

Eagle Collegiate Academy

Safe Return to In-Person Instruction Plan

2021-22 School Year



Eagle Collegiate Academy Board Approved:

December 28, 2021

**American Rescue Plan Act
Elementary and Secondary School Relief Fund (ESSER III)
Safe Return to In-Person Instruction
Eagle Collegiate Academy**

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_FINAL_b0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.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: Eagle Collegiate Academy

Option for ensuring safe in-person instruction and continuity of services:

has developed a plan will amend its 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.

Link to compliant plans: [California | Eagle Collegiate Academy | International Baccalaureate](#)

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.

Eagle Collegiate Academy continues to implement the following measures to ensure the health and safety of staff and students:

*COVID-19 Screenings for staff and visitors entering the facility

*PPE and other protective equipment were provided

*ECA staff received regular professional development including COVID-19 prevention and awareness 2021 Safe Return to In-Person Instruction for ECA.

ECA continues to operate under the guidelines established in the LACDPH Protocols for TK-12 school reopening stated here: [Reopening Protocols for K-12 Schools: Appendix T1 \(lacounty.gov\)](#)

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 food services.

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.

SAFETY MEASURES: The health and safety of our students, staff, and families is the top priority when implementing in-person instruction. We will continue to implement health and safety protocols in alignment with the California Department of Public Health's (CDPH) COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year.

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the path to safe and full in-person instruction and minimizing missed school days in an ongoing basis, universal masking enables no minimum physical distancing, allowing all students access to full in-person learning, keeping students in school. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is

consistent with CDC K-12 School Guidance. Per CDPH, masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction.

- All students are required to wear masks indoors, with exemptions per CDPH face mask guidance.
Adults are required to wear masks when sharing indoor spaces with students.
- Masks are optional outdoors. However, people who are not fully vaccinated are encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact (including high-risk contact sports) with other people who are not fully vaccinated per CDPH.
- “Face covering” means a surgical mask, a medical procedure mask, a respirator, or a tightly woven fabric or non-woven material of at least two layers. A face covering has no visible holes or openings and must cover the nose and mouth. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric.
- Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge.
- Parents or guardians can work with the site administrator to begin the process to discuss accommodations.
- ECA will continue to implement local protocols to enforce the mask requirements.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) staff can use a face shield with a drape (per CDPH guidelines) instead of a face covering while in the classroom if the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of this setting.

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

- Per CDPH and Cal/OSHA, physical distancing and desk barriers are no longer a requirement. When masks need to be removed while eating or drinking, ECA will maximize physical distance as much as possible.
- Air Conditioning Systems are put in place.
- Portable high-efficiency air purification HEPA units are provided in all

classrooms and workspaces.

- Per California Department of Public Health, a cloth face covering may be removed for meals, snacks, or when it needs to be replaced.
- Appropriate face coverings and face shields with drapes are available for staff and students. ECA is committed to ensuring the health, safety, and well-being of all our students, families, teachers, and community. We are also committed to ensuring that all our students are receiving rigorous, high-quality instruction. When the school gets back to in-person learning, ECA is ready to implement the following:
 - In-person educational instruction: daily lessons in core content
 - Learning packets and additional materials and supports for EL and students with disabilities
 - Individualized instruction for all students to access learning
 - Staff professional development on student engagement and success
 - School psychologist to work with students who are experiencing social and/or emotional issues

Communications and Engagement:

- ECA uses our Community Liaison staff and our bilingual staff to bridge communication between home and school
- ECA purchased school-wide Zoom licenses as an instructional platform for virtual instruction
- ECA has streamlined our learning management system to support instructions and learning for all students.
- ECA will continue to provide parent meetings and trainings that afford parents necessary tools to support and advocate for their children.

Technology and Connectivity:

- Technology coordinator to address all technology/connectivity issues
- ECA purchased new laptops for all students to ensure each family has access to devices for remote and in-person learning

ECA will continue to implement daily and weekly phone calls to families to see if they are having questions and clarifications about their use of technology tools including Google Classroom and other learning tools that students and parents have access to, at home for homework completion.

□ ECA purchased new laptops for teachers to equip them with functioning devices necessary to deliver instruction virtually and in-person. ECA maintains continuation of services for our students with special needs using the virtual service delivery model during the period we worked remotely. This continuation of services will continue when we go back to in-person learning.

When we return to in-person learning, Special Education staff, general education teachers and all service providers will work collaboratively to provide well-streamlined services and supports to all our students with special needs. In accordance with each student's Individualized Education Plan (IEP), ECA is making concerted efforts to fulfill the instructional requirements and other stipulated services deliveries to all our students with special education needs.

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.

Eagle Collegiate Academy collected information from members of the Board of Directors during one of its scheduled meetings. There was a solicitation of the public input added as an item on that BOD agenda. We also collected comments and input from the parents at one of the recent Parent Advisory Council meetings. Members of the ECA staff also had feedback and input in developing the ECA policy.

ECA uses social media platforms as Facebook, Instagram, Twitter, and Smartsend Pro from Gradelink School messaging system, and text messaging systems to deliver emergency communications to all stakeholders. ECA involved all stakeholders through online survey to receive input and recommendations for its policy developments. School closure and informational letters are usually also emailed to share up to date resources with parents and other stakeholders.

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.

- Please insert link to the plan:

[California | Eagle Collegiate Academy | International Baccalaureate](#)

■ 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 parents 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.

This document will continue to evolve as we go back to in-person learning. Changes will be made to this document as necessary, from time to time, and for at least every six months. For the families that might still need an alternative to in-person program, especially any student who needs to quarantine due to contraction of any variance of the COVID-19 virus, ECA will offer independent study program as needed until the student has recovered enough to join his/her peers for in-person learning.

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.

Dr. Ogo Okoye-Johnson
Chief Executive Officer
P.O. Box 803234, Santa Clarita, CA 91380
Los Angeles County