

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:

Vibrant Minds Charter School (VMCS)

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

Vibrant Minds Charter School (VMCS) has a compliant school reopening plan, which permitted the school to resume in-person instruction on March 1, 2021, after approximately a year of distance learning. However, the plan was based on the more stringent requirements that existed while Orange County, California, was in the Purple Tier during the COVID-19 pandemic. Therefore, it is believed that it is in the best interest of the school community to submit a modified plan, which better reflects the greatly reduced level of COVID-19 transmission in Anaheim, as well as in Orange County, California. This plan has been posted to the VMCS website within 30 days of applying for ESSER III funds and signing the Assurances. It will be modified as new information is provided by the Orange County Health Care Agency (OCHCA), California Department of Public Health (CDPH) and the Center for Disease Control and Prevention (CDC). Prior to the start of the new VMCS school year, which is August 9, 2021, it is expected that the county, state, and federal health agencies will continue to revise recommendations and requirements, which will have an immediate impact on this plan. Revisions will be made on an ongoing basis, with dated plans provided to all stakeholders and posted to the VMCS website.

Note: Anything that is contained in this "Plan for Safe Return to In-Person Instruction and Continuity of Service" supersedes what was written in the adopted and implemented plan for the VMCS March 1, 2021, reopening. However, anything that is written in the previous plan that does not contradict this revised plan remains valid.

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.

VMCS will continue to maintain the majority of the health and safety policies and procedures that were in place for our March 1, 2021, reopening. This original plan was completed in collaboration with the Orange County Health Care Agency (OCHCA) and Children's Health Orange County (CHOC). The original plan is posted to the VMCS website at <https://www.vibrantminds.us/>. However, based upon the revised Center for Disease Control and Prevention (CDC) safety recommendations, as well as the more stringent requirements from the California Department of Public Health (CDPH), the following accommodations were recommended for adoption by the VMCS School Board. These recommendations were made in light of the current public health conditions in Orange County, California, which is at a moderate level of community transmission for COVID-19 as of July 21, 2021 (i.e., 6.0 cases per 100k and 5.3% positivity rate) with a vaccination percentage of 55.51% as of July 20, 2021.

The sections below address the specific safety measures identified in the July 12, 2021, document from the CDPH titled "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year."

COVID-19 SAFETY PLANNING TRANSPARENCY

Whenever there is a change in school-based COVID-19 procedures, stakeholders are a part of the process of determining the changes (e.g., staff, parents, Board). Stakeholders are also informed about mandated changes communicated by the OCHCA, CDPH, and/or CDC. The original approved COVID-19 Safety Plan (CSP), with sections addressing the COVID-19 Prevention Program (CPP) and COVID-19 School Guidance Checklist, continues to be posted on the VMCS website. This new "Plan for Safe Return to In-Person Instruction and Continuity of Services," as well as anticipated revised versions throughout the school year, is displayed for the school community's and public's viewing as a form of complete transparency. At a minimum, the plan will be reviewed at least every six months.

FACE COVERINGS AND PHYSICAL DISTANCING

* All scholars will wear face coverings indoors. Because we serve scholars in Grades TK-6 and vaccinations are unavailable for those who are under age 12, this is in alignment with both CDPH and CDC regulations.

* All staff members (vaccinated or unvaccinated) will wear face coverings when sharing indoor spaces with scholars. However, if vaccinated staff members are sharing an indoor space, face coverings are optional as long as the community transmission rate of COVID-19 is at a low level (0-9 cases per 100,000 persons and <5.0% of NAATs are positive during the past 7 days) or moderate level (10-49 cases per 100,000 and 5.0%-7.9% of NAATs are positive during the past 7 days).

* A scholar or staff member may have the wearing of a face covering indoors waived under the following conditions:

- Medical condition, mental health condition, or disability that prevents wearing a face covering. This includes individuals with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.

- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines. In our school setting, this condition appears to be irrelevant.
- Whenever a scholar or staff member seeks to have the wearing of a face covering indoors waived for medical reasons, this must be confirmed with a medical doctor's signature on the available school form. Then, they will be asked to wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

* When a face covering cannot be used for pedagogical reasons (e.g., phonics instruction, speech therapy), a face shield with a drape can be used instead of a face covering while indoors, as long as the wearer maintains physical distance from others. An alternative when a face covering and face shield with a drape cannot be used for pedagogical reasons (e.g., vocal and instrumental music) is to meet outdoors.

* Face coverings are available for scholars and staff members who inadvertently fail to bring one to school.

* With universal face coverings in place, there is not a need for physical distancing according to the CDPH. This permits VMCS to have all scholars attend school on a single campus for five full days of instruction each week. However, for scholars and staff members who have the wearing of a face covering waived, they will need to practice physical distancing of at least three feet from all others. Additionally, scholars will need to have a school-furnished sneeze shield on their desks.

* Outdoors, face coverings are optional for scholars and staff members. Three feet of physical distancing is implemented.

HAND WASHING AND RESPIRATORY ETIQUETTE

The established practices for hand washing and respiratory etiquette will remain in place as described in our previous plan. To summarize:

* We teach and reinforce with our scholars and staff washing hands; avoiding touching one's eyes, nose, and mouth with hands; and coughing and sneezing into the crook of the arm. Posters in classrooms, restrooms, and other areas of the school will reinforce hand washing and respiratory etiquette.

* We promote hand washing throughout the day, especially before and after eating, after using the toilet, after handling garbage, and removing gloves.

* We ensure adequate supplies are available to support healthy hygiene behaviors, including soap, tissues, strategically placed trash receptacles, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and scholars who can safely use hand sanitizer. For younger scholars, hand sanitizers are used under the distribution/supervision of staff members.

VENTILATION

* Weather permitting, the windows and doors for the school facility are opened to increase ventilation.

* Air purifiers with an 800 square foot capacity are placed in each classroom, as well as in the office and staff lounge. Larger spaces are equipped with two air purifiers.

CLEANING/DISINFECTING

VMCS follows the cleaning and disinfecting guidelines as written in the CDC "Cleaning and Disinfecting Your Facility" document dated June 15, 2021. When no scholars or staff members with confirmed or suspected COVID-19 are known to have been in a space, cleaning once a day is typically sufficient to remove potential virus that may be on surfaces. Disinfecting removes any remaining germs on surfaces, which further reduces any risk of spreading infection. The effective balance between cleaning and disinfecting is based upon the local level of COVID-19 transmission, vaccination rates, use of other prevention measures (e.g., use of face coverings), and health risk factors associated with individuals using the space.

If a scholar or staff member has had COVID-19 within the last 24 hours and was present in the school facility, the spaces occupied by that person during that time are cleaned and disinfected.

The previously referenced document titled "Cleaning and Disinfecting Your Facility" provides information about cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities. VMCS follows these guidelines.

FOOD SERVICES

* Scholars are served and eat breakfast and lunch outdoors in the Picnic Plaza area. However, during inclement weather conditions (i.e., excessive wind, temperatures 90 degrees and above, rain, and unhealthy air quality), scholars occasionally eat indoors in the classrooms. Ventilation is maximized on these occasions.

* While eating outdoors, the scholars are seated three feet apart at the tables, as well as on beach towels on the artificial turf in the Picnic Plaza area.

* Frequently touched surfaces associated with food service are cleaned frequently. Tables and benches in the Picnic Plaza are also washed, rinsed, and sanitized before and after meals.

* According to the CDPH, given the very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.

STAYING HOME AND GETTING TESTED WHEN SICK

* Scholars and staff members who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to prevent the spread to others at VMCS. COVID-19 symptoms include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat

- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

* Scholars and staff members are encouraged to get tested when symptoms are consistent with COVID-19 to support rapid contact tracing and reduce the possibility of spreading the virus at the school. For convenience, testing kits are available at VMCS.

* Scholars and staff members with COVID-19 symptoms should not return to in-person school until they have met all of the following CDPH criteria:

- At least 24 hours have passed since resolution of a fever without the use of fever-reducing medication.
- Other symptoms have improved.
- They have had a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma), OR a healthcare provider has confirmed an alternative named diagnosis (e.g. Streptococcal pharyngitis, Coxsackie virus), OR at least ten days have passed since symptom onset.

To reduce the number of scholars and staff members from inadvertently attending school while sick, the temperatures of scholars will be taken in the morning prior to exiting the parents'/guardians' vehicles at the south side of the school. Staff members will take and record their own temperatures at a check-in station at the north side of the school. A sign that indicates the importance of staying home when sick, as well as a listing of possible COVID-19 symptoms, will be posted at the entrance doors of the school building, as well as on the school's website.

SCREENING TESTING

Screening testing identifies infected people, including those with or without symptoms (or before development of symptoms) who may be contagious, so that measures can be taken to prevent further transmission. In schools, screening testing can help promptly identify and isolate cases, quarantine those who may have been exposed to COVID-19 and are not fully vaccinated, and identify clusters to reduce the risk to in-person education. CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing. With the support of the State- and Federally-funded school COVID-19 testing program, VMCS will implement the Screening Testing Recommendations for K-12 Schools by Level of Community Transmission as presented in Table 1 of the document titled "Guidance for COVID-19 Prevention in K-12 Schools" dated July 9, 2021. To summarize:

* Low Transmission -- Scholars do not need to be screened.

* Moderate, Substantial, and High Transmission -- Offer screening testing for unvaccinated scholars once per week with parental consent.

* All Transmission Levels -- Offer screening testing for staff members who are not fully vaccinated once per week.

STAFF MEMBER QUARANTINING FOR VACCINATED CLOSE CONTACTS

Because our scholars are currently too young to be vaccinated, this section is not applicable for them. Staff members who are fully vaccinated do not need to quarantine if asymptomatic after being in close contact with

another person who has COVID-19. This includes staff members who have tested positive for COVID-19 within the past three months. Close contact is defined as 15 minutes or more over a 24-hour period within 0-6 feet indoors. However, if symptoms occur, s/he should get tested and then follow the appropriate quarantine procedure if the result is positive.

SCHOLAR QUARANTINING FOR UNVACCINATED CLOSE CONTACTS WEARING FACE COVERINGS

When both unvaccinated scholars (infected party and close contact) were wearing a face covering in the indoor classroom setting, close contacts may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:

- * Are asymptomatic
- * Continue to appropriately mask, as required
- * Undergo at least twice weekly testing during the 10-day quarantine
- * Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting

SCHOLAR QUARANTINING FOR UNVACCINATED CLOSE CONTACTS WHEN INFECTED PARTY WAS OR BOTH PARTIES WERE NOT WEARING A FACE COVERING

For these contacts who remain asymptomatic, they may discontinue self-quarantine under the following conditions:

- * Quarantine can end after Day 10 from the date of last exposure without testing
- * Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative

To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:

- * Continue daily self-monitoring for symptoms through Day 14 from last known exposure
- * Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure
- * If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.

STAFF MEMBER QUARANTINING FOR UNVACCINATED CLOSE CONTACTS WITH OR WITHOUT A FACE COVERING

For unvaccinated staff members, the use of face coverings does not modify the quarantining process when there has been a close contact. This is different from the scholar quarantining process, which is modified when both parties wore face coverings. For these close contacts who remain asymptomatic, they may discontinue self-quarantine under the following conditions:

- * Quarantine can end after Day 10 from the date of last exposure without testing
- * Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative

To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:

- * Continue daily self-monitoring for symptoms through Day 14 from last known exposure
- * Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure
- * If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested, and contact their healthcare provider with any questions regarding their care.

ISOLATION

Isolation separates scholars and staff members infected with COVID-19 from those who are not infected. CDPH recommends a symptom-based strategy to determine the duration of isolation for people with COVID-19 who are symptomatic. Persons with COVID-19 who have symptoms and were instructed to care for themselves at home may discontinue self-isolation under the following conditions:

- * At least 10 days have passed since symptom onset
- * At least 24 hours have passed since resolution of fever without the use of fever-reducing medications
- * Other symptoms have improved

For scholars and staff members with COVID-19 who are asymptomatic, CDPH recommends that these individuals be instructed to care for themselves at home. They may discontinue isolation under the following conditions:

- * At least 10 days have passed since the date of the first positive COVID-19 diagnostic test.
- * If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (see above) should be used.

CASE REPORTING, CONTACT TRACING, AND INVESTIGATION

Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.

Schools or LEAs should have a COVID-19 liaison to assist the local health department with contact tracing and investigation. For VMCS, Kla Cook (Coordinator) and Debra J. Schroeder, Ed.D. (Executive Director) serve as the liaisons.

VISITORS

Unless the local COVID-19 transmission level is low, the presence of nonessential visitors and volunteers is curtailed, and family engagement activities are limited and converted to online presentations (e.g., Zoom events). The first decision point is the format for Back-to-School Night, which may be online or in-person depending upon the transmission rate prior to August 20, 2021. This does not preclude VMCS from working with universities to host students for fieldwork and student teaching.

VACCINATION VERIFICATION AND CAMPAIGN

VMCS has asked staff members to voluntarily share their vaccination status with the director and assistant

director of the school, with the assurance that the information will remain confidential. Staff members who choose to not provide this information will be considered to be unvaccinated during the implementation of prevention strategies that vary by vaccination status (e.g., wearing of face coverings in settings with only adults present, testing, contact tracing, efforts, and isolation/quarantine practices).

VMCS will encourage unvaccinated staff members to become vaccinated. Additionally, VMCS will share information with the parents regarding the benefits of being vaccinated, as well as ways to access the vaccine. The message will be that as the percentage of vaccinated Anaheim/Orange County residents increases, the safety and educational stability of our scholars will also increase.

Additional COVID-19 safety information can be found in the COVID-19 section of the VMCS Injury and Illness Prevention Plan (IIPP) at <https://www.vibrantminds.us/>.

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.

VMCS scholars, staff, and parents are highly motivated to do everything possible to avoid the transmission of COVID-19 within the school community during the 2021-2022 school year. The implementation of the practices delineated in Section 2 of the "Plan for Safe Return to In-Person Instruction and Continuity of Services" is the most direct strategy for ensuring continuity of services. However, VMCS is part of the larger Anaheim and Orange County community, and we acknowledge that the pandemic is not completely under our control. Therefore, VMCS is prepared to work with scholars on an individual basis if they are quarantined or isolated, and on a schoolwide basis if the school is closed to in-person instruction under advisement of the Orange County Health Care Agency (OCHCA) and/or California Department of Public Health (CDPH).

Many aspects of this section are contained in our school's new Local Control and Accountability Plan (LCAP), which is posted to our website at <https://www.vibrantminds.us/>. Therefore, in this document the focus will be on instructional strategies and procedures directly correlated with individual, group, and schoolwide responses to COVID-19.

GENERAL SUPPORT

* Learning Loss Mitigation -- In analyzing iReady data associated with academic progress in English-language arts and mathematics, it appears as if many of our scholars did not make as much progress during distance learning as they typically would during in-person instruction. Additionally, many of our English learners did not make as much progress in English language development as measured by the ELPAC as they typically would with in-person support. This was to be expected, and VMCS will intensify the support of scholars who require academic support and designated and integrated English Language Development (ELD). The following actions are part of learning loss mitigation:

- During June of 2021, VMCS offered its first Summer Academy for a total of 20 additional days of instruction in the morning and enrichment in the afternoon. Scholars who struggled in English-language arts and/or mathematics as measured by the iReady end-of-year assessment and confirmed by teacher recommendation were invited to attend the Summer Academy. English learners were also given prioritization. The academic support was provided by fully credentialed teachers with the added support of highly qualified instructional assistants to maintain a low adult-to-scholar ratio. A VMCS Summer Academy may also be held at the end of the 2021-2022 school year.

- Two Teachers on Special Assignment (TOSAs) will provide English-language arts support for Tier 3 scholars during the 2021-2022 school year, with the possibility of hiring additional TOSAs if there is a need. One TOSA will focus on the grade span of TK through 3rd, and the other TOSA will focus on the grade span of 4th through 6th. To ensure a strong focus on the needs of English learners, they will also meet with scholars for leveled designated ELD.

- Struggling scholars will be given tutoring support beyond the instructional day. This will be provided by the VMCS instructional staff and/or through an outside agency with a positive track record of effectiveness.

- Workshops will be held for parents of struggling scholars to equip them with strategies for motivating their children to engage in school, read voraciously at home, and perceive the relevancy of mathematics in daily life.

- The effectiveness of all learning loss mitigation efforts will be tracked by ongoing data collection and analysis. Data informed modifications will be made as needed to ensure maximum academic growth, with a focus on stretch goals as defined by iReady Reading and Math data.

* English Learners -- The TOSAs will provide designated ELD that is based upon the appropriate English development level rather than grade level. The classroom teachers will focus on integrated ELD with the use of GLAD strategies. Additionally, the parents of English learners will be invited to be part of the English Learner Advisory Committee (ELAC), as well as attend parent workshops presented in Spanish with a focus on providing academic support at home via resources that are not dependent upon parents speaking, reading, or writing in English.

* Special Education -- To provide additional support to scholars with IEPs, an instructional assistant has been added to the staff to work under the direct supervision of the learning specialist. Additionally, scholars with an IEP may benefit from additional general education support provided by I.As., TOSAs, and tutors, as well as participation in the VMCS Summer Academy.

* Progress Monitoring and Assessment -- It is anticipated that scholars in the same grade level are even more scattered in their academic needs due to the COVID-19 pandemic. Therefore, Differentiation, Individualization, and Personalization (DIP) is even more critical. In many instances, it will be important to administer pretests of prerequisite skills rather than assuming scholars have mastered them. Data informed instruction will be essential, and diagnostic assessments such as the Basic Phonics Skills Test (BPST), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Basic Reading Inventory (BRI), and iReady Reading and Mathematics Assessments will be administered on a regular basis.

* Social-Emotional Needs of Scholars -- Teachers have become aware of the need to check-in on the social-emotional status of scholars. Additionally, the following supports will be in place:

- The Three Gates and Own It, Fix It, Learn from It, and Move On

- VIA Character Strengths

- Leader in Me

- Zones of Regulation

- Paths

- Support from Western Youth Services (WYS)

- School counselor for scholars with and without IEPs

* Social-Emotional Needs of Staff -- The stress of serving our scholars and school community in the midst of the COVID-19 pandemic has been challenging for all staff members. There will be an increased effort by the leadership team to check-in with staff members, as well as provide support to each other. There will also be a list of resources that staff members can access if they require social-emotional support.

* Support for Families

- In addition to the Free/Reduced Meal Program to provide a universal breakfast, lunch, and after-school snack to our scholars while they are on campus, the school partners with Harmony Bites to provide additional food for home. The parents also receive support from a food bank in Santa Ana.

- The office staff, as well as many members of the instructional staff, are bilingual. They offer a high level of support to parents who speak Spanish.

- Free hotspots with service, as well as other instructional materials, are provided for home use to families in need.

- A used uniform exchange program is offered, as well as free uniforms for families in need.

- All families have access to after-school care through ASES funding, as well as LCFF funds. Additionally, for working parents who need to drop off their scholars at 7:30 a.m., a staff member has been hired to provide child care support.

- The parents have established a Families Helping Families Facebook Page where free and inexpensive materials goods and services are offered. This is not connected with the school. However, many parents and staff make use of this resource.

QUARANTINE

A scholar is quarantined when s/he has not worn a face covering and has been in close contact with a person who has COVID-19. Close contact is defined as more than 15 minutes over a 24-hour period within 0-6 feet indoors. Based on the recent guidance from the CDPH and CDC, a scholar wearing a face covering who has had close contact with a scholar or staff member with COVID-19 does not need to undergo previously established protocols for quarantining and can continue to attend school. Therefore, having scholars wear face coverings is one way of ensuring learning continuity by avoiding the lengthy quarantine process.

If a scholar must quarantine, s/he will be provided with a Learning Packet, instructional materials, a Chromebook, and headphones. A hotspot will also be furnished if the scholar's home does not have adequate Internet connectivity. The scholar will be provided live instruction via Zoom, web-based learning experiences, and independent practice. Upon the scholar's return, support from the TOSA and/or tutoring support will also be provided if needed.

ISOLATION

A scholar is placed in isolation under the supervision of his/her parents if the scholar has asymptomatic or symptomatic COVID-19. The scholar with COVID-19 will be offered the same support as if s/he were under quarantine. If the scholar's health precludes him/her from learning, the scholar's learning loss will be assessed upon his/her return to school. Then, a differentiated, individualized, and personalized plan will be developed and implemented by the TOSA for the grade level span. Additional tutoring support will also be offered.

SCHOOL CLOSURE

When VMCS was initially closed on March 13, 2020, we were able to create learning packets, provide instructional materials, and check-out technology (e.g., Chromebooks and headphones) in preparation for a distance learning model that began on March 16, 2020. A week later, we also provided a hotspot for each family who did not have Internet connectivity. We also established Zoom as our delivery system and expanded our use of SeeSaw, Google Classroom, and other forms of web-based instructional programs for English-language arts (e.g., iReady Reading, Reading A-Z, RAZ Kids, NewsELA, Readworks, digital books, and WordlyWise), mathematics (e.g., Ready Math, iReady Math, Prodigy, Khan Academy, and digital math manipulatives), and general tools (e.g., Nearpod, Flocabulary, and TPT School Access). We met with all of our scholars on a daily basis as a whole group, as well as one-on-one and small groups. We are proud of our quick response time to the initial stages of the COVID-19 pandemic due to dedicated, creative, and flexible staff members, as well as resilient scholars and supportive parents.

For the 2020-2021 school year, we provided full days of distance learning through the end of February 2021. Then, on March 1, 2021, we were grateful to resume in-person instruction for five full days per week after our COVID-19 Safety Plan (CSP) was approved. Due to the six feet of physical distancing that was required at this time, we had to lease a second building and establish a primary and upper grade campus. By the end of last school year, about 80% of the scholars returned to in-person instruction, and the remaining 20% participated in distance learning which ran concurrently. This history is shared to indicate our ability to pivot to distance learning if necessary. However, it is not an ideal instructional model for a school that focuses on positive and inspirational relationships among the scholars, staff, and parents. It is hoped that a school closure does not occur, and VMCS will take every precaution to avoid this from occurring.

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.

The ESSER III Assurances were submitted by VMCS on June 22, 2021. Therefore, a revised "Safe Return to In-Person Instruction and Continuity of Services" Plan must be posted by July 22, 2021. Because the VMCS is closed during the summer with limited access to staff, parents, and the Board, it will be posted as a draft on this mandated date. Prior to the request for input from stakeholders, the CDPH and CDC Covid-19 regulations regarding school openings in the 2021-2022 school year will be shared via ParentSquare (schoolwide communication system) and email. Then, the draft plan will be presented to the following stakeholders for input.

* Staff on August 2, 2021 -- This is the first day of professional development for the staff. The draft plan will be presented, and revisions will be made based upon the staff's feedback.

* Families on August 3, 2021 -- After incorporating the staff's feedback into the draft plan, the parents will be sent a copy of the draft plan via ParentSquare. A survey will be attached to the draft plan to solicit the parents' feedback.

* School Site Council (SSC) on August 5, 2021 -- The parents' feedback will be shared with the SSC, and feedback from the SSC members (four parents and four staff members) will also be solicited for possible inclusion in the draft plan. Approval of the draft plan will be put to a formal vote by the SSC.

* School Board on August 11, 2021 -- The Board Meeting will include an opportunity for public comment regarding the revised draft plan. Then, the Board will discuss the plan and offer feedback. The "Safe Return to In-Person Instruction and Continuity of Services" Plan will then be voted upon. There will be an understanding that

at future Board Meetings, the Plan will be discussed and possibly revised based upon ongoing developments regarding Covid-19.

It is important to note that an extensive feedback process was part of the original VMCS Reopening Plan, and many aspects of revised plan will remain the same. Therefore, VMCS already had a compliant plan in place, with this document representing a revision.

In addition, the LEA provides the following assurances:

- X 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.vibrantminds.us/>
- X The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- X The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- X 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.
- X 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.
- X The LEA has created its plan in an understandable and uniform format.
- X The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- X 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.

Debra J. Schroeder, Ed.D.
Executive Director
412 W. Carl Karcher Way
Anaheim, California 92801
Orange County
714-563-2390
dschroeder@vibrantminds.us

Chammarra Nguyen
Assistant Director
412 W. Carl Karcher Way
Anaheim, California 92801
Orange County
714-563-390

cnguyen@vibrantminds.us

Plan Revised July 22, 2021