

## Uncommon Schools Troy Prep Plan for Safe Return to In-Person Instruction, Continuity of Services, and Use of ARP-ESSER Funds

### Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

#### Introduction and Background

In March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families.

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must develop and post on their website their Safe Return Plans by July 1, 2021.** Note that the New York State Education Department did not develop a template or require LEAs to formally submit plans.

## Plan for Safe Return to In-Person Instruction and Continuity of Services

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LEA Name: Uncommon Schools Troy Prep

Date: 07/01/2021

Date Revised (if applicable): N/A

### 1. Ensuring Continuity of Services

Uncommon Schools Troy Prep will ensure the continuity of high-quality student learning by being responsive to students' and staff's needs including health and safety, mental health, and access to food and technology. All schools will use a social and emotional learning (SEL) curriculum. Troy Prep has developed lessons for each grade span that explore physical, social, and emotional wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves.

In our effort to continue to expand efforts to support students in need of additional mental health, behavioral and emotional support, our schools will also implement:

1. Summer School - Schools are offering a no-cost, five-week summer school experience with an emphasis on academic development in literacy and math to help close COVID-related student learning gaps. Participating students will also engage in enrichment activities during the program.
2. Social and Emotional Supports - Troy Prep has a team of full-time, school-based social workers as well as psychologists and counselors to support the social-emotional well-being of our students and their families. Social Worker Supervisors will also conduct professional development for all school-based social workers and counselors on trauma, social emotional learning, wellness, grief, loss, and anxiety.
3. Streamlined Systems for Wellness Service Referral/Documentation - A "Student Wellness Referral and Tracker" tool will be utilized to identify any and all supports that students may need and submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.

School staff have access to a variety of mental health resources. One no-cost resource is the Employee Assistance Program (EAP). This program is designed to provide staff and family members with confidential assistance to support a variety of needs and concerns, including: emotional health and well-being, substance abuse, marriage and relationship problems, parenting advice, stress and anxiety management, grief and loss, and financial and legal advice. Our Human Resources Department also shares monthly email newsletters with resources for staff including links to physical and mental health programs available. Schools also include a "Wellness Corner" in weekly communications to families and staff with student and teacher-facing wellness resources and activities.

## 2. Public Comment

At Uncommon Schools Troy Prep, we believe that seeking input from diverse stakeholders is essential as we develop plans that are responsive to the needs of students, families, and educators. In early June, we surveyed school community stakeholders through a robust series of questions to solicit their input into how they believe we can enhance our schools with these funds. Once we receive input, organizational and school leaders will review the findings and determine the best way to use these funds to support our students and larger school community.

Our plan for Safe Return to In-Person Instruction and Continuity of Services and accompanying public comment are translated into the most common non-English speaking languages of our families, namely Spanish. Copies of the plan are available in print form or with oral translation upon request.

## 3. Maintaining Health and Safety

For each of the below mitigation strategies, Troy Prep will implement the following policies, based on the safety recommendations established by the CDC, the New York State Department of Health and New York State Education Department.

### A. Universal and correct wearing of masks

#1. Universal and correct use of masks	
Non-Negotiables	Flexible Implementation
<ol style="list-style-type: none"> <li>1. All adults and students correctly and consistently wear facemasks when in the building</li> <li>2. Clear and prominent signage reminding students and staff to wear masks</li> <li>3. In limited, short-term situations* where masks are not feasible, all students and staff must maintain 6 ft of social distancing</li> </ol> <p><i>*Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with a mask on. For example, eating breakfast and lunch or if a student is being assessed for a facial injury (nosebleed, scratch, etc.).</i></p>	<ul style="list-style-type: none"> <li>• Temporary removal of face mask for <u>adults only</u> if they are alone in a room</li> </ul>

Rationale

The CDC recommends people wear masks in public settings, at events and gatherings, and anywhere they will be around other people. For further information on mask choice, fit and storage guidance, see the CDC's [Guide to Masks](#).

For reference, the CDC does not recommend the use of face shields. For limited activities, such as temperature checks or nurse visits, schools may choose to provide face shields for staff personnel, but the overall effectiveness of face shields is unknown and should always be used in tandem with masks.

**B. Physical distancing (e.g., including use of cohorts/podding)**

#2. Physical distancing

Non-Negotiables	Flexible Implementation						
<ol style="list-style-type: none"> <li>1. No activity can be done with less than 3 ft of distance between people, with limited exceptions*</li> <li>2. Students should be at least 3ft apart in classrooms.</li> <li>3. In limited, short-term situations** where masks are not feasible, all students and staff must maintain 6 ft of social distancing</li> <li>4. At all times there should be 6ft of distance between adults (teachers and staff) and between adults and students.</li> <li>5. Implement as restrictive “cohorting”*** practices as grade span allows</li> <li>6. All group gatherings must follow state guidelines for indoor and outdoor settings in addition to Troy Prep Health &amp; Safety guidelines related to masks and physical distancing.</li> </ol> <table border="1" data-bbox="451 1166 907 1291"> <thead> <tr> <th></th> <th>INDOOR</th> <th>OUTDOOR</th> </tr> </thead> <tbody> <tr> <td><a href="#">NY</a></td> <td>100</td> <td>200</td> </tr> </tbody> </table> <p data-bbox="451 1307 907 1356"><i>Note: Numbers subject to change based on state guidelines</i></p>		INDOOR	OUTDOOR	<a href="#">NY</a>	100	200	<ul style="list-style-type: none"> <li>• Eliminate or decrease nonessential in-person interactions among staff during meetings, lunches and other adult-to-adult situations</li> <li>• Group gatherings should be held outdoors or via Zoom whenever possible</li> </ul>
	INDOOR	OUTDOOR					
<a href="#">NY</a>	100	200					

7. All extracurricular activities (e.g. athletics) must adhere to Troy Prep Health & Safety guidelines outlined herein, as well as state/local guidance for the specific activity
8. Display clear and prominent social distancing signage (floor stickers, signs, etc.)

*\*Limited exceptions/situations are defined as moments that are transitory in nature (ie. walking past someone in the hallway) and/or moments where it is impossible for a person to complete a function with 3 ft distance. For example, addressing student personal hygiene, "Handle with Care" (student restraint), or providing specific Special Education/IEP services.*

*\*\*Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with a mask on. For example, eating breakfast and lunch or if a student is being assessed for a facial injury (nosebleed, scratch, etc.).*

*\*\*\*"Cohorting" refers to the practice of creating groups of students that are separated from other groups by at least 6 feet throughout the entire day.*

**Rationale**

The CDC recommends physical distancing, whereby individuals keep space between themselves and other people outside of their home. Further recommendations are outlined in the CDC's [Considerations for Schools](#).

**#3. Handwashing and respiratory etiquette**

**Non-Negotiables**

1. All students required to sanitize/wash hands frequently throughout the day, at a minimum at arrival, meal times, bathrooms and dismissal
2. Display clear and prominent hygiene signage (hand wash signs, hygiene station, etc.)
3. Hand sanitizer and hygiene stations are available and frequently re-stocked for all students and staff in all classrooms, offices and common spaces

**Flexible Implementation**

- Sanitizing protocols are implemented after each time a space is used (including classrooms and common spaces)

**Rationale**

The CDC states that the virus is spread from person-to-person via respiratory droplets and via surfaces, albeit less frequently. As a result, some of the best ways to prevent illness is to avoid being exposed to this virus through frequent and thorough hand-washing, cleaning and disinfecting, and avoiding close contact with others.

**C. Cleaning and maintaining healthy facilities, including improving ventilation**

**#4. Cleaning and maintaining healthy facilities**

Non-Negotiables	Flexible Implementation
<p>Facilities</p> <ul style="list-style-type: none"> <li>● Improve ventilation to the extent possible to increase circulation of outdoor air</li> <li>● Ensure all HVAC systems are maintained and operating at manufacturer's specifications</li> <li>● Adjust physical layouts in classrooms and other settings to maximize physical space</li> </ul> <p>Cleaning</p> <ul style="list-style-type: none"> <li>● Regularly clean frequently touched surfaces, such as door handles, sink handles, and toilets</li> <li>● Limit the sharing of resources for staff and students, whenever possible, or provide sanitization supplies and instructions when equipment is shared</li> </ul>	<p>Facilities</p> <ul style="list-style-type: none"> <li>● Prohibit use of spaces without adequate ventilation, either via HVAC or windows/doors</li> <li>● Ensure that windows and doors (except external doors) are open whenever possible and use fans to circulate outside air into the building</li> <li>● Confirm all HVAC units are properly maintained, and filters are cleaned/changed according to manufacturer's specifications</li> <li>● Limit communal use of shared spaces, such as cafeterias and shared work rooms; otherwise, stagger use and clean between use.</li> </ul>

**Rationale**

The CDC states that making changes to physical spaces can promote a healthy environment and facilities, as well as routine and consistent cleaning of high-touch surfaces. For further information on ventilation standards, see the [CDC's Ventilation in Schools](#) guidance.

**D. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments**

#5. Contact tracing in combination with isolation and quarantine	
Non-Negotiables	Flexible Implementation
<ol style="list-style-type: none"> <li>1. Clear and comprehensive symptoms-monitoring, including use of Daily Screener/”Health Pass” and checking temperatures with no-touch thermometers, implemented at arrival daily and whenever anyone enters the building</li> <li>2. Consistent and clear school-based procedures for managing staff and students who have a positive diagnosis of COVID-19, symptoms or exposure. These procedures should be based on and in line with Troy Prep’s policies outlined in the HR Library, including Stay Home, Return to Work, Travel, Exposure, Vaccination, etc.</li> <li>3. Implement COVID-19 screening testing as per Troy Prep Screening Testing Philosophy and Plan, which includes but it not limited to:               <ul style="list-style-type: none"> <li>○ A cross-regional aligned screening testing plan through October 1st of the 2021-2022 school year. The screening testing regime will take place weekly for 10%* of the following consenting populations of individuals: all K- 12 students and staff who will be onsite in our school buildings, regardless of their vaccination status.</li> <li>○ Screening testing is intended to identify infected people without symptoms (or before development of symptoms) who may be contagious so that measures can be taken to prevent further transmission.</li> <li>○ The goal of this type of screening testing is to be able to identify individuals who are infected and enable them to take precautions immediately to protect themselves, their families, and the broader school community. You can read more about the CDC's guidance <a href="#">here</a>.</li> </ul> </li> </ol> <p><i>*NY State and local guidelines regarding testing always take precedence over the Uncommon policy, if the requirement is to test over 10% of the onsite population. Troy Prep will default to state and</i></p>	<ul style="list-style-type: none"> <li>● Restrict all non-essential visitors to the building as per Troy Prep policy</li> </ul>

*district in-school testing requirements if over 10% of students and staff are to be tested to be in compliance with local regulations.*

**Rationale**

Critical to the success of Health & Safety guidelines is the ability for schools to quickly identify positive cases and/or exposure, isolate and mitigate future risk. This requires collaboration with the Health Department to provide information about people diagnosed with or exposed to COVID-19 and for students, teachers and staff with positive test results to isolate, and close contacts quarantine.

**E. Diagnostic and screening testing**

**#6. Screening Testing**

**Non-Negotiables**

- All schools will conduct Screening Testing (Pooled Surveillance Testing).
- All schools will use PCR testing and utilize either a Nasal swab or Saliva sample collection method.
- All schools will perform weekly screening testing for 10% of all K-12 students and staff regardless of vaccination status, unless state and local guidelines mandate a higher rate of testing.
- All schools will begin testing the first week with students in the building and must implement testing weekly until at least October 1, 2021 regardless of community transmission rates.

**Flexible Implementation**

**Rationale**

CDC guidelines call for schools to implement screening testing in communities with moderate to high transmission rates. Screening testing helps to gauge the prevalence of COVID-19 within the community by evaluating non-symptomatic individuals. PCR testing is the most accurate test in detecting COVID-19 and is the only approved testing type for screening testing. This additional safety measure is intended to complement our health and safety measures outlined in Health & Safety Guidelines in COVID Environment in order to keep our community safe for SY21-22.



**G. Efforts to provide vaccinations to educators, other staff, and students, if eligible**

Troy Prep encourages all eligible staff, families, and students to get vaccinated to support the health and safety of our communities. Our schools are dedicated to supporting our communities and families by providing easy access to the COVID-19 vaccine. Once educators became eligible for the vaccine, and now that the vaccine is available to all individuals ages 12 and older, we will continue vaccination efforts to support our school community with equitable access to the vaccine. The week of July 12, 2021, we will host a virtual town hall session with local health experts and city leaders to encourage families of middle school and high school students to get the vaccine. Following that, we will host a back-to-school pop-up vaccination clinic serving our eligible students, families, and wider community members.

**H. Appropriate accommodations for children with disabilities with respect to the health and safety policies**

Students with disabilities will be required to wear face coverings; however, there may be an exception if a student’s medical condition or disability precludes the use of a face covering. TroyPrep will work compassionately and collaboratively with the child, family, and teachers to provide inclusive options in consideration of a child’s disability to support in person learning with accommodations in reflection of a child’s Individual Education Program (IEP), and Behavior Intervention Plan (BIP) If a parent/guardian of a student with a disability believes the use of a face covering would not be possible for the child because of the child’s disability, the parent should provide documentation from the child’s healthcare provider to the student’s case manager or school principal.

**Flexible Implementation: Immunocompromised/Medically Fragile Students**

For any students that have increased risk associated with COVID-19, schools should create individualized plans to support them. Individualized plans should consider, but not be limited to the following support strategies:

- Additional preventative measures:
  - Preferential seating in classroom (close to door/window, nearest to air vent for circulation, etc.)
  - Supplemental sanitizing of desk and chair
  - Extra opportunities to wash/sanitize hands
  - Phone calls to monitor and educate family on social distancing, hand hygiene, etc.
- Additional symptom monitoring:
  - Temperature monitoring throughout the day (past arrival)
  - Daily check-ins with Nurse for observation
- Alternate arrival/dismissal location(s)/time(s) to avoid crowds

- Reduce time in building
  - Zoom in to the classroom to “participate” in in-person learning from home (this would require setting up a Chromebook and Zoom in the classroom)
  - Reduced time spent in building, with supplemental work sent home/opportunities for remote learning

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## Plan for Use of ARP-ESSER Funds

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**LEA Name: Uncommon Schools Troy Prep**

**Date: 07/01/2021**

**Date Revised (if applicable): N/A**

Uncommon Schools Troy Prep plans to use ESSER funding to work in new and innovative ways to support core instructional and operational priorities, namely addressing learning loss and safely returning to in-person instruction for school years 2020-21 – 2024-25. Funds will support one-time investments in expanded summer school programming that will focus on closing COVID-related learning gaps in literacy and math, rewriting curriculum to implement evidence-based strategies for social emotional learning and academic achievement, and providing additional professional development for all staff around these initiatives. There will also be continued investment into educational technology, remaining committed to providing 1:1 Chromebooks for students with access to related online learning platforms while ensuring continuity of services to students in school or at home as required. Funds will also be used to provide PPE for all staff and students, perform surveillance testing, and test and upgrade our facilities’ ventilation as necessary.