

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor’s Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

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

LEA Name:

Pacific View Charter School District 2.0

Option for ensuring safe in-person instruction and continuity of services:
has developed a plan

1. Please choose one:

- The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

- The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

HSRC: <https://secureservercdn.net/198.71.233.41/f27.cf3.myftpupload.com/wp-content/uploads/2021/02/COVID-19-School-Site-Specific-Protection-Plan-SSPP.pdf>

MARC: <https://secureservercdn.net/198.71.233.41/f27.cf3.myftpupload.com/wp-content/uploads/2021/03/Moore-Ave-Site-Plan-SSSPSS-Template-final.7.22.20.pdf>

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Pacific View Charter will implement the following in our workplace:

- Conduct workplace-specific evaluations using the Appendix A: Identification of COVID-19 Hazards form.

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the

local health department related to COVID-19 hazards and prevention.

- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the COVID-19 Inspections form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.
- Incorporate the elements of the COVID-19 School Site-Specific Protection Plan (SSPP)
- Incorporate the HCOE Assessment Procedures 2020-2021

3. 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 foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

MARC: A Distant Learning Plan created a school website with individual teacher pages with daily work schedules. School staff was trained in virtual meetings utilizing zoom in order to communicate with families and facilitate the APEX digital curriculum. Distant learning equipment was provided as needed to families in the form of Chromebooks and provided a virtual six- period day if quarantine is needed for future school closures. Due to the complexities and dynamic change of the COVID-19 pandemic, a flexible 6 period day utilizing a two group cohort was created to facilitate classroom-based learning. At anytime, the 2 cohorts can be merged for full-on-site instruction when deemed safe by the California department of health or executed virtually through zoom classes online. Teachers will assess student learning loss at the start of the year utilizing CA state standard curriculum adopted by the MARC.

- Teachers have developed high-quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, the volume of work assigned, and student/teacher interaction.
- Teachers have utilized strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical. Special population IEPs were amended when necessary for the COVID distance circumstances.
- Teachers have offered and observed established virtual office hours and meeting times during the regularly scheduled workday that included but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.- Teachers have provided instructional resources and materials through paper-based packets, and digital learning means such as Google Classroom, APEX, and other tools of choice.
- Teachers have communicated regularly with parents and families regarding expectations and student progress; if students were not engaged in the lessons and assignments, teachers have contacted parents and the school counselor.
- Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.
- Teachers will monitor district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.
- Weekly professional development and strategic meetings through zoom were conducted for continuous improvement and execution of distant learning.
- Modes of communication have included email, phone, text, paper correspondence, all-call through School-wise, and face to face communication with appropriate social distancing observed.

HSRC: Should we experience future school closures, we will ensure continuity of services for all students: As in the recent past, teachers moved from in-person instruction to distance learning instruction. Although not ideal, students and teachers interacted with one another throughout the virtual school day. The curriculum remained rigorous, although slimmed down to meet the need of "structured, direct, and explicit." Students continue to make significant progress with a staff of dedicated teachers. EL students will continue to receive daily structured lessons in one-on-one or small group settings. Students with disabilities will continue to receive their daily required service minutes, as spelled out in their IEP. Additionally, classroom teachers will continue to meet with their students with disabilities on a daily basis. The only thing that would change from being on-site is that it would be virtual: implementing many of the same processes as MARC.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

A committee was enacted during January 2021 to reopen the school for in-person instruction. The LEA posted on social media, all-called, for parent participation for any that wanted to participate. A team of parents, teachers, and administrators conducted weekly meetings via zoom to develop the school site-specific protection plan that is posted on the main page of the school website. The committee was able to voice concerns on logistics in a multi-representative forum. A google document was shared with all members of the committee to collaborate on the process to find common ground in procedures based on the CDC and California department of health regulations. The resulting documents were a democratic process that had committee consensus.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

<https://pacificviewcharter.org>

- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

- The LEA will periodically review and, as appropriate revise its plan, at least every six months.

- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

- The LEA has created its plan in an understandable and uniform format.

- The LEA's plan is, to the extent practicable, written in a language that parent scan understand, or if not practicable, orally translated.

- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Bobby Mullins, Principal, 115 Henderson Street, Eureka, CA 95501
Silas Radcliffe, Principal, 2937 Moore Avenue, Eureka, CA 95501