, during recess, and after school times should be utilized to meet students' needs.

If a teacher has observed or has reason to believe that a student has academic or behavioral deficiencies, the teacher meets with the principal to discuss options for remediation and possible approval to begin the Child Find Process. If the need arises, a school psychologist may be required to assist in psychoeducational testing for possible placement in special education.

All students participate in regular screenings to evaluate growth and progress. During the first week of school, students will participate in a baseline screening in basic reading and math skills. Students who are found to be at-risk will then be further assessed to determine specific needs. Tutoring and intervention targeted to specific skills will be provided in the school's intervention program. Students are screened and progress checks conducted once again at mid-year and at the end of the school year. Parents will be provided with the screening results and any plans for targeted skills practice and interventions.

Students in grades 3-6 participate in state mandated AzM2 testing that takes place each spring. Students in grade 5 participate in AzSCI (science) testing as well. Parents will be notified when testing is to take place and will receive information regarding their child's performance when test scores are released.

Students also participate in monthly testing of basic skills that correlate to progress and success in the BFCS curriculum. Teachers monitor student progress each month and work collaboratively to assess data and tailor instruction to ensure the continued growth and success of each student across every subject area.

Before and after-school tutoring is offered by classroom teachers. Students who experience lack of progress, low grades, or struggle with concepts may be offered tutoring with the classroom teacher. Teachers reach out to parents to invite students to tutoring sessions.



Social,  
Emotional  
and Mental  
Health  
Needs

The social emotional needs of the students are met through the implementation of the Core Virtues program. The program is implemented through the use of daily presentations in a whole school format, quote memorization and discussion books, videos, interactive classroom displays, and curriculum connections, and other activities. The Core Virtues align with SEL competencies in the following ways:

<b>Virtue</b>	<b>Character Trait</b>	<b>SEL Competency</b>
Moral	Compassion/Empathy - feeling what others are feeling	Social awareness
Moral	Mercy - showing compassion to all	Social awareness
Moral	Honesty - telling the truth	Responsible decision-making
Moral	Courage - doing what is right when afraid	Responsible decision-making
Moral	Humility - knowing that I am not perfect	Self-awareness
Moral	Loyalty - being faithful to your ideals	Relationship skills
Moral	Faithfulness - standing by those we love and serve	Relationship skills
Moral	Respect - treating others politely and kindly	Social awareness
Moral	Gratitude - thankfulness for gifts of life	Social awareness
Moral	Forgiveness - forget wrongs done to us	Relationship skills
Moral	Hope - trusting in right endings	Self-awareness
Moral	Courtesy - showing respect through kindness	Social awareness
Moral	Joy - a feeling of great happiness	Self-awareness
Intellectual	Curiosity/Wonder - first steps to knowledge	Responsible decision-making
Intellectual	Independence – being independent in thoughts and action	Self-management
Intellectual	Judgement – making decisions wisely towards good action	Responsible decision-making
Intellectual	Creativity – turning new and imaginative ideas into reality	Responsible decision-making
Intellectual	Wisdom - knowledge of things that matter	Responsible decision-making
Civic	Love of country - being devoted to our nation	Social awareness
Civic	Service - helping others unconditionally	Relationship skills
Civic	Charity - act of helping others in need	Relationship skills
Civic	Citizenship/Responsibility - doing your part for the groups that make us whole	Responsible decision-making
Civic	Heroism - taking noble action for a good cause	Social awareness
Performance	Teamwork/Cooperation	Relationship skills
Performance	Perseverance/Resilience - commitment, hard work, patience and endurance	Self-management
Performance	Confidence – believing in one’s ability	Self-awareness
Performance	Determination – a fixed intention to achieve a desired end	Self-management
Performance	Diligence - Working Your Hardest and Doing Your Best	Self-management
Performance	Self-discipline - giving the best of ourselves	Self-management

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Other Needs (which may include student health and food services)	<p>A trained health assistant is present on campus and available during school hours.</p> <p>Parents are responsible for providing food for their children when they are at school. If a student does not have food for the day, a meal can be provided by the school.</p>
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	<p>Social worker at the BFCS central administrative office is on staff to provide resources and support as needed.</p> <p>Principals and other administrators, including junior high and high school counselors will assess needs and determine the appropriate avenues for support.</p> <p>Instructional coaches provide monthly newsletters with guidance on self-care and SEL needs for staff members.</p> <p>Professional Development classes geared towards self-care and the social emotional support of self and others are regularly provided.</p> <p>Human resources provides a connection to pursue support, FMLA, PTO, insurance supports, referrals, and directions.</p> <p>Social committees on each campus provide interaction and activities designed to build school culture and sense of community.</p> <p>Prior to students returning to campus, all staff will be trained to consistently implement the COVID protocols with fidelity.</p>
Other Needs	

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**

<b>Date of Revision</b>	<b>July 1, 2021</b>
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### 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>	<p><b>Surveys:</b></p> <p>Parent Experience Surveys:                  Sent in the last quarter of every year giving families an opportunity to give feedback to the school on a variety of topics. The dates of the last three parent experience surveys:</p> <ul style="list-style-type: none"> <li>- April 2, 2021</li> <li>- May 25, 2020</li> <li>- April 16, 2019 (Elementary) and May 7th (Secondary)</li> </ul> <p>In 2020 they went out May 25th (COVID delay).</p> <p>Staff Experience Surveys:                  Sent regularly throughout the pandemic and yearly in April.</p> <p><b>Governing Board Meetings:</b>                  Regular, public school governing board meetings are held with a call to public agenda item for any member of the public who wishes to comment before the board.</p> <p><b>Clarity Email:</b>                  This email is provided to all stakeholders as a way to voice concerns, ask questions, and give feedback regarding all aspects of school operations.</p>
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Emails are answered primarily by the Director of Education and other upper-administrative leadership team members.

Examples of revisions based on public input that prompted a revision of the mitigation plan:

1. PikMyKid: Parents rated pick up system Pik My Kid on a recent survey. PikMyKid was implemented to enforce distancing during pick up after school. Comments indicated that on two campuses, this was not a program that they wanted to continue. Two campuses did not renew PikMyKid while the third campus continued on with it the following school year.
2. Face Covering Policy: When the Governor lifted the mask mandate in schools, we responded with communication to our stakeholders that same day based on the urgency expressed by many parents to make a change to the face coverings policy.

**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; 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