

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



Entity ID	CTDS	LEA NAME
4410	100216000	Catalina Foothills Unified School District

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	N	
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	N	
Handwashing and respiratory etiquette	N	
Cleaning and maintaining healthy facilities, including improving ventilation	N	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or tribal health departments	N	We follow our school district policy regarding communicable/infectious diseases: "Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return in accordance of A.R.S. 36-621 <i>et seq</i> , appropriate regulations of the State Department of Health Services, and policies of the County Health Department."
Diagnostic and screening testing	N	
Efforts to provide vaccinations to school communities	N	
Appropriate accommodations for children with disabilities with respect to health and safety policies	N	
Coordination with State and local health officials	N	CFSD coordinates with state and local health officials when necessary.

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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?

CFSD is committed to continuity of learning, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs during the 2023-2024 school year. All CFSD schools provide in-person learning. The district does not offer remote learning as an option for school.

The schools provide transitions between levels of schooling to build strong relationships between teachers and students, and to create a sense of belonging. School counselors continue to provide support for students and connect students/families with community organizations and resources. Teachers are using diagnostic assessments in reading and mathematics to evaluate student performance and determine the best placement for each student. Teachers are identifying the most essential skills and prioritizing content that students need to accelerate learning. There is a focus on grade level content and instructional rigor/depth of instruction— application of knowledge and skills in new contexts.

Students' Needs:

<p>Academic Needs</p>	<p>Students' academic needs will be met through the implementation of the core curriculum (Tier 1). Differentiation within the classroom will be implemented when skills are identified as a need for intervention (Tier 2). Students who are most at-risk of not meeting the standards will participate in Tier 3 interventions. A combination of these evidence-based interventions and practices, such as summer (school) – extended-year learning – and systematic targeted academic support during the school day, are being used to address the academic impact of lost instructional time. The progress of our high school students toward graduation is regularly monitored. Summer credit recovery expanded learning opportunities are being provided at no cost to families. This high school intervention will continue through July 2024 to assist students who are failing one or more courses to stay on-track for graduation.</p> <p>Data and criteria are being used to rank-order and select students for targeted interventions by level, focusing on those students who need it most, considering students from low-income families, each major racial and ethnic group, students with disabilities, English learners, students experiencing homelessness, and students in foster care.</p> <p>CFSD will implement a combination of targeted intervention programs with the goal of supporting students' academic needs as well as their social, emotional, and mental health needs. Targeted recruitment will be implemented to encourage participation of students most impacted by COVID-19.</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>CFSD strives to provide welcoming, responsive, and supportive learning environments for all students. Staff identify student assets and maintain an asset-based view of students.</p> <p>Students receive prevention and intervention lessons to support social, emotional, and mental health needs. This is done through the school counseling delivery model and/or resources used by the</p>

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	<p>schools that focus on the 5 competencies of self-awareness, self-management, social awareness, relationship skills, responsible decision-making. Targeted interventions are based on the needs of students and are provided in small groups as well as individually. Crisis level intervention is provided, if needed, and emphasizes support for the family, which includes referrals to community organizations and available community resources.</p> <p>At the elementary level, counseling has been expanded to provide more timely support to individual students/families who have been adversely impacted by the pandemic. The counselor-student ratio at the elementary schools is now more similar to the middle and high school levels. During summer academic support, a counselor is also available to students/families and teachers.</p>
<p>Other Needs (which may include student health and food services)</p>	<p>During the 2021-2022 school year, HEPA air filtration units were procured for air quality cleaning in rooms where large groups of students are likely to meet or engage in instruction or interaction with each other, such as the MPR, Commons, Music/Performing Arts rooms, and physical education locker rooms.</p> <p>Also, during the 2021-2022 school year, CFSD procured replacement technology to support instructional delivery and provide continuity of in-person learning for all students. Worn out, aged, and non-functioning computer devices were replaced at each school in order to maintain or continue regular use of technology devices for learning and interaction between the student and the teacher and student-to-student.</p> <p>During the 2022-2023 school year, the District replaced additional interior and exterior wall-mounted and free-standing drinking fountains at each school with contactless water bottle filling stations to provide more healthy and hygienic units for hydration. These units deliver water without users needing to touch any part of the refill point.</p>
<p>Staff Needs:</p>	
<p>Social, Emotional and Mental Health Needs</p>	<p>The District’s Human Resources department is always available to assist employees and provides an Employee Assistance Program and Work Life Services. This program is designed to assist employees in resolving personal problems that may be adversely affecting the employee’s performance. A strong focus is placed on physical and mental health and work life balance education. The district also continues to provide employees with ADA accommodations, if requested.</p>
<p>Other Needs</p>	<p>Funds were provided to schools for teacher and staff professional development in trauma-informed care/practices aimed at supporting educators and helping students feel safe in a supportive learning environment, as requested by site administration to meet identified needs.</p>

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The LEA must **regularly, but no less frequently than every six months** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**

Date of Revision | July 24, 2023 (Previously revised January 27, 2023)

Public Input

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

In developing the ARP ESSER III Plan, the CFSD sought staff, student, parent, and community feedback using multiple strategies. An ESSER III Stakeholder Input Survey was launched in June 2021 to solicit input from parents, students, teachers, community members on how to prioritize ARP ESSER III expenditures. Survey respondents were asked to rank order expenditure options in two areas of services according to their priority: “Academic Support Services” and “Other Services.” Over 40% of respondents identified “Academic Support Services” as the top priority for expenditures - providing additional services to address the academic needs of at-risk students (from low-income households, students with disabilities, English language learners, homeless students and students in foster care). Other academic support services identified were before and after school academic support, during the school year academic support, tutoring, summer academic support, and credit recovery. Priorities for the expenditures were identified from the results of this survey and in consultation with school principals, assistant principals, Director of Facilities, Director of Special Services, and district level administration. Since summer 2021, the District has been implementing a variety of intervention structures based on this feedback. Previous revisions only included changes to mitigation strategies, which were in response to evolving updates and guidance provided by the CDC and the Pima County Health Department and/or Arizona Department of Health Services during the 2021-2022 school year.

Due to challenges in filling positions during the past two school years, not all planned academic supports and interventions could be established or implemented. In addition, it was difficult to secure staff for extended day tutoring support and/or there were inconsistencies in attendance by students due to after school activities and/or transportation issues.

Going into the 2023-2024 school year, the schools plan to fill positions to the extent possible for systematic academic support during the school day and extended year summer learning. The time period for these planned interventions was extended to support students, which honors the outcome of the survey results from the stakeholder input survey - to provide our most vulnerable and at-risk students with the support that they need to overcome learning loss.

During the period of the ARP ESSER III award (until September 2024), CFSD will periodically review and, as needed, revise its plan for the safe return to in-person instruction and continuity of services if it is determined that significant changes need to be made to the plan. The plan will be reviewed at least every six months, and CFSD will



seek and take into account input during the review process when the plan requires significant changes to the planned expenditures. This plan will continue to be posted on the district’s website and communicated to families by the schools so that they are informed of the current mitigation strategies.

Note: No major/significant revisions that address the academic and social and emotional needs of students have been made to the plan since it was originally submitted on August 27, 2021 and the subsequent revisions on February 24, 2022, August 1, 2022, January 27, 2023, and July 24, 2023.

The *Safe Return to In-Person Instruction and Continuity of Services Plan* is posted on the district’s website at https://www.cfsd16.org/parents/apr_esser_iii

The plan is also available in Spanish and may be orally translated for parents. Contact the Director of Alumni and Community Relations at (520) 209-7543 to request translation.

Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting the Alumni and Community Relations at (520) 209-7543.