

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:

San Leandro Unified School District

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.

<https://www.slusd.us/blog/2021/03/19/slusd-covid-19-prevention-program-cpp/>

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.

Key Practices and Knowledge to Reduce Spread of COVID-19 in Schools

As our knowledge of COVID-19 has grown over time, we know that:

- Personal protective equipment (PPE), social distancing, and regular hand washing/sanitizing are the most important ways we can prevent transmission.
- Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection. COVID-19 mainly spreads from person-to-person via respiratory droplets.
- Exposure risk is a gradient, rather than an all-or-nothing condition. A rule of thumb is that a person must spend at least 15 minutes within six feet of someone with COVID-19 to be at risk of infection.

- Universal face coverings decrease risk. Being outside is lower risk than being inside. Other risk factors include whether the infected person was sneezing or coughing, or doing an activity that produced more respiratory droplets (not talking < quiet conversation < loud talking < singing).

Contact Tracing

Contact tracing is an essential tool in the epidemiological response to the pandemic. We have developed contact tracing protocols within the district to follow up with every reported COVID-19 case among our staff and students. We follow the Alameda County Public Health Guidance for isolation and quarantine in cases of COVID-19 symptoms, positive tests, or close contact. Our trained staff interview multiple individuals in every positive case to identify any potential close contacts, dates of potential exposure, and locations that need to be deep cleaned. We notify the affected individuals, the Alameda County Public Health Department, district supervisors, and our custodial team, to respond as quickly as possible in support of our staff, students, and community.

Triggers for Switching to Distance Learning

According to the current ACPHD guidelines, school closure is recommended based on the number of cases, the percentage of the teachers, students, and staff that are positive for COVID-19, and following consultation with the ACPHD. Specifically, if 5% of students and teachers in a classroom test positive for the virus, the classroom would be closed, followed by 14 days of quarantine. If a school experienced a 5% positive testing rate of both students and teachers, the entire school would have to close, with everyone subject to 14 days of quarantine. If 1 in 4 schools in a district had a 5% positive rate, the district would shut down. The local public health officer may also determine school campus closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Health Screenings

The SLUSD Student COVID-19 protocol includes how ill students or staff will be separated from others and sent home immediately. Principals will need to identify isolation spaces and a supervision plan for those spaces. The District COVID-19 Liaison put together the protocol to provide guidance for District staff who are responsible for addressing suspected/confirmed COVID-19 within the District's student population.

Vaccinations

- The district has partnered with the Alameda County Office of Education and the Alameda County Public Health Department to provide vaccination opportunities for all staff members.
- The district has hosted on-site vaccination events for both staff and students who are 12 years and older
- The district continues to provide education and information around the benefits and safety of vaccinations and to provide information about additional local vaccination events

Additional COVID-19 safety information can be found in the district's Injury and Illness Prevention Plan at: <https://www.slusd.us/wp-content/uploads/2020/11/Injury-and-Illness-Prevention-Program-10.13.2020.pdf>

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.

SLUSD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of ensuring students, families, and staff have tools and resources in place to implement high-quality teaching and learning. Robust distance learning includes a combination of synchronous and asynchronous learning that is

structured yet flexible to accommodate the diverse needs of students and families. The daily model adopts a human-centered approach, which includes health and wellness breaks, social-emotional learning activities, and routines, as well as off-ramps for differentiation via small-group instruction and support. The online learning management systems (Seesaw for TK-5 and Schoology for 6-12) serve as the framework for teaching, learning, and support. Logging into Seesaw or Schoology will provide access to all of the information needed for students and families to stay organized and on track with their education.

Specifically, these LMS systems provide:

- Assignments, resources, materials, assessments, and student work in one location with a single login
- Built-in video conferencing and communication tools
- Asynchronous teaching tools, such as video-sharing platforms for students to access during asynchronous instructional periods
- Collaboration tools for teacher and peer feedback
- Attendance monitoring tools for families to monitor student engagement

SLUSD focused on the following goals and actions to ensure continuity of instruction in any format: in-person, hybrid, or full distance:

- Adoption of new curriculum and materials for Science, World Language, and History/Social Science that includes components for in-person and distance teaching and learning
- Implementation of core and supplementary instructional materials that include physical and digital components that support literacy, math, and language development creation
- Design and delivery of high-quality professional development to teachers and support staff
- Design and delivery of high-quality family training and support opportunities through weekly tiered and targeted learning series
- Adoption of cohesive and comprehensive TK-12 learning management systems
- Continued delivery of COST (Coordination of Services Team) supports to ensure tiered academic and social-emotional resources for

students

- Delivery of full connectivity for all students with 1:1 devices and hotspots for families with no or limited internet access

Going into the new school year the district leveraged Learning Loss Mitigation Funds to procure additional devices, accessories, and hotspots to ensure full access to the connectivity required to participate in distance learning.

- Chromebooks have been procured to ensure there are age-appropriate devices available for all students.
- Students will be required to checkout and utilize a district-issued Chromebook or confirm that their device meets district minimum requirements to participate in distance learning.
- Headphones and related accessories will be distributed to students who require them.
- Hotspots have been procured to provide high-speed internet access to families.
- Students with specialized assistive technology requirements are being distributed the requisite devices and software.

Below is our approach and readiness for meeting the needs of specialized populations. SLUSD believes this preparation conducted in our recent distance learning cycle positions the organization to navigate future interruptions to in-person learning.

SLUSD's McKinney-Vento Homeless /Foster Youth coordinator connects with all families identified and confirmed enrollment in the MV program. SLUSD continued partnership with Alameda County Health Care Services to support the Family Resource Center Connecting Kids to Coverage program which will now be accessed virtually but with some home visits while practicing appropriate social distancing. Although all families have access to social services resources the district prioritizes McKinney Vento participating families with these services upon enrollment. SLUSD prioritizes connections with new and continuing families. The goal is to connect them with

each agency that the district partners with. For those families that need counseling and mental health services, they are connected with resources through a partnership with Davis Street Inc. Connections to shelters in the bay area are also offered should any family be in need.

Currently, the Foster Youth and Homeless coordinator are doing home visits to provide resources to support remote learning such as school materials, portable desks, Chromebooks, hotspots as well as referrals to shelter, food, and medical services. Foster Youth are offered similar services and prioritized as well while working closely with them at the time of enrollment.

All staff is provided Professional Development on the use of technology and the delivery of instruction via distance learning. Topics include Learning Management Systems (Seesaw and Schoology) and other Online Systems (Aeries; Imagine Learning; Google Suite; Zearn; Zoom); instructional considerations for English Language Development, IEPs, and 504s.

Ongoing professional development will be provided centrally and through site-based staff and department, meetings to meet staff PD needs as indicated by site surveys. District instructional coaches and coordinators work with grade levels collaborating on addressing EL needs and the needs of students with IEPs/504s.

English Learners, Foster Youth, and Low-Income students receive hotspots and devices to access online programs if the need was indicated through a family need assessment that was conducted by the staff. Teacher and resource staff collaborate weekly to plan and evaluate the online, paper, and Zoom meeting results, as they are completed by students receiving differentiated and integrated ELD instruction. English Learners are invited to extra individual and small group instructional support Zoom meetings that are held for students to access designated and integrated ELD instruction. A resource staff member creates supportive extra assignments at each student's level to supplement the weekly work packets for differentiated and integrated lessons, and students also have the opportunity to complete these activities and paper and pencil assignments with their own teachers and designated resource staff each week during office hours. Teachers hold office hours and/or check-in times Monday through Friday to help support students who had additional questions or needed extra guidance. This includes phone calls or email contact.

Students with a 504 or receiving services through an IEP, low-income students, Homeless and Foster Youth, and English Learners are served by having extra staff assigned or available to them. The support staff is scheduled through regular Zoom time. School Psychologists, Counselors, and other resource staff members hold additional lessons online to provide services for students and individual families based on their needs or IEP

IEP meetings will be held via teleconference or virtual platforms rather than in-person during the period of physical school closures. Meetings will be scheduled to accommodate family schedules as much as possible. Parents/Guardians may request an IEP meeting to discuss the particular changes to the student program provided through the alternate format of service delivery. Special Education evaluations and assessments that can be administered remotely can continue at this time. The District will resume the portions of evaluations that require in-person administration and observation once school sites can be reopened. The IEP team will make recommendations based on virtual assessment data. 504 meetings will be conducted virtually using video conferencing-based meetings and will be set up to accommodate parent schedules as much as possible. English Language Learners will receive designated and integrated English Language Development (ELD) instruction. Paraeducators with a focus on ELD will be working with classroom teachers to provide extra support. Students at the beginning levels of English Proficiency will have access to Imagine Learning. Special educational teams of teachers, specialists, and administrators sent each student with an IEP a change in learning format letter that outlines how their IEP would be served during the physical closure. IEPs moved online and the team partnered with parents/guardians, translators, advocates to ensure a quality process in the virtual format. Students with disabilities were offered summer school options. Paraeducators participated in the following professional development training:

Best Practices in Distance Learning, Supporting English Language Development through Distance Learning, Grade Band Instructional Teaching & Learning Plans, Instructional Platform Training (Google Classroom, Seesaw, Dreambox, Zoom, Rich Math Tasks (MangaHigh), and Imagine Learning.

Food and Nutrition Services will serve meals during physical school closures from 6:30 to 8:00 am at three sites (to provide access to families who work during the day) and again from 11:00 am to 12:30 pm at seven different school site locations throughout the district.

Seven days of meals will be served weekly, including breakfast, lunch, snack, and supper. Monday service includes meals for Tuesday.

Wednesday service includes meals for Thursday. Friday meal service will include meals for Saturday and Sunday. If newly granted federal flexibility continues, we will be serving all children aged 18 and younger regardless of what school they attend and their free/reduced lunch status. Families can apply for free/reduced-price meals at ezmealapps.com.

Mental health counselors are available for teletherapy and phone sessions throughout school closure. Students and families can access CareSolace. CareSolace is a confidential online concierge service that allows students, families, and staff to access local mental health programs and counseling services that have been vetted by Care Solace to ensure accreditation, safety, and accessibility. Care Solace has a live 24/7 concierge line to assist families in finding local mental health-related programs and services, and access to the service will continue throughout this school year. Mental health counselors from Wellness Together are also available for teletherapy socioemotional groups in the summer to ensure continuity of services and support for students and families. Each school site has a Coordination of Services Team (COST) that consists of teachers, principals, counselors, parent facilitators, and resource specialists. This highly skilled team meets at least twice a month to triage service referrals and connect students and families to counseling and other health and wellness services. In addition, this team assesses the overall health and wellness needs of the learning community to adapt and differentiate tiered services and supports to meet the community's needs at large. SLUSD ensured that each school site has at least one mental health counselor and communicated across schools the health and wellness resources offered by the Family Resource Center and The Native American Health Clinic located at the Barbara Lee Center. In addition to creating a district-wide socioemotional learning (SEL) committee, we are working with other districts and county offices to build collective capacity to implement transformative SEL through shared resources, tools, and strategies within Communities of Practice (CoP). We are currently in negotiations with other Community-Based Organizations (CBOs) that will develop and build collective efficacy in addressing unique social-emotional, health, and wellness needs related to COVID-19.

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.

Students, staff, parents, and community members had many opportunities to comment on district preparations for return to in-person instruction and to provide feedback.

Below is a partial list of community engagement forums and activities:

- The district conducted a community reopening survey in July 2020 to gauge parent interest in in-person instruction for Fall 2020
- The district held an online community forum in October 2020 to discuss reopening plans and seek community input
- Regular board meetings had a "COVID-19 Report" section to hear updates regarding district plans and reopening preparation and to provide an opportunity to hear community feedback and concerns

- The district held a special board meeting in March 2021 regarding COVID-19 to discuss reopening plans and seek community input
- Families participated in a reopening survey in March 2021 to gauge in-person instruction plans and to help the district develop educational options
- The district re-opened to in-person instruction via a hybrid model on April 12, 2021

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://www.slusd.us/blog/2021/03/19/slusd-covid-19-prevention-program-cpp/>
- 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.

Kevin Collins, Assistant Superintendent of Business and Operations, San Leandro Unified School District 1145 Aladdin Avenue, San Leandro Alameda County kcollins@slusd.us (510)667-3504