



# DELAWARE ARP ESSER HEALTH & SAFETY PLAN

## PURPOSE 1

This section is to document the LEA's required Safe Return to In-Person Instruction and Continuity of Services Plan reviewed on 10/17/24.

**1. Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:**

**a. Universal and correct wearing of masks.**

Freire Charter School Wilmington's policy on face masks currently indicates masks are optional for all individuals while in the building. We will continually monitor CDC as well as state and local guidelines for updates to modify this requirement.

**b. Physical distancing (e.g., using cohorts/ podding)**

Per the current CDC guidance for schools, we have deprioritized physical distancing.

**c. Handwashing and respiratory etiquette.**

We utilize motion-sensor faucets and soap dispensers. Additionally, hand sanitizer is readily available throughout the building especially in high-touch areas. We will continually monitor CDC as well as state and local guidelines for updates to modify these handwashing and respiratory etiquette requirements.

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

Freire Charter School Wilmington has developed cleaning and sanitization schedules and procedures according to current CDC and OSHA guidelines.

MERV-13 filters and air ionizers are installed in the central HVAC units to support greater air filtration. To further support air filtration, the school has secured portable air purifiers. We will continually monitor CDC as well as state and local guidelines for updates to modify our cleaning, ventilation, and sanitization procedures and protocols.

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

Per updated CDC guidance as of March 2024, students and staff with symptoms of a respiratory virus should stay home until they are fever-free for 24 hours (without the use of fever-reducing medications) and their symptoms are improving. The CDC has discontinued contact tracing and quarantining for exposure.

**f. Diagnostic and screening testing.**

Freire Charter School Wilmington is not planning on offering regular COVID testing during the school year.

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

Freire Wilmington has in the past held several in-school vaccination clinics, open to the local community, in partnership with Care Force MD. Freire Wilmington will continue to promote that students and families remain current with their COVID vaccines and boosters as the best deterrent from serious infection/illness.

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

Additional protective equipment will be provided, as appropriate, for settings that require close human contact, such as staff providing support for students with disabilities and counseling services. Emotional Supports services will also continue to be available virtually to students when needed. We will continually monitor CDC as well as state and local guidelines for updates to modify our accommodations to students with disabilities.

**2. How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?**

Continuity of services for all students is a top priority for Freire Wilmington. Technology investments allow us to pivot to providing instruction and emotional supports virtually as needed.

## **PURPOSE 2**

**This section is to document the LEA's required ARP ESSER Plan due by August 23, 2021 and reviewed on December 16, 2021, which at a minimum must describe:**

**1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance.**

Throughout the execution of our in-person learning program, Freire Wilmington ensures our prevention and mitigation policies are aligned with current guidance from the CDC as well as state and local authorities. To achieve this, the operations team at the Freire Schools Collaborative Network Office reviews any new health and safety guidance regarding the operation of schools. As new information becomes available, the Network Office supports school administration in revising policies and procedures as well as communicating updates with families and staff.

**2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence-based interventions.**

Freire Wilmington used the ESSER-III set-aside to invest in our academic advising program to ensure that students were supported as we focus on learning acceleration, to support math instruction and intervention,

**3. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements.**

ESSER III funds ensured continuity of services by supporting the salaries and benefits for valuable personnel positions, including an admissions coordinator, one ELA teacher and one Social Studies teacher who

provided core instruction, a Student Supports Coordinator and a Psychologist, both of whom provided counseling and support to students in crisis or who were facing other challenges that required intervention and support; an IT Coordinator, who maintained the day-to-day technology needs of the school, which increased since COVID as Freire shifted to become a 1:1 school.

ESSER II funds were used to purchase Chromebook computers and relevant supplies (e.g. chargers, replacement screens, computer cases) for every Freire student, ensuring they had access to the technology they needed to participate in our 1:1 learning model.

**4. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.**

Freire Wilmington recognizes that the impact of COVID-19 has affected our students beyond learning loss. Prior to COVID 153 students visited our school counselors for therapy sessions. During remote learning throughout COVID, that went down to 23 students. We believe that this reduction was a reflection of social-emotional disengagement that was prevalent in schools throughout the country. Much like our programs designed to address learning loss, we explored ways to accelerate social-emotional wellbeing and re-engaged students in ways that were supportive and authentic. One step we took was to contract with a psychologist to lead these efforts and hired a Student Support Coordinator for a more holistic approach to student wellbeing. The Student Support Coordinator worked closely with our Emotional Supports Department and our Culture and Discipline Team providing counseling to students in crisis or facing other challenges that required intervention and support. This position also focused on developing school culture and family engagement initiatives in conjunction with supporting the Director of Advising in resolving student attendance issues. As a result of funding these positions, we anticipated an improvement in student attendance during COVID-19 and/or an increase in engagement with the remote learning program if we should need to revert to it.

Throughout the grant period, we used data to ensure that our programming was responding to students' needs. Metrics that we reviewed regularly included benchmark test results, attendance, suspensions, # of students participating in therapy, # of students participating in peer mediation, student engagement survey data, and other academic and SEL measures.

**5. Describe the promising practices the LEA has implemented to accelerate learning.**

With the understanding that one of the best ways to accelerate learning is exposing students to high quality, grade level instruction and curriculum, FCSW adopted high-quality, standards aligned ELA curriculum (EngageNY), continued the implementation of Illustrative Mathematics curriculum, and supported implementation of both with Professional Learning Communities.