

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



Entity ID	CTDS	LEA NAME
79426	10-87-85-001	Aprender, Tucson

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	Y	Students, staff and visitors are all required to wear masks while indoors on campus.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Students are separated into grade-level pods while indoors. Pods are only together indoors when necessary and are separated by 6 feet or more at all times. All events that require pods to be together take place outdoors.
Handwashing and respiratory etiquette	Y	Students must wash hands or use hand sanitizer before and after eating, after using the restroom and after playing outside.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Classrooms either keep their front and back doors open and/or have a air purifier running during the day. We are in the process of installing air conditioning units that use better filters. Frequently touched surfaces are wiped down daily and bathrooms are cleaned twice daily.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	We participate in Concentric pooled testing and perform weekly tests on all students who have given their consent. We also perform Bionex Rapid antigen tests on students who are symptomatic or exposed. If there is a positive case, we report to Pima County Health department our positive case and close contacts, isolating all unvaccinated close contacts for 10 days.
Diagnostic and screening testing	Y	We participate in Concentric pooled testing, and perform weekly tests on all students who have given their consent. We also perform Bionex Rapid antigen tests on students who are symptomatic or exposed.
Efforts to provide vaccinations to school communities	Y	We are currently in the process of applying to be a vaccine site for any parents interested in being vaccinated or having their students vaccinated.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Students with disabilities receive separate services from their teachers during a closure and/or quarantine. Their teachers most often meet with them one on one over Zoom during the time when their services would normally take place.
Coordination with State and local health officials	Y	We remain in contact with Pima County Health Department weekly through their school

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webinars. We also report all testing results through their reporting tool.

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?

Our focus this year is keep the school functioning with as little disruption as possible so the students can feel physically and mentally safe to learn on campus. We are putting a big emphasis on testing students regularly and isolating positive cases quickly. We have been doing weekly pooled testing with Concentric, which has allowed us to screen students for COVID. If there is a positive case, we can quickly remove the student and close contacts before there is spread to the rest of the school community. Students who do need to quarantine are moved to online learning for the duration of their time out of the classroom. This online learning provides students with assignments that will help them to keep up with what is going on in the classroom remotely. Students are given video instruction and assignments that cover core curriculum and are designed for the students to be able to do independently or with help from parents when they are available after work.

Students' Needs:

Academic Needs	Students will be given instruction in-person for as long as it is safe to so. Our emphasis on testing helps to keep outbreaks from happening so in-person classrooms can stay available. If that is not possible, students are given tablets to take home where they can work on assignments from teachers. Most of our current curriculum has an online component, so students can work on the same things they would have been working on in class and can complete their quarantine without falling behind.
Social, Emotional and Mental Health Needs	We have enrolled in a SEL program that is training five of our staff to be Certified Mental Health Specialists. This program also provides training for all-staff in ways to handle student mental health issues that have arisen since the pandemic. We also have a Family Advocate, who reached out to the students and the families who were not responding to teachers when we were doing online learning last year. In the event of another closure, she will continue to do so.
Other Needs (which may include student health and food services)	We had food available for pick up daily for all families during the school closures. We also currently have a partnership with the local Food Bank, and are a distribution site for large amounts of food every other week for our parents and other members of the community. We have used federal funding to hire on a Health Coordinator, who we will be responsible for reaching out to parents and families with students who have health concerns in the event of another closure.

Staff Needs:

Social, Emotional and Mental Health Needs	Staff are encouraged not to work after hours, and to take time off when needed. There are typically two people in every elementary class, so substitutes are available without further burdening other staff members during the substitute shortage. We have staff events every quarter that allow staff to talk and let off steam in areas outside of campus. We also have done small things to boost morale, like keeping our coffee bar stocked.
Other Needs	We have used some of the extra money in our budget to give stipends to staff for tutoring and provide supplies so they do not have to pay for anything out of their own pocket.

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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	August 19th, 2021
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 hold public hearings regularly when implementing new policies and procedures. We advertise these to parents, families and the community and actively ask for feedback about policy proposals. As one example: Our most recent revision involved decisions on whether to continue full day kindergarten, considering that social distancing would be a concern. We decided to implement full-day kindergarten based on feedback from multiple parents within that meeting.

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

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

- (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).

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- (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