



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

### LEA Information

**1. LEA Name (one LEA per form)\***

Phoenix Union High School District

**2. Entity ID Number\***

4286

**3. CTDS Number\***

07-05-10-000

**4. Plan's Primary Contact Name\***

Stacie Crain Hacker

**5. Plan's Primary Contact Email Address\***

hacker@phoenixunion.org

**6. Plan's Primary Contact Phone Number\***

602.503.0349

**Please submit your Safe Return to In-Person Learning Plan every six months from your prior submission date.**

Revision Timeline: May 2023-September 2023

**7. Since your last submission date, when did your LEA last review and/or revise your plan? Please provide the updated mm/dd/yyyy of your review/revision. This date should be updated from your last submission. \***

8/21/2023

**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 LEA's website.**

**8. Insert the link below with directions on how to find your LEA's Safe Return to In-Person plan located on your LEA website (do not link directly to the PDF). The plan must be on the ADE template that will be downloaded from EMAC after completing your responses.\***

<https://www.pxu.org/Page/28634>

**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.\***

The Phoenix Union High School District (PXU) Policy GBGB © STAFF PERSONAL SECURITY AND SAFETY reflects current policies regarding the wearing of masks. Our policies and practices are aligned to guidance from the CDC.

When masks were required on campus per CDC guidelines, PXU requires the correct use of masks indoors while in the presence of others, as per our Mitigation Plan. The Mitigation plan details and illustrates the correct wearing of masks as a preventative measure.

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

No

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

No

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

No

**14. 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?\***

No

**15. Has the LEA adopted a Governing Board policy on diagnostic and screening testing?\***

No

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

No

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

No

**18. Has the LEA adopted a Governing Board policy on coordination with State and local health officials?**

\*

No

## 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.

### 19. 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.

We will ensure continuity of services by offering professional learning and development opportunities for teachers, transitioning to a 1 to 1 district, and conducting student and staff needs assessments and offering services based on the responses. We will continue to offer medical benefits that include mental, social and emotional services through our Employee Assistance Program.

**20. How will the LEA ensure continuity of services for students' academic needs?\***

The academic needs of our students remain a top priority. With that, PXU has taken several steps to ensure continuity of services for teaching and learning in all our courses offered.

Not only did professional learning and development opportunities continue for our teachers during the pandemic, our extensive work around returning to in-person learning with a strong emphasis on student learning has been supported by our work throughout the school year.

Again this last summer, PXU had content expert teams of teachers convene to review and update curriculum in every content. Not only do we continue to review, revise, and update our curriculum for continued alignment with state standards, we continue to focus on more imbedded and scaffolded learning opportunities within the curriculum for concepts (using our 22-23 data) identified as an area for growth and improvement.

We concluded the 22-23 school year with the completion of our Year 2 PXU Teaching and Learning Framework; where all certified and administrative staff will participate in professional learning that is systemic and evidence based. All teachers and staff will experience aligned core competencies within our domains, as well as the foundational understanding of "the what, the why and the how" behind intentional and effective pedagogy and professional practices. The continued development of safe and supportive learning environments across our entire district remains a top priority for our students, staff and community.

In addition to the official launch of our district's teaching and learning model, we have also continued the support of teachers and improving pedagogy through the following opportunities:

- Annual Certified Induction Experience/ all new teachers to PXU receive detailed support and training on the inner workings of the district, and what is needed to be successful.
- Summer curriculum trainings and the start of schools curriculum roll-out for all teachers to be up to date on revisions and enhancements of their content.
- Additional two days at start of the school year for teachers to access training, safety, and prepare for a success launch of the school year.

Documentation for all (above mentioned) professional development activities such as sign in sheets and agendas are kept in the office of Teaching and Learning.

Continued student supports for return to in-person learning include:

- The continued commitment of being a 1:1 district. All our students will continue to be provided loaned devices to stay connected, and for support with continuation of instruction should the need arise for temporary remote instruction with a class or a school.

Academic Needs

- Our district is continuing with a blended traditional and block bell schedule. The new schedule allows for continuation of instruction with less transition periods, as well as the opportunity for dedicated academic intervention and enrichment time for students. This Advisory period is provided four days a week and allows students access to intentional and immediate academic intervention or extension opportunities.
- Freshman Orientation, a summer bridge opportunity, is also being implemented on all our campuses to meet, orient, and connect our incoming cohort to their campus community. Many of our students and families attend this event and continue to learn about campus systems, academic services, additional support and wrap around services as they transition to a new district and setting. Lastly, our 9th graders were given dedicated focus on the morning of the first day of school, as well as throughout the year with our Freshmen House model.
- A robust Multi-Tiered System of Supports with a wide variety of evidence based academic, behavioral, and social/emotional interventions for our students, administration of pre-assessments, progress monitoring and benchmarks throughout the year to identify academic needs and strong school level teams to provide immediate and appropriate support to all students.
- Individual student access to 24 hr on-line tutoring both face to face and via chat to support students who need assistance beyond the school day with concepts and assignments
- Additional Algebra I, Geometry, and English pre-recorded video support lessons were created and aligned to the PXU scope and sequence. Students that missed class or need to review the concepts can log in, view lessons, see exemplars and review material seamlessly without searching for specific content support on-line.
- The continuing use of and support with digital tools, continued implementation of districtwide PLCs (Professional Learning Communities) and continued 1:1 technology for staff and students. Identification and support for additional related service needs for occupational therapy, speech-language therapy that are required will continue with services.

**21. How will the LEA ensure continuity of services for students' social, emotional, and mental health needs?\***

PXU continues to refine a robust Multi-Tiered System of Supports with a wide variety of evidence based academic, behavioral, and social/emotional interventions for our students, administration of pre-assessments, progress monitoring and benchmarks throughout the year to identify academic needs and strong school level teams (such as student Freshman Teams and Student Support Teams) providing interventions to provide immediate and appropriate support to all students.

All campuses are equipped with a comprehensive student supports to include a team of counselors at a ratio of 325:1, social workers, student prevention intervention specialists, behavior intervention specialists, exceptional student service facilitators, psychologists, nurse/health aides and student success coordinators. Together, (in addition to teachers and staff) the teams ensure the various tiers of support necessary for individual students are met.

At the start of the school year, every campus will continue to conduct a survey and/or student needs assessment to self-report information. Questions may include social-emotional, academic and/or other non-academic needs (such as technology). Campus student support teams will receive the data, coordinate services, and respond to students and families. Needs assessments will continue to be implemented throughout the year for all students.

Additionally, each campus has a Referral for Intervention/RFI process for staff to request interventions for students so that any staff can quickly refer a student seamlessly for support. These include, but are not limited to academic help, basic needs (i.e., food/shelter), counseling services (stress, anxiety, anger) conflict management, self-harm/suicidal ideation, and other needs. Documentation and surveys are housed on the district platform in the Data Warehouse.

**22. How will the LEA ensure continuity of services for students' other needs?\***

This may include student health and food services.

Phoenix Union High School District is committed to providing nutritious meals to students. We are in full operation as schools are all in-person. We know that when children have food insecurities it is hard for them to concentrate and learn. We have adapted our food distribution model to continue food service through whatever challenges we have faced so that our students do not have to go without food. We have provided usage to our suppliers to help ensure we will continue to have the items we need to provide healthy food and we have partnered with many manufacturers to have direct deliveries sent to our warehouse ensuring timely deliveries. We have also worked with each of our schools to provide an adequate number of staff to provide the different serving models we offer. We will continue to monitor staffing levels and hire when needed. We remain committed to the students of PXU and our surrounding communities.

We continue to offer our traditional services, and are incorporating innovative practices brought about by new student demands experienced during the past 2 – 3 years. We are also prepared to transition to a more mobile model if the pandemic again reaches a state to significantly impact in person learning.

Information regarding meals served, alternative service delivery models and parent/student communication is housed in our Food Services Department.

**23. How will the LEA ensure continuity of services for staff's social, emotional, and mental health needs?\***

We understand healthy employees are an asset to our organization. The social and emotional needs of our employees remain a top priority for PXU. Phoenix Union has had a comprehensive Health and Wellness Plan for the past several years. PXU Health Wellness programs "foster a culture of health and well-being" (PXU Health and Wellness mission statement) with a primary goal of reducing preventable health conditions and enabling employees to make healthy changes in the following areas: Physical, Social and Emotional Wellness, and Financial Wellness. We have 3 Health and Wellness full time clinicians to address social and emotional, mental health needs of our employees. This is in addition to our full time Wellness Coordinator also employed by the district.

With that, PXU has taken several steps to ensure continuity of services for all employees through outstanding medical benefits that include mental, social, emotional services, an Employee Assistance Program (EAP) and 3 full time, in-house PXU clinical health and wellness specialists to meet the needs of our staff.

Employees can contact our Staff Health and Wellness Specialists at any time for themselves or others, to provide seamless support for social, emotional and/or mental health needs.

Information regarding our Health and Wellness Plan and employee benefits is housed within our Talent Division. Additionally, information regarding accessing available services and employee benefits have been shared with staff via written communication and has also been including as talking points in district videos for staff.



**24. How will the LEA ensure continuity of services for staff's other needs?\***

As mentioned above, PXU has a comprehensive Employee Health and Wellness Program, overseen by a Talent Administrator. There are two full-time managers, as well as two staff Health and Wellness Specialists (social, emotional, and mental health clinicians), and a Benefits Coordinator. The Program addresses and offers services for physical, social, emotional, mental health needs as well as a financial wellness program, available to all employees.

**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**

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

Phoenix Union has and will continue to engage our stakeholders in developing plans and services for our students and staff as we 1) navigate the long term impact of COVID-19, 2) ensure full support for our students as most returned to in-person learning, and 3) provide continued support for students that choose to remain in online learning.

We have engaged staff, students, parents and community in various focus groups, committees, taskforces, and planning teams, all designed to seek guidance and input regarding 1) the supports students and staff need to feel healthy and safe on campuses, 2) the academic, mental, social and emotional services needed to support students learning, and 3) how to the help students and staff address challenges and contribute to their overall well-being. This information has been used by leadership to inform ESSER plans to date. As we returned to in-person learning, we did experience many changes in our traditional model as the students and staff reacclimated to being on campus again. We used the results of our PXU Culture & Climate Survey taken by families, staff and students for identification of improvement priorities for the 23-24 school year including COVID-19 information. We plan to survey our community, again, this Fall concerning culture and climate in a post-pandemic atmosphere. This includes a question regarding needed supports for students, staff and community related to the impact of COVID-19 and how current supports may differ from 6 months ago.

We are participating in a formal accreditation review this school year with Cognia, formerly known as AdvanceEd. This accreditation process will analyze multiple standards for academic institutions and includes stakeholder feedback analysis and action for improvement.

Examples of Feedback Opportunities to Date:

- Monthly Student Government Reports with PXU Executive Team and Governing Board
- Districtwide participatory budgeting process that engages every PXU campus (students, staff, parents, and community), focused on Student and Campus Health and Safety
- Ongoing meetings with association leaders
- Campus led discussions and focus groups with students, staff, and parents
- Superintendent weekly meetings with partner district superintendents
- Bi-annual districtwide student, parent staff and community surveys and focus groups to identify needs for student and staff success

We continue to refine our public input process to glean additional and ongoing information to continue to inform our planning and delivery of services.

Information related to our public input to date is hosted in various district divisions, this includes schedules, invitations, summary reports and resulting work products.

**After completing all responses in EMAC, save your information. Then, use the red download button to create a copy of your completed form to be uploaded to your LEA website. Once your form is uploaded to your LEA website, log back into EMAC to click the blue submit button and submit your form to be reviewed by your specialist. Your EMAC submission will not be approved unless this updated form is on your LEA website.**

**26. Did you upload the completed EMAC form to your LEA website?\***

Yes