



Entity ID	CTDS	LEA NAME
79467	10-87-88-000	Compass High 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	Y	<p><b>Face Coverings</b></p> <p>All of us are concerned about the safety of our families in these challenging times. Our top priority is assuring the safety of our students and staff. We want both our students and employees to feel physically and psychologically safe and cared for in our school. We promise to do everything reasonably possible to protect your children against any threat that may arise while they are in our care. In the spirit of that commitment, we would like to announce:</p> <ul style="list-style-type: none"> <li>• <i>Face Coverings are encouraged but not mandatory.</i></li> <li>• Face coverings can be any cloth or paper mask that covers the nostrils and mouth.</li> <li>• Face coverings will be made available to staff, students, vendors, and visitors if they do not have one available for use.</li> </ul> <p>A <a href="#">study was published on 9/24/2021</a> about the association between K-12 Mask Policies and School-Associated COVID-19 Outbreaks. The data from this study concludes that schools without mask policies in Pima and Maricopa County were 3.5x more likely to have a School-Associated COVID-19 Outbreak than a school with an early mask policy.</p>



<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p><b>Physical Distancing</b></p> <ul style="list-style-type: none"> <li>• Students and staff shall be provided with reminders to stay at least three feet apart from one another.</li> <li>• Only essential personnel will be permitted on the campus.</li> <li>• Students arriving and leaving campus will be monitored to discourage congregating and ensure students report directly to their designated area, as well as leave promptly upon completion of on-site support services.</li> <li>• Students will be provided with adequate space for on-site support services to ensure sufficient social distancing at least three feet between students.</li> <li>• Specific entrance and exit points may be designated when feasible to reduce face-to-face meetings.</li> </ul>
<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p><i>Handwashing Procedure (Teachers/Students)</i></p> <ul style="list-style-type: none"> <li>• Handwashing will be reinforced during key times such as, after using the restroom, after blowing your nose, coughing, or sneezing, and when deemed necessary.</li> <li>• Handwashing or sanitizing will be required when entering each classroom or designated learning area.             <ul style="list-style-type: none"> <li>○ Students with skin reactions to hand sanitizer should use soap and water.</li> </ul> </li> <li>• Supplies will be provided to support healthy hygiene behaviors (e.g., paper towels, tissues, soap, and hand sanitizer..)</li> </ul>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p><b>Air Filtration</b></p>



The HVAC system is set to maximize the amount of fresh air coming into the building and minimize recycled air by providing at least three air changes per hour. It is also equipped with air filters to reduce the odor of polluted outside air coming into the building. These filters are being replaced quarterly.

All classrooms have been equipped with [IQAir HealthPro Plus units](#) which are designed to quietly filter the air in a 1,000 square foot classroom every fifteen minutes. This product has HEPA filters and are designed to remove microscopic allergens, dust, bacteria, and virus particles of the smallest sizes.

We are measuring CO2 throughout the building to help us understand air flow balancing and make adjustments as necessary.

### **Student Arrival**

#### *General Guidelines*

- Students will follow all directional flow signage, wall and ground markers.
- Students will maintain 3 feet distance from others at all times when feasible.

#### *Parking Lot*

- Students may drive their own vehicles to campus or get dropped off.
  - Students, families and visitors may not congregate or loiter in the parking lot before, during or after school hours.
- All cars will follow the directional flow and signage in the parking lot to ensure student and staff safety.



*Backpacks, Purses, Handbags, Wallets*

- Backpacks are not permitted inside the school unless they are clear/see-through.
- Students that bring a backpack will be provided with one clear backpack and will be required to transfer their belongings to the clear backpack.
- Students will be allowed one clear backpack free of charge. Students may purchase an additional clear backpack for \$20 each.
- Purses/handbags/wallets must be able to fit inside a 11 inches x 5 inches x 6 inches box (this will be located in the front office for reference).
- If reasonable suspicion exists, administration can search student backpacks and purses.

**Student Departure**

- Transportation
- Student drivers
  - Student drivers will follow the directional flow and signage in the parking lot to ensure the safety of the community.
  - Students may not congregate or loiter in the parking lot after school hours.
- Bus
  - Students that take the bus will need to follow the directional flow and bus signage.
  - Suntran is waiving bus fees at this time.
- Pick Up
  - Students that get picked up must stand in the waiting area.
  - Students will observe social distancing guidelines
  - Students will follow directional flow and signage in the parking lot and on campus.



**Campus Directional Flow and Signage**

- Directional flow signage, wall, window, door and ground markers will guide students while on campus.
- Teachers and staff will monitor students and ensure proper procedures are followed.

**Attendance**

- After temperature checks, students will proceed to their assigned classroom..
- Regular and punctual attendance is vital to the success of the student's education.
- Students will continue to be enrolled at CHS unless the student is absent for ten consecutive school days, except for excused absences identified by the department of education, in accordance with ARS 15-901.A.1. An absence occurs for a distance learning student when the student is not excused for the day, does not attend their scheduled Zoom live class session(s) and does not sign into CHS's Learning Management System (Canvas) during the day.

**Restrooms**

- Students will be allowed to use restrooms during their class periods
  - A check out procedure will be implemented in each classroom
- Additional cleaning supplies will be available in each restroom

**Water Fountains**

- Students are encouraged to bring a refillable water bottle.



		<ul style="list-style-type: none"> <li>• Cups will be available to students if they do not have a refillable water bottle.</li> </ul> <p><b>Break</b></p> <ul style="list-style-type: none"> <li>• Students will remain on campus during break.</li> <li>• Students will continue observing social distancing guidelines during break.</li> <li>• Students are encouraged to wear masks whenever indoors</li> <li>• We love our campus and need everyone’s help to keep it clean. Please pick up any wrappers or miscellaneous garbage and throw it in the trash cans provided on the sidewalks and/or in classrooms.</li> </ul> <p><b>Passing Period</b></p> <ul style="list-style-type: none"> <li>• Students will have a 2 minute passing period to get to their next class.</li> <li>• Students will follow directional signs and maintain a safe distance from others during passing periods.</li> </ul>
<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>Pima County Department of Health Stay Safe Guidance</p> <p>Contact Tracing</p> <ul style="list-style-type: none"> <li>• As school resumes this fall, CHS will use the CDC’s “case investigation” &amp; “contact tracing” strategies, outlined here: <a href="#">case investigation</a>, &amp; <a href="#">contact tracing</a></li> </ul> <p><b>Health Concerns</b></p> <ul style="list-style-type: none"> <li>• Staff and students will be required to follow structured procedures to access services from the front office.</li> <li>• A dedicated space has been established for symptomatic individuals</li> </ul>



that will not be used for other purposes.

- Illness related concerns will be addressed separately from injuries and non-illness related concerns.
- Staff and students will be encouraged to cough and sneeze into their elbows, or to cover with a tissue.
- Used tissues are thrown in the trash and hands are washed immediately with soap and water for at least 20 seconds or cleaned with hand sanitizer.
- Symptomatic individuals will be isolated to the designated area at the school and subsequently sent home.
- Symptomatic students will remain under visual supervision of a staff member who is at least six feet away.
- The supervising adult will wear an appropriate PPE.
- Symptomatic individuals will be required to wear a cloth face covering or a surgical mask while waiting to leave the facility.

**Communication, Health Education Strategies and Training**

- Training will be provided for all employees, students, and parents/guardians on the expected safety protocols, use of PPE, and COVID-19 transmission prevention strategies.
- Staff, parents and students will be encouraged to obtain information from reputable and reliable sources such as the [Centers for Disease Control and Prevention](#), or the [Pima County Health Department](#).
- Parents and staff will be required to self-monitor for symptoms daily related to COVID-19 and self-report.
  - People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



		<p>Symptoms may appear 2-14 days after exposure to the virus.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Daily home screening form for students</a></li> <li>• Communication and updates may take place via email, robo-calls, personal phone calls, TylerSIS Announcements, Canvas, social media and school webpage.</li> <li>• COVID-19 signage will be posted and visible throughout campus.</li> <li>• Signage will be posted at the main entry points requiring that people who have been symptomatic with fever and/or cough not to enter.</li> </ul> <p>Staff, students and their families will be educated about the signs and symptoms of COVID-19, when they should stay home and when they can return to school.</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p><b><i>Home-Based Symptom Screening</i></b></p> <p>CHS is asking parents, students and families to use the CDC Covid-19 symptom screening before students arrive on campus.</p> <p>If your child has any of the following symptoms, they might have an illness they can spread to others.</p> <ul style="list-style-type: none"> <li>• Temperature of 100.4 degrees Fahrenheit or higher</li> <li>• Sore throat</li> <li>• Cough (for students with chronic cough due to allergies or asthma, a change in their cough from usual)</li> <li>• Difficulty breathing (for students with asthma, check for a change from their baseline breathing)</li> <li>• Diarrhea or vomiting</li> <li>• New onset of severe headache, especially with a fever</li> </ul>





		<p>Check your child for these symptoms before they go to school. Check symptoms for changes from usual or baseline health.</p> <p><i>If your child DOES have any of the symptoms above:</i></p> <ul style="list-style-type: none"> <li>• Keep them home from school</li> <li>• Get your child tested for COVID-19.</li> <li>• Contact CHS Front Office and report that your child is sick. We may ask some additional questions to help determine when it is safe for your child to return to school and about other people who may have been exposed.</li> <li>• CDC has a <a href="#">Coronavirus Self Checker</a>* available in its website, which may help you make decisions about seeking medical care for possible COVID-19.</li> </ul> <p><i>If your child does NOT have any of the symptoms above:</i></p> <ul style="list-style-type: none"> <li>• Consider whether your child should see a healthcare provider and be tested for COVID-19. Even if they don't have symptoms, we recommend your child be tested if they:</li> <li>• have been in <a href="#">close contact with someone with COVID-19</a>, or</li> <li>• have taken part in activities that puts them at higher risk for COVID-19 because they cannot physically distance as needed, such as participating in contact sports, attending a gathering with other children or family, or were asked or referred to get testing by a <a href="#">state, tribal, local</a> and <a href="#">territorial health department</a> or healthcare provider.</li> <li>• If they do not have symptoms and do not meet any of the criteria above, send them to school as usual</li> </ul>
Efforts to provide vaccinations to school communities	Y	Language in policy that promotes vaccination for students and their families



**Vaccination Guidance from the Department of Education**

*Vaccination is currently the leading public health strategy to end the COVID-19 pandemic. Promoting vaccination in your community can help schools safely return to in-person learning as well as extracurricular activities and sports. The good news is that everyone 12 years of age and older can receive a COVID-19 vaccine. If you haven't already, make a plan to get fully vaccinated and encourage all eligible students and families in your school community to do the same—especially before the new school year begins.*

Appropriate accommodations for children with disabilities with respect to health and safety policies

Y

Protections for Populations at Risk the PCHD and the CDC have stated that people of any age with certain underlying medical conditions are at increased risk for severe illness from COVID19. Individuals with specific health conditions have been identified as having an increased risk for severe illness from COVID-19. Older adults and people with underlying medical conditions such as: 1. Heart, Lung, Kidney Disease 2. Diabetes 3. Obesity 4. Immunocompromised individuals The above list is not inclusive and subject to change as the science of COVID-19 evolves. CHS shall act immediately to ask every employee and parents/guardians of students with documented pre-existing health conditions matching the PCHD “at risk” criteria to voluntarily identify themselves so CHS can make efforts to offer to place these individuals in remote work environments or learn from home/ remote learning environments, where feasible. Plans for a - Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act) remote learning environment for a student who is “at risk” shall be documented in the student’s record (Section 504 Plan, IEP, or Chronic Health Condition Certification).

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



Coordination with State and local health officials	Y	Ongoing coordination with the PCHD and Stay Safe Guidance
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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 2022-2023 school year, CHS will be open for in-person instruction to ensure continuity of services. In addition to in-person instruction, all students (9th-12th grade) will have the ability to enroll in our Mastery-Based Learning Program and online instruction. All students will continue to do state testing, along with our benchmark testing. More detail about the continuity of service can be found below in "Student Needs".

### Students' Needs:

Academic Needs	<p>2022-23 Instructional Time Models</p> <p>Compass High School (CHS) is utilizing the flexibility provided in HB 2862 to offer several different instructional time models to our students. These models will allow each of our students access to their learning community despite the individual complications a student or students family is currently navigating. These two (2) models will include regular brick and mortar direct instruction, and a Mastery-Based Learning (MBL) Model.</p> <p>CHS Direct Instruction: Normal In-person instruction. This model will account for more than 50% of the school's instruction.</p> <p>CHS Mastery-Based Learning (MBL) Model: Students advance to higher levels of learning when they demonstrate mastery of concepts and skills regardless of time, place, or pace.</p> <p>CHS Calendar for the 2022-23 school year will be based on a normal 180-day school year, 5-day school week, Monday through Friday for both models.</p> <p>Direct Instruction Model Attendance Tracking: Regular/Normal In-Person School Attendance will be tracked for students in this instructional model.</p> <p>MBL Attendance Tracking: Instructional time can be earned by a student with completion of MBL course work. Course work has been broken down into units, with each unit equaling a set amount instructional time. If the MBL course requires a project, the project will have an allocated number of instructional hours associated with its progress/completion. Course work can be in paper or online form. MBL students</p>
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	<p>participating in “Direct Instruction” classes will have their regular/normal in-person school attendance hours counted as in-person hours. MBL students participating in Dual/Concurrent enrollment with Pima Community College will have their in-person attendance hours counted as in-person hours. MBL students who are involved in-person resume building, community outreach, field trips, in-person study skills, advising and/or personal finance management will have their in-person time counted as in-person hours.</p> <p>Communication of completed/in-progress course work will done on a regular basis via telephone, in-person, Zoom, completed work dropped off to front office, completed on APEX or by Canvas email.</p> <p>Students will be considered full-time if a student maintains sufficient instructional hours to meet the total instructional hour requirement for full-time status pursuant to A.R.S. § 15-901 by the end of the year. Hours will be disaggregated to fit the regular in-person school calendar.</p> <p>Absences shall be reported for each day or portion of each day that a student does not meet the requirements in the identified method for tracking attendance in the school’s ITM.</p> <p>Student attendance will be reported to the Department of Education through our student information system (Tyler SIS) used to report attendance for our traditional in-person instruction. CHS will maintain records for audit purposes that demonstrate student attendance based on meeting the criteria established in our ITM.</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>CHS has hired a SEL expert to support the training of all staff &amp; teachers at CHS to support the needs SEL needs of our students. We use our “advising” classes as a place where teachers can do check-ins on students’ academic needs, along with their social emotional needs too. CHS also has a trained MSW on staff to support the needs of all our students.</p>
<p>Other Needs (which may include student health and food services)</p>	<p>All students are eligible to receive free meals. CHS continues to provide pantry items to families along with free snacks and drinks to in-person students.</p> <p>All staff are trained in CPR and first aid.</p>
<p><b>Staff Needs:</b></p>	
<p>Social, Emotional and Mental Health Needs</p>	<p>CHS has hired an SEL expert to support our staff and teachers in their SEL needs. PLC’s are used support</p>

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



	teacher wellness, along with support training during bi-weekly PD meetings.
Other Needs	If teachers & staff become sick with covid, all teachers & staff jobs are secure until they can come back to school. Accommodations are made for staff and teachers to work from home if possible.

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>11/23/22</b>
<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	Plan was sent out to teachers, staff and our Compass community via email, announcements and on our website. We encouraged input from all stake-holders.

### 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