

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/guidanceeuseseseinvestment.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 Union 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.

Pacific Union is submitting a new plan and will post it within 30 days of receiving funds.

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 Union School District's policies and procedures regarding employee health and safety can be found at the following link:

<https://docs.google.com/viewerng/viewer?url=https://www.pacificunion.k12.ca.us//cms/lib/CA50000658/Centri city/Domain/65/2020+COVID-19+Prevention+Plan+Pacific+Union+Elementary+School+20210610.pdf>

Pacific Union School District's policies and procedures regarding student health and safety can be found at the following link:

<https://docs.google.com/viewerng/viewer?url=https://www.pacificunion.k12.ca.us//cms/lib/CA50000658/Centri city/Domain/62/2021 COVID-19 School Guidance Checklist Pacific Union Elementary School 20210226+ApprovedByFCDPH.pdf>

Information regarding vaccinations is discussed at monthly Superintendent meetings held by the Fresno County Superintendent of Schools. That information is then posted to Pacific Union's website and also disseminated via the Blackboard Connect phone system.

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.

Ensuring continuity of services in case isolation, quarantine, or future school closures are required:
Pacific Union will provide high-quality instruction to all students TK-8, 5 days a week. Google Classroom will be utilized as the learning management system. All assignments and links for synchronous live teacher/student interaction will be posted on Google Classroom, as well as asynchronous learning activities and assignments. Students must go to Google Classroom each day to access the link for live synchronous instruction. Devices provided to students and teachers each include a camera and mic. Weekly paper packet materials that correspond with online learning will be delivered and picked up via bus every Friday. For students who do not have internet connectivity, teachers make phone calls to provide instruction and answer questions daily. When students return to campus in cohorts they will continue to utilize Google Classroom for synchronous assignments and instruction on and off-campus, as well as asynchronous assignments and instruction. All teachers are utilizing a full curriculum of substantially similar quality, as well as supplemental resources. Most of the core curriculum textbooks are consumables, therefore, teachers are able to tear out necessary pages to send home weekly for instruction and assignments.

Social, emotional, mental health and other needs; food services:

Pacific Union provides mental health services to referred students through the All-4-Youth Program. All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0- 22 years old experiencing difficulties that affect them at school and at home. Teachers and parents can refer students to the All-4-Youth 2020-21 Learning Continuity and Attendance Plan for Pacific Union Elementary School District Page 11 of 14 Program. Pacific Union also provides school psych services 2 1/2 days each week. The mental health and social-emotional well-being of students are monitored by the school psychologist and student study team. Teachers will be implementing social and emotional learning in their daily instruction. Teachers and staff will be trained and provided resources to address trauma and other impacts on COVID-19. Teachers will spend 3 of the 7 professional development days before school starts learning about monitoring social and emotional well-being and addressing trauma surrounding COVID-19. Teachers will use the Second Step program to implement lessons to meet the social-emotional needs of students. Pacific Union will implement a student self-report assessment as a needs assessment in order to guide social-emotional learning in the classroom and online. Teachers will also continue to implement SEL curriculum each week during synchronous and asynchronous instruction.

Pacific Union will use Second Step Resilience During Crisis Module for teachers. Administration checks in with teachers weekly during regularly scheduled Teachers' Meetings. Each week administration asks teachers and staff to email an administrator or supervisor if they feel overwhelmed, stressed, or need to talk. Pacific Union also administers a survey to teachers and staff every 6 weeks that includes questions regarding mental health and social-emotional well-being. Information from emails, conversations, and surveys is documented. If needed staff and teachers can be referred to the school psychologist. Administration and the school psych confidentially monitor and track staff and teacher mental health and social-emotional well-being.

Pacific Union provides drive thru meal distribution daily (Monday-Thursday) for all children ages 12 months to 18 years. Pacific Union is a Provision 2 school district therefore all students receive free breakfast and lunch. Nutritionally adequate breakfast and lunch will be provided each day. On Thursdays' meal pick up will include breakfast and lunch for Friday. Pacific Union offers two pick up/distribution times each day (Monday-Thursday), 9:30 a.m. to 11:30 a.m. and 2:00 p.m. to 4:00 p.m. Parents are encouraged to call the school office if they are

unable to pick up school meals in order to make other arrangements. If numerous parents/guardians indicate they cannot drive to the pick up Pacific Union will create a plan to distribute meals by bus. When students return to school on campus students will receive breakfast after they have been temp checked upon arrival to campus. Students will eat their lunch inside the classroom. Students on campus will also eat lunch in the classroom each day. Pacific Union will continue to provide meal distribution/pick up times for those families that need meals for children ages 12 months to 18 years, and for students who continue distance learning from home.

Meeting the needs of students with disabilities and English learners in the case isolation, quarantine, or future school closures are required:

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provide services to English learners, Foster Youth, homeless youths, and students with exceptional needs, will determine students' needs for intervention and additional services based on formal and informal assessments. Measures used for determination include, but are not limited to iReady diagnostic assessments, Fountas and Pinnell Benchmark Assessments, student grades and teacher observations. Teachers will check-in with students, including English learners, Foster Youth, low-income, and students experiencing homelessness, in need of intervention and additional supports. If needed teachers will provide an additional afternoon session via Google Meet to provide additional support to strengthen academic and social-emotional skills. Parents are notified weekly of their child's instructional schedule. Accommodations are made on a case by case basis for students including Foster Youth and students experiencing homelessness. Accommodations include but are not limited to, using the school WiFi by parking in front of the school, providing one-on-one assessment on school campus and providing a school device and school supplies. All accommodations are made following social distancing and health department guidelines. The accommodations provided will allow students, including Foster Youth and Homeless Youth who have been identified for social-emotional intervention to receive services via Google Meet with counselors and/or the school psychologist. The live instruction each day will include daily integrated and designated ELD. For small group instruction, students will be grouped by EL level to meet the language needs of English learners. Students with an IEP will still receive services, including Speech, via distance learning. These services will include 1-on-1 instruction and support with work given by general education teacher, in-person assessments, as well as assessing the goals and needs of each student as indicated in the IEP. Psychological services and counseling will also be provided to meet the social and emotional needs of all students, including those with an IEP, foster youth, and children experiencing homelessness who have been referred and/or will be referred for services. Instruction with general education teachers will also include social and emotion concepts and supports for all students, with small group or 1-on-1 sessions to provide targeted support. Teachers can refer students to All-4 Youth for tier 3 supports. Small group or 1-on-1 instruction will also include enrichment for high-performing students. Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. This partnership provides access to specialized instruction by specialists, such as Deaf and Hard of hearing, Autism Specialist, Behaviorist, Orthopedically Impaired Specialist, Occupational Therapists and Adaptive Physical Education Specialist as outline in the students' IEP. We have students placed in programs connected with the Fresno County Superintendent of Schools, to support emotional disturbances and moderate to severe intellectual disabilities. The IEP team will take into account the unique needs of the students served in order to determine the best placement and appropriate services.

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.

Pacific Union School District has posted this plan to the school district's website along with a link to provide feedback. Paper copies of the plan were made available in the main office. Stakeholders were also provided an opportunity to provide questions and feedback utilizing the school district's drop box located in the front of Pacific Union.

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:
- 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 can 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.

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