### LEA Information

1. **LEA Name (one LEA per form)**
   - Academy of Mathematics and Science, Inc.

2. **Entity ID Number**
   - 79961

3. **CTDS Number**
   - 10-87-13-000

4. **Plan's Primary Contact Name**
   - Zachary Larison

5. **Plan's Primary Contact Email Address**
   - zlarison@amsschools.org

6. **Plan's Primary Contact Phone Number**
   - 503-707-6652
Please submit your Return to In-Person Learning Plan every six months from your first submission date.
Revision Timeline: January 2022-June 2022, July 2022-December 2022, January 2023-June 2023, and July 2023-September 2023

7. What is your most recent revision date?*

05/04/2022
All LEAs receiving ESSER III funds must make publicly available on their website, a plan for the Safe Return to In-Person Instruction and Continuity of Services. Please list the link where the plan/template is posted on the LES’s website.

8. Insert the link below to the LEA’s Safe Return to In-Person plan located on your LEA website. The plan must be on the ADE template that was provided. *

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)

9. Has the LEA adopted a Governing Board policy on universal and correct wearing of masks?*

☐ Yes

10. Please describe the LEA’s Governing Board policy on universal and correct wearing of masks.*

Face masks or coverings are optional for all scholars, staff, parents, and visitors. AMS encourages anyone prefers to wear a mask to continue to do so at their comfort level.

11. Has the LEA adopted a Governing Board policy on modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)?*

☐ Yes
12. Please describe the LEA’s Governing Board policy on modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).*

The LEA has made and sustains the following facilities and movement driven changes to allow for physical distancing to mitigate COVID-19.
- Staff, students, and visitors are encouraged to maintain physical distancing to the greatest extent possible and are regularly encouraged to do so.
- Signage around the school is posted to promote physical distancing.
- Students are grouped according to class seating charts during lunch and recess periods to minimize the spread of COVID-19 outside of a single class.
- Classrooms are arranged in standard column/row configuration to promote more spacing between students compared to clusters.
- Classroom seating charts will remain the same in all classrooms that a single class group attends.
- Schools may elect to move teachers rather than students during transitions that would normally require a room change.
- Classes remain together at any assemblies or large meetings. Distancing between class groups will be enforced through seating placement.
- For dismissal, students will remain in their classrooms in their seating arrangements. Students will be directed to the pickup area when parents arrive. The school will not allow students to congregate in the pickup area at large and wait for their parents to arrive. Parents are not allowed to pick up students from the front office area or inside the school.
- The use of water fountains is discouraged. Instead, parents will be required to provide students with reusable water bottles to be refilled throughout the day instead. The school has added discrete refilling stations to disperse traffic to water fountains alone and to promote accessible water bottle usage.

13. Has the LEA adopted a Governing Board policy on handwashing and respiratory etiquette?*

☐ Yes
14. Please describe the LEA’s Governing Board policy on handwashing and respiratory etiquette.*

The LEA has taken several steps in its return to school plan to ensure adequate handwashing and respiratory etiquette:
- Signage is posted in highly visible locations as reminders for proper handwashing, physical distancing, and other essential hygiene practices (ex: covering a cough or sneeze).
- Students are required to sanitize or wash their hands before and after all transitions, including to the cafeteria if applicable.
- Hand sanitizer is available throughout the entire campus to ensure the previous mark is met.
- AMS teachers are responsible for ensuring that students sanitize before exiting to a transition period (time to wash properly or sanitize will be provided by the teacher)
- AMS teachers are responsible for ensuring that students sanitize or wash their hands properly before entering a classroom after a transition period.

15. Has the LEA adopted a Governing Board policy on cleaning and maintaining healthy facilities, including improving ventilation?*

☐ Yes
16. Please describe the LEA’s Governing Board policy on cleaning and maintaining healthy facilities, including improving ventilation.*

The LEA has committed to rigorous and extensive cleaning to maintain healthy facilities for the upcoming school year:

- AMS employs full-time staff for cleaning and contracts with a janitorial cleaning service to supplement AMS employee efforts to keep schools clean and healthy. A standard cleaning schedule for every school building is completed each week.
- AMS staff will frequently clean high traffic areas – restrooms, dispensers, doors, counters, handles, knobs – several times per day.
- Night staff will use electrostatic equipment for the safest and most effective disinfecting of classrooms, bathrooms, and other high traffic areas. Nightly cleaning staff will only use EPA approved disinfectants known to kill COVID-19.
- All nightly cleaning efforts will be inspected at the start of each school day by the facilities team to ensure that a thorough, effective job has been completed for the safety of students, staff, and visitors.
- Teachers are allotted the last 5 minutes of any class period to lead their students through collaborative cleaning or personally conduct cleaning themselves.
- Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)
- School staff will also clean playground and lunchroom equipment between uses by groups of students.

Regarding ventilation:

- AMS rolled out filter upgrades from MERV8 to MERV12 during our Fall and Winter break periods.
- AMS school HVAC and central air systems circulate at the highest designed capability and capacity all times during the school day.

17. Has the LEA adopted a Governing Board policy on contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments?*

☐ Yes

18. Please describe the LEA’s Governing Board policy on contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.*
The LEA will work with local health agencies for any required tracing and notification requirements. In addition to those reporting mechanisms, the school has developed isolation and quarantine procedures:

AMS will follow these isolation procedures as listed in the 2021–22 COVID Safety Plan posted on the AMS website:

**Isolation Procedures**

In the event a scholar or teacher tests positive for COVID-19, AMS will follow the below guidelines.

AMS will isolate scholars immediately upon confirmation of a positive test or possible exposure.

All notifications to staff and parents, including decisions to close classrooms, are made collaboratively between the campus Principal and Human Resources.

**Classroom Procedures**

If a scholar or teacher tests positive for COVID:
- All parents/guardians of scholars in a class with a positive case of COVID-19 will be notified.
- Any scholar who was in close contact with the positive case will have their parent/guardian notified.
- Any scholar in close contact with the positive case of COVID-19 is required to isolate in accordance with the isolation periods listed below.

**Scholar Pick-Up**

If a scholar develops COVID-19 symptoms, or it is discovered to be positive during school hours:
- **Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)**
- Scholars will go to a designated isolation area until they are able to pick up by a parent or guardian.
- Parents/guardians will use designated pick-up areas when picking up an ill scholar.
- AMS will work with local health agencies for all required tracing and notification requirements.
- Parents should be prepared to pick up a scholar immediately in the instance of COVID-19 related symptoms. Ensure proper emergency contacts are updated.

**Required Isolation Periods**

**Positive COVID-19 Test Requirements for Return (regardless of vaccination status)**

1. 5-day isolation period from the onset of the symptoms, or from test date if asymptomatic.
2. Must be asymptomatic or symptoms are resolving after 5 days. If symptoms have not resolved after 5 days, isolation is required until symptoms are resolving.
3. Mask/face covering is required for the following 5 days.
4. If a fever is a symptom, isolation must continue till the fever resolves.

**Exposed to a Positive Case of COVID-19**

If a scholar or staff member have been boosted OR completed the primary series of Pfizer or Moderna vaccine within the past six months OR completed the primary series of J&J vaccine within the past 2 months:

1. Mask/face covering is required for 10 days.
2. Test on day 5, if possible.
3. If symptoms develop, testing is required and pending isolation based on results.

If a scholar or staff member has completed the primary series of the Pfizer or Moderna vaccine more than 6 months ago and are not boosted OR completed the primary series of J&J over 2 months ago and are not boosted OR are unvaccinated:

1. 5-day isolation period. Stay home for 5 days.
2. Mask/face covering is required for the following 10 days.
3. Test on day 5 if possible.
4. If symptoms develop, testing is required and pending isolation based on results.

Exposure to Exposed Person: no isolation necessary, follow safety protocols.
19. Has the LEA adopted a Governing Board policy on diagnostic and screening testing?*

- Yes

20. Please describe the LEA’s Governing Board policy on diagnostic and screening testing.*

First, the LEA works with parents/guardians to ensure routine student screening for wellness prior to arriving on campus. Parents and guardians are encouraged to check for: fever, coughing, shortness of breath, new loss of taste or smell, muscle or body aches, congestion or runny nose, headache, sore throat, fatigue, nausea or vomiting, diarrhea, or a temperature of 100.4 or higher. AMS employees also take a similarly active role in proactively monitoring their symptoms. All employees are asked to conduct a self-screening of the above COVID symptoms prior to leaving their residence. If an employee experiences any of the above symptoms, they are asked not to report to work and notify their supervisor.

21. Has the LEA adopted a Governing Board policy on efforts to provide vaccinations to school communities?*

- Yes

22. Please describe the LEA’s Governing Board policy on efforts to provide vaccinations to school communities.*

AMS explored partnerships to distribute vaccines to the school community but did not secure one. Regardless, we have continuously encouraged AMS families to seek vaccination and provided communication on where they can receive a free vaccine.

23. Has the LEA adopted a Governing Board policy on appropriate accommodations for children with disabilities with respect to health and safety policies?*

- Yes

24. Please describe the LEA’s Governing Board policy on appropriate accommodations for children with disabilities with respect to health and safety policies.*

If an AMS student receives special education (SPED) services, school leadership and teachers will partner with the school’s SPED staff and AMS Director of Exceptional Student Services Ettor Strada to ensure that appropriate accommodations are made with respect to health, safety, and educational access policies/practices for students with disabilities. Adaptations of the school’s broader health and safety policies for students with disabilities will be made on a case-by-case basis personalized to each student’s needs by SPED staff.
25. Has the LEA adopted a Governing Board policy on coordination with State and local health officials?

☐ Yes

26. Please describe the LEA’s Governing Board policy on coordination with State and local health officials.*

To the greatest extent practicable, the LEA’s Safe Return to In-Person plan will be routinely informed by guidance released by state and local health officials. The LEA will follow and consider updates to guidance from the CDC, State, and local health officials in the areas of masks or face coverings, physical distancing, vaccinations, isolation and contract tracing policies, cleaning, and any other area for the safe return to in-person instruction. The LEA is in contact with county health organization officials for any cases that arise in the school during this year.
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.

27. How will the LEA ensure Continuity of Services?*
Briefly describe an overview of the continuity of services and in the following questions you will provide more detailed information.

For the upcoming 2021-22 school year, AMS is prepared to fully meet and exceed the needs of students and staff. The strategies and methods outlined below will be continuously provided to ensure that staff and students feel safe and make progress addressing learning gaps resulting from the previous year. In the event of any closure or need for distance learning, AMS is equipped to provide flexible services as appropriate to ensure continuity of learning, including enrolling students in AMS’s Arizona Online Instruction school, the Academy of Math and Science Advanced Virtual Academy.

The sections below detail how AMS will ensure quality and continuity of services in academics, social, emotional, mental health, and other various needs including food services and before/aftercare.

28. How will the LEA ensure continuity of services for students’ academic needs?*

To bolster the rigor of our existing programs and efforts to meet student academic needs for the upcoming school year, AMS has established several new strategies:
- AMS has hired counselors as described further in this section to ensure that student mental and emotional health needs are met in support of their personal and academic success.
- AMS has hired additional reading and mathematics interventionists to provide more targeted support and specifically address COVID learning loss gaps. Intervention is scheduled during the school day.
- Depending on campus, AMS offers afterschool tutoring to students who are at-risk of falling behind or are behind. The focus of tutoring will be English language arts, reading, and mathematics. Some campuses also offer a homework help club. Inquire with each AMS campus for details.
- AMS has contracted with iReady, a testing software program that creates a customized learning path for students. Throughout the year, students will work on lessons customized to fit their needs based on their own diagnostic academic score.
- AMS teachers have received and will continue to receive targeted professional development designed to address COVID learning loss, particularly in the areas of reading and literacy strategies, a fundamental part of being a student in all subjects.
### 29. How will the LEA ensure continuity of services for students' social, emotional, and mental health needs?

To continuously meet social, emotional, and mental health needs, AMS will be implementing Social Emotional Learning (SEL) lessons directly into Classroom Dojo and use the Second Step Curriculum. Second Step takes a holistic approach to SEL by combining both student and educator wellness into day-to-day learning. At a high level, the program provides SEL by strategically planning learning across the developmental stages of each child throughout an entire school career (K-8), supporting educator social-emotional competencies and well-being, and is driven by a positive implementation environment.

The program is available digitally and is built for teacher-facilitated group sessions that can be completed in the classroom. Lessons are all age and grade appropriate in the following areas: growth mindset & goal setting, emotion management, empathy and kindness, and problem solving. Students will connect with the content, each-other, and the teacher as they build new skills. The program offers strong variety in media, activities, interactive components, and culturally relevant design to ensure that every student is able to learn and grow.

AMS has also hired School Counselors to assist with the program. Counselors will assist with the Second Step lessons and lead a community rebuilding lesson once per month.

In addition to classroom guidance lessons, teachers will be trained on best practices for implementing SEL and effective strategies to use in the classroom. School counselors will also support student SEL / mental health needs by providing individual and small group counseling.

### 30. How will the LEA ensure continuity of services for students' other needs?

This may include student health and food services.

For food services in the upcoming school year, all AMS schools will continue to participate in the Summer Seamless Option meal program and students will not be charged for meals. Additionally, the schools will participate in the formal snack program to ensure students are continuously nourished during the school day and can rely on the school for access to food.

For the supervision of students outside of normal school hours, AMS will be providing before and aftercare for all students who wish to participate. While the COVID processes described in this document and in our safety plan remain in place during before/aftercare, students and families will be able to use this resource to meet their personal schedule needs and make sure that their student is in a before/after school space that is conducive to their continued growth. Students in before/aftercare will maintain distancing, sanitization, and not make physical contact with other students. As an exception, any student who is in a class that was isolated due to COVID exposure may not participate in before/aftercare until the end of their isolation period to minimize secondary exposure.
31. How will the LEA ensure continuity of services for staff’s social, emotional, and mental health needs?

AMS has taken a multi-step approach to meeting staff needs in these areas:
- AMS has added Health Advocate as part of the employment package for all employees. Free to all staff and their immediate family, whether they carry AMS insurance/benefits or not, the program is a core part of our employee assistance. Through Health Advocate, employees have 24/7 access to licensed professional counselors and work/life specialists. These professionals assist AMS employees with any personal/family challenges, work stressors, and help employees achieve a healthier work/life balance. Each AMS employee also now has access to a personal health advocate, typically a registered nurse, supported by medical directors and benefits/claims specialists. In addition to these support systems, AMS employees can access specialists and resources in the following areas:
  - Help with stress, depression, substance abuse, legal, financial, and childcare needs
  - Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)
  - Help finding the right doctors and hospitals to meet individual medical needs of both immediate and extended family
  - Help obtaining services for elderly parents / parents in-law
  - Help when faced with serious injury or illness
  - Help with insurance claims and billing issues
  - Help scheduling appointments, especially with hard-to-reach specialists.

32. How will the LEA ensure continuity of services for staff’s other needs?

This may include student health and food services.

All AMS employees are eligible for health insurance, including a plan with zero cost to the employee per check. All employees also receive 40 hours of sick time and some receive vacation time. AMS opted to participate in the voluntary extension of the FFCRA under the CARES Act to provide additional paid time off for any COVID related issues. All of these staff measures will be provided continuously throughout the year.
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. 

33. Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.*

The LEA will regularly review the AMS Safety / Return to In-Person Instruction plan every 5-6 months during the following months.
- July 2021
- October 2021
- March 2022
- April 2022
- October 2022
- April 2023
- October 2023

The LEA will also review the safety plan as often as necessary to ensure compliance with the CDC, federal, state, or local health agencies.
This plan and the Academies’ 21-22 COVID Safety Plan as posted online was updated to reflect CDC guidance on 12/27/2021 to follow the CDC’s update to guidance on isolation periods.

The AMS Safety Plan is currently posted on the AMS website and public input is welcome at all times including between formal review periods.
Parents and members of the AMS community are encouraged to submit their feedback via email to feedback@amsschools.org.
For the initial establishment of this plan in July 2021, an AMS Safety Plan was presented to the AMS School Governing Boards, discussed between all school principals, sent to teachers for input, and posted online. Parents were directly referred to the website location of the safety plan to ensure that they are aware of their opportunity to provide feedback and effect change in the safety of their student’s school.
34. Did you make any revisions/changes to this plan from your last plan submission?*

☐ Yes