



SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

Catalina Foothills School District
Updated June 23, 2021

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUND III SPENDING PLAN

SECTION I: INTRODUCTION

The purpose of the most recent American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER III) Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs. Catalina Foothills School District (CFSD) has been awarded \$2,322,761 in ESSER III funds. This plan describes the district's plan for a safe return to in-person instruction and how the awarded funds will be used. The plan has been retitled and revised to be consistent with the language and requirements of the American Recovery Act (ARP) – Elementary & Secondary School Emergency Relief (ESSER III) grant program. The plan also updates the health and safety measures that have been in place for the past year to reflect the most recent guidance from the Centers for Disease Control (CDC), Arizona Department of Health Services (ADHS), and the Pima County Health Department (PCHD), and outlines the practices and procedures that the District and schools will implement in the 2021-2022 school year.

Summary of CFSD Response to COVID-19 During the 2020-2021 School Year

On March 15, 2020, the Governor ordered a statewide closure of schools from March 16 – March 27, 2020, in response to the emerging global pandemic. Catalina Foothills School District (CFSD) provided options for at-home learning activities and made preparations for remote learning. The school closure was extended for two more weeks through April 10, 2020. Over time, those closures were extended, and all students participated in remote learning until the end of the 2019-2020 school year.

Re-entry and recovery planning for the 2020-2021 school year began in May 2020 and continued throughout the summer. When schools reopened for the 2020-2021 school year on August 17, 2020, the learning option for all students was 100% remote learning. A Student Onsite Support (SOS) program was implemented 5-days a week at each school for students who needed a safe place with supervision.

Remote learning continued for all students through October 23, 2020. Health metrics released by the Arizona Department of Health Services provided guidance for the return to in-person learning. CFSD opened for in-person learning on October 26, 2020. Families had the option of continuing with 100% remote learning using *CFSDOnline* at grades K-5 or *CFSDConnect* (livestreaming) at grades 6-12, or attending school in person. Each school in CFSD created a learning model that provided cohorts of students with a combination of in-person learning and asynchronous remote learning. The SOS program continued to be available for students 5-days a week at each school.

CFSD families had the option to request in-person learning or continue with remote learning until March 2021. All schools in Arizona were required to provide 100% in-person learning by March 15, 2021. Although CFSD

was implementing in-person learning since October 2020, the schools opened for 100% in-person learning on March 8 (elementary) and March 15 (middle and high schools) until the end of the 2020-2021 school year. Families still had the option to continue with 100% remote learning until the last day of school. Throughout the school year, the learning and mitigation plans were regularly reviewed and updated to reflect changes in public health guidance and state requirements. The Superintendent provided a “Remote Learning Update” at each board meeting throughout the school year to inform the governing board and community about the implementation of remote/distance learning and the in-person learning models at the schools.

Planning for the safe return to in-person learning and continuity of services for the 2021-2022 school year began in June 2021. The plan includes the following required areas: “Maintaining Health and Safety” and “Continuity of Services.” The district will open with 100% in-person learning on August 9, 2021, with no option for remote learning. Teachers and staff will address and support students’ specific needs when the new school year begins. An academic support plan, tied to CFSD’s proposed ESSER III spending plan, will be a significant investment of funding and resources that will support our students this school year and beyond.

SECTION 2: MAINTAINING HEALTH AND SAFETY

CFSD is committed to keeping our schools safe and healthy places to learn for all students and staff. The district will continue to implement layered prevention and mitigation strategies for the safe operation of schools for in-person learning during the 2021-2022 school year. The mitigation plan will be revised based on guidance from the CDC, ADHS, and the PCHD. The mitigation strategies that CFSD is implementing are described below.

Universal and correct wearing of masks

- CFSD requires the use of face masks for students, staff, visitors/volunteers on all CFSD campuses, regardless of vaccination status.** (Revised August 16, 2021)
- Outdoors, masks will continue to be optional. This includes outdoor physical activity.
- Parents are able to request an accommodation for mask wearing for health or religious reasons.
- The guideline for requiring face masks is based on federal, state, and county health guidance in conjunction with advisement from the Superintendent. The policy may be discontinued based on guidance from Pima County Health Department and/or Arizona Department of Health Services and advisement from the Superintendent.
- The district has provided education to students, staff and families about the importance of face masks and proper masking through school announcements, posters, and social media.

**The Arizona law (HB2989) which prohibits public schools from mandating that students and staff wear masks during school hours and on school property, is not yet in effect.

Modifying facilities to allow for physical distancing

- Physical distancing will be maintained, where feasible.
- Plexiglass barriers will remain in place in school offices and at other point of service areas.
- Where appropriate, the use of outdoor learning spaces will be utilized.

Handwashing and respiratory etiquette

- CFSD teaches and reinforces handwashing with soap and water for at least 20 seconds. Students are encouraged to wash their hands with soap and water at least 20 seconds or use hand sanitizer at the following times:
 - Upon arrival at school
 - After being outside for physical activity
 - Before and after lunch
 - Prior to leaving school for home
- Schools offer increased use of sinks and hand-washing stations, and hand sanitizer stations in high traffic areas at our K-5 schools. Portable and wall-mounted hand sanitizer stations will be in use throughout our middle schools and high school when soap and water are not readily available.

- All elementary classrooms have sinks for handwashing, and all grade 6-12 classrooms will have hand sanitizer. CFSD encourages staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

Cleaning and maintaining healthy facilities

CFSD enhances the level of cleaning and disinfection on each campus, which includes the following work by our cleaning team members:

- Twice daily checks of disinfection kits (disinfectant product, gloves and paper towels), hand soap, paper towels and hand sanitizer, which are refilled as needed.
- Daily disinfection and cleaning of all desks, chairs and other high-touch surfaces such as door knobs and light switches, staplers, pencil sharpeners, in classrooms (both during the day, at extended break periods like lunchtime and at night when classrooms are vacant).
- Disinfection and cleaning of all high-touch, high-traffic and common areas throughout the school day. Cleaning team members clean and disinfect frequently touched surfaces, including door handles, faucet knobs, drinking fountains, stair railings, interior lunch tables and seating, exterior tables and seating areas, countertops, handrails, buttons on vending machines and elevators, telephones, lockers, inboxes in classrooms and mailboxes in administration areas, restrooms, shared gymnasium equipment, and shared toys in preschool environment (multiple times per daytime shift and once at night).
- Atomization of common areas and/or classrooms as needed (when a possible outbreak has been identified). Signs are posted after this work is completed.
- In the event that someone tests positive for COVID-19, the classroom is sealed off and signage is posted. The classroom is closed for 24 hours, and the entire classroom is atomized. Cleaning team members use appropriate PPE equipment and dispose of it properly.
- Quarantined areas are disinfected for students who have previously tested positive for COVID-19.

CFSD improves ventilation in the following ways:

- CFSD increases outdoor air ventilation. When weather and learning conditions allow, CFSD increases fresh outdoor air by opening doors wherever possible.
- CFSD decreases occupancy in areas where outdoor ventilation cannot be increased, as in cafeteria spaces.
- CFSD ensures ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- CFSD increases total airflow supply to occupied spaces, when possible.
- CFSD has disabled demand-controlled ventilation (DCV) controls that reduce air supply based on occupancy or temperature during occupied hours.
- When weather conditions permit, we open minimum outdoor air dampers to reduce or eliminate HVAC air recirculation. In mild weather, this will not affect thermal comfort or humidity. However, this is difficult to do in cold, hot, or humid weather.
- We increase outside ventilation to as high as possible without significantly diminishing design airflow.
- We inspect filter housing and racks to ensure appropriate filter fit and check for ways to minimize filter bypass.
- We check filters to ensure they are within service life and appropriately installed.
- We run the HVAC system at maximum outside airflow for 2 hours before and after the school is occupied.
- We ensure restroom exhaust fans are functional and operating at full capacity when the school is occupied.

- We inspect and maintain local exhaust ventilation in areas such as restrooms, kitchens, and cooking areas.
- We have repositioned the supply and exhaust air diffusers and/or dampers (especially in higher risk areas such as the nurse’s office).
- We use air filters rated MERV 8. The recommended MERV 13 is too restrictive to operate in our systems without causing other complications.
- The ACH (air changes per hour) are designed to meet or exceed code at the time they were built. The ACH varies based on each room and its usage.
- We use portable HEPA filtration units (air scrubbers) in various locations on each campus, including health offices, administration lobbies, MPRs, and interior hallways.

Contact tracing

- CFSD reports all positive cases of COVID-19 to the Pima County Health Department. The CFSD COVID-19 Isolation Decision-Making Matrix outlines the steps for positive cases and close contacts.
- Once identified, all known or suspected cases are sent home as soon as possible.
- Within 24 hours of confirmation of a case by the Pima County Health Department, schools must provide the names and contact information for close contacts. Per CDC guidance, close contacts are identified as “someone who was within 6 feet of an infected person (laboratory-confirmed or clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes). An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for discontinuing home isolation.” (CDC, Aug. 5, 2021)

The CDC does provide an exception “in the K-12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or clinically compatible illness) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.” (CDC, Aug. 5, 2021)

- Individuals who are confirmed cases must isolate for ten days; release from isolation occurs after ten days as long as the individual is asymptomatic.
- Unvaccinated or partially vaccinated close contacts must remain at home and be excluded from school and extra-curricular activities. Unvaccinated or partially vaccinated close contacts who remain asymptomatic may return after day seven upon providing documentation of a valid negative COVID-19 test collected on or after day five of the quarantine.
- Close contacts who can provide documentation of a completed COVID-19 vaccination series may return to school immediately if asymptomatic. Completed vaccination means 14 days from having received a single Janssen/J&J vaccine or the second dose of the Pfizer or Moderna vaccine. Individuals who are vaccinated should test for COVID-19 between day 3 and 5 of their exposure to someone who has been diagnosed with COVID-19, as well as continue to mask.

Diagnostic and screening testing

CFSD obtained BinaxNow COVID-19 Antigen Self-Test kits for all of our schools from the Pima County Health Department. Our health services staff will administer these tests to symptomatic students and/or students who were close contacts to a positive COVID case.

Efforts to provide vaccinations to school communities

CFSD provides the community with information about vaccinations and their availability within age groups, and locations for vaccinations per the Pima County Health Department, such as doctor’s offices, health departments, and retail pharmacies. [Vaccines.gov](https://www.vaccines.gov) is a helpful resource to find a location that is providing vaccinations.

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

The District will meet students' needs to deliver instruction while observing appropriate health and safety protocols. The District will continue to provide home-bound services and in-person modified instruction for students with a qualifying disability and/or chronic health condition.

- Appropriate safety accommodations are provided related to student's individual needs as determined by the IEP teams. For each student, a Needs Assessment Survey was conducted, which is reviewed along with the IEP.
- Health and safety protocols place the health and safety of educators and students as the utmost priority. Site administrators and special education staff work closely with custodial staff to intensify cleaning and disinfecting on campus.
- Shared and/or specialized equipment used to facilitate communication is cleaned, disinfected, and stored to minimize transmission of germs and viruses between individuals. These items include hearing aids, cochlear implant processors, augmentative and alternative communication (AAC) devices, hearing assistive technology (microphones and transmitters, batteries, attachments to devices), monocular aids, handheld magnifiers, wheelchairs, walkers, orthotics, standers, straps, railings, and mats.
- Teachers and educational assistants create systems for students to keep the materials they use daily separate from those of other students.
- For testing, test kits are disinfected between student use. Students are tested on campus, but staff is encouraged to test in larger rooms to the extent possible. The District is moving toward iPad testing this year, to assist with distancing and cleaning materials.

Coordination with state and local health officials

Implementation of CFSD's mitigation plan, as well as decisions on school opening and closures, depends on public health conditions as guided by the PCHD and ADHS. PCHD currently recommends inclusion of the current COVID-19 metrics that are found on the Pima County COVID-19 dashboard as a factor in re-opening schools. Pima County metrics include disease transmission, healthcare system status, and public health system status as benchmarks for the current status of the pandemic. CFSD is compliant with all state and local public health orders about school closures.

SECTION 3: CONTINUITY OF SERVICES

CFSD is committed to continuity of learning to address students' academic needs and students' and staff, social, emotional, mental health, and other needs during the 2021-2022 school year including, but not limited to:

- Using layered prevention strategies to do everything possible to ensure schools remain safe, healthy and open.
- Providing transitions within schools and between levels of schooling to build strong relationships between teachers and students, and to create a sense of belonging.
- Providing full-time counselors at the schools to provide a comprehensive school counseling program.
- Providing social/emotional support for students through classroom-based counseling lessons, and connecting families with community resources to support the mental health of students.
- Providing a two week jump-start in math support prior to the beginning of the school year.
- Using benchmark and diagnostic assessments in reading (DIBELS 8, Developmental Reading Assessment – DRA2) and mathematics (District Common Assessments) to evaluate student performance.
- Using student data to inform planning and instruction.
- Identifying the most essential skills and prioritizing content that students need to accelerate learning.
- Focusing on grade level content and instructional rigor depth of instruction– teaching for transfer.
- Identifying student assets and maintaining an asset-based view of students.
- Using data and rank order criteria to target instruction to the students that 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.

- Providing physical education and the visual and performing arts to all students as part of their educational experience.

The U.S. Department of Agriculture (USDA) has extended its program to offer free breakfast and lunch meals to all students each school day of the 2021-2022 school year.

ESSER III Budget Expenditures

Below is a summary of budget expenditures. The district is required to use at least 20% to address “Learning Loss.” The other 80% can be used for discretionary activities. CFSD will spend approximately 58% of the funds to address unfinished learning / “learning loss” and the social, emotional, and mental health needs of students. The expenditures reflect input from the CFSD community (parents, students, teachers, community members) obtained from the ESSER III Stakeholder Input Survey that was administered June 10-21, 2021. In addition, district and school administrators evaluated the expenditures ensuring all of the necessary components of ESSER III were met.

Academic

The district is required to use at least 20% of its ARP ESSER III formula funds to address the academic impact of lost instructional time (“learning loss”) through the implementation of evidence-based interventions and practices, such as summer learning and extended day programs. CFSD will implement a combination of targeted intervention programs to support students’ academic needs as well as their social and emotional needs. Targeted recruitment will be implemented to promote participation of students and subgroups most impacted by COVID-19 including at-risk students, each major racial and ethnic group, students from low income families, students with disabilities, English learners, students experiencing homelessness, and those in foster care. Approximately 38% of the funds will be used to address students’ academic needs (unfinished learning/“learning loss”).

- Extended Day Academic Support
 - Extended Day Targeted Intensive Tutoring/Academic Support will be provided 1:1 and in small groups (1:2 or 1:3) 2-3 days per week in mathematics and/or reading with pre-selected students to address the disproportionate impact of the pandemic on at-risk and vulnerable student populations. In-house teachers will be paid an hourly rate to support students in the essential skills needed to succeed in current and successive grade level standards.
 - Summer (school) academic support will be provided in mathematics to accelerate learning, focused on meeting the needs of student subgroups through July 2024. Grades K-8 will provide small group math instruction focused on identified essential skills needed for achievement in successive courses. Students will be assigned to in-house teachers for three weeks in June and/or two weeks in July. Data and criteria will be used to rank order and select our most at-risk and vulnerable students from student subgroups for participation in the program. Counselors will be onsite to provide social, emotional, and mental health support during Summer 2022-2024.
 - Students’ progress toward graduation will be monitored. Summer credit recovery learning opportunities will be provided at the high school through July 2024 to help students who are failing one or more courses stay on-track for graduation, focusing on student subgroups and those students most impacted by the pandemic.
- School Day Academic Support
 - Tier 2 targeted academic support will be provided during the school day in Math (K-12) and Reading (K-5). Data and criteria will be used to rank order and select our most at-risk and vulnerable students from student subgroups for participation in the program.
 - Academic support through new sections of the Falcon Academy will be established for pre-selected at-risk 10th grade students to build cross-disciplinary strategies and skills that will enable success in current and future courses.
- Academic/SEL support will be provided for students who are in quarantine and/or isolation due to COVID through conferencing, adjusting/modifying lessons and assignments, and checking in with students/families using email, phone calls, or virtual means.

Social, emotional, and mental health needs

CFSD strives to provide welcoming, responsive, and supportive learning environments for all students. The district will use approximately 20% of its ARP Act ESSER III funds to provide expanded counseling and SEL support at the elementary level, support SEL needs of K-12 students attending summer school, and build the capacity of teachers and staff through professional development in social and emotional learning.

- The district will hire two new counselors at the elementary level to support the social and emotional learning (SEL) needs of individual students/families that have been adversely impacted by the pandemic. They will also provide lessons using the board adopted SEL counseling standards, and connect families with community resources, as needed.
- During summer academic support (summer school), counselors will be available to students/families and teachers to provide social and emotional support and strategies.
- Funds will be provided to the schools for teacher and staff professional development in social and emotional learning using Arizona’s SEL competencies from the CASEL framework, and trauma-informed care/practices aimed at supporting educators and helping students feel safe in a supportive learning environment.

Other needs

The ARP Act permits districts to use the ARP Act ESSER III funding to address the impacts of COVID-19 in a variety of ways. CFSD will use approximately 26 % of its ARP Act ESSER III funds to procure technology to support instructional delivery and provide continuity of in-person learning for all students. Worn out, aged, and non-functioning devices will be replaced at each school in order to maintain or continue regular use of technology during learning and for interaction between the student and the teacher and student-to-student. Devices will also be provided to students, as needed, when they are required to quarantine and/or isolate so that they are able to access assignments and learning materials while they are absent from school. In addition, CFSD will continue to provide hot spots for students who do not have access to the Internet during quarantine and/or isolation periods.

ARP ESSER III funds may be used to implement prevention and mitigation strategies in order to continuously and safely open and operate schools for in-person learning. CFSD will use approximately 13% percent of ARP ESSER III funds to procure additional HEPA filtration units to enhance air quality cleaning in spaces where large groups of students are likely to meet or engage in instruction or interact with each other, such as the Multi-Purpose Room (MPR), Commons, Music/Performing Arts rooms, and Physical Education locker rooms at each school. CFSD will also replace interior and exterior wall mounted and/or exterior free standing drinking fountains at each school with contactless water bottle filling stations to provide more healthy, hygienic units for hydration. These units deliver water without users needing to touch any part of the refill point.

SECTION 4. OPPORTUNITY FOR PUBLIC COMMENT

In developing the ARP ESSER III Plan, CFSD will seek staff, student, parent, and community feedback using multiple strategies. An ESSER III Stakeholder Input Survey was launched on June 10, 2021 and open for 11 days to solicit input from parents, students, teachers, community members on how to prioritize ARP ESSER III expenditures. As part of the survey, respondents were asked to provide information on what stakeholder group they represented. There were 1,421 respondents who completed the ESSER III Stakeholder Input Survey. Of those, 840 (59.11%) were parents or legal guardians, 281 (19.77%) were students, 167 (11.75%) were staff members and 133 (9.36%) were community members/alumni.

Survey respondents were asked to rank order two areas of services according to their priority: “Academic Support Services” and “Other Services.” The top priority for “Academic Support Services” is to provide additional services to address the needs of students from low-income households, students with disabilities, English language learners, homeless students and students in foster care (40.64%). The other academic support services were prioritized as follows: before and after school academic support during the school year (24.64%), tutoring (13.69%), summer academic support (9.92%), credit recovery (7.87%) and additional school days (4.39%).

In the category of “Other Services,” survey respondents selected additional counseling services as the top priority (25.47%). Other services in order of priority included: conducting technology updates that may include infrastructure, connectivity, and access to devices to aid in the educational access and interaction between school and home (24.87%), providing professional learning for staff to address academic needs (14.40%), providing professional learning for staff to address social/emotional needs (13.90%), provide behavioral health interventions (13.35%), utilize enhanced facility cleaning (6.01%) and provide health services support (3.08%).

Priorities for the expenditures were identified from the results of the ESSER III Stakeholder Input Survey and in consultation with school principals, assistant principals, Director of Facilities, Director of Special Services, and district level administration. School reopening and health mitigation plans have been communicated to families through SchoolMessenger, and are posted on the district’s website with contact information should the public have questions and/or concerns. Questions, concerns, and comments from families/parents and community that are addressed through email and phone calls are responded to in a timely manner. Public comments at board meetings provide another venue for the parents, staff, and the community to address the governing board and voice concerns about CFSD’s plan for the return to in-person learning. Recently, a new dashboard with positive COVID cases was created for the district’s website, more outdoor seating is being procured for the high school to increase seating capacity for students during lunch, and masks went into effect after a recent court ruling that stated that the requirement for optional masking does not go into effect until September 29, 2021. A report about the plan and related expenditures will be provided to the Governing Board on September 14, 2021.

SECTION 5: PERIODIC REVIEW AND REVISION OF PLAN

During the period of the ARP ESSER award (until September 2023), CFSD will periodically review and, as needed, revise its plan for the safe return to in-person instruction and continuity of services. The plan will be reviewed at least every six months, and CFSD will seek and take into account public input during the review process. Plan revisions will address updated guidance from the CDC, PCHD, and ADHS on maintaining the safe opening schools for in-person instruction, if any is issued.

SECTION 6: MAKING THE PLAN AVAILABLE TO THE PUBLIC

CFSD has taken the following steps to make this plan available to the public.

The Return to School Plan is posted on the district’s website at <https://www.cfsd16.org/reopening-school/safe-return-to-school>;

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; and

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 Director of Alumni and Community Relations at (520) 209-7543.