

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



Entity ID	CTDS	LEA NAME
4486	130403000	Clarkdale-Jerome Elementary School District #3

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	
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	

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?

We are adapting based on current CDC and ADHS guidelines. We are no longer quarantining students who are in close contact. We also are not requiring mask mandates or COVID vaccinations as that would conflict with recently passed legislation. We are, however, requiring staff/students to isolate for five days with a positive COVID result. We are also providing free rapid testing for faculty/staff, students and their immediate families.

### Students' Needs:

Academic Needs	Through ESSER funding, we have hired an interventionist and paraprofessional to assist with student learning loss. We will incorporate a multi-tiered system of support. Student data will be regularly reviewed for student groupings and to identify specific skill deficiencies. We will continue with our after-school tutoring program along with summer school.
Social, Emotional and Mental Health Needs	At Clarkdale-Jerome School, we have always prioritized the social and emotional development and well-being of our students. We know that our

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	<p>current environment poses new, and challenging, opportunities for us to continue to prioritize these skills in a meaningful way. Our school counseling department plans to continue supporting students, families and faculty/staff in the following ways, both during in person and distance learning environments:</p> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> <li>• Support families with referrals to outside agencies for resource support</li> <li>• Provide resources for families in talking with their children about COVID-19</li> <li>• Provide resources to families on social-emotional learning</li> <li>• Supports to families for resources on fostering resilience and addressing trauma</li> <li>• Assist teachers in assessing student social emotional needs</li> <li>• Support teachers in trauma sensitive teaching to identify students in need and make appropriate referrals</li> <li>• Develop and present classroom-based guidance lessons designed for student achievement of skills in career, academic, personal and social development in small and large group settings</li> </ul>
Other Needs (which may include student health and food services)	We will continue our partnership with the Yavapai County Community Health services, which provides us with COVID rapid test kits. Students will have the opportunity to be tested upon parent/guardian request if they show identified symptoms. Household members will also be eligible for rapid testing upon request.
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	The District will communicate with faculty/staff our health insurance wellness program that includes emotional support programs.
Other Needs	We continue to supply PPE for our teachers/staff upon request. Other needs will be dealt with on an individual basis, including free rapid diagnostic test.

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** August 4, 2022

### Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan: We have presented our plan to our Parent Advisory Council and our faculty/staff for input and further revisions.

## U.S. Department of Education Interim Final Rule (IFR)

### (1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

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- (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