

**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](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\\_FINAL\\_b0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](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](mailto: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](mailto:EmergencyServices@cde.ca.gov).

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

LEA Name: Agnes J. Johnson Charter School

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.

ESSER III Expenditure Plan

<https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/AJJCS%20ESSER%20III%20Spending%20Plan%20102521.pdf?ver=1639439454604>

Safe Return to In-Person Instruction and Continuity of Services

<https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/AJJCS%20Safe%20Return%20to%20School%20Plan%20-%20ESSER%20III%20-.pdf?ver=1639541836465>

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 to follow up with every reported COVID-19 case among our staff and students. We follow the Humboldt 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 Humboldt County Public Health Department, Board of Directors, and custodian to respond as quickly as possible in support of our staff, students, and community.

### **Triggers for Quarantine, Quarantine Independent Study, or School Closure**

According to the current HCPHD guidelines, all students and staff who have been exposed to COVID-19 must quarantine as per county guidelines. Students will be offered to complete independent study during quarantine to continue education and to remain in positive attendance. Staff coverage is the biggest issue during quarantine as

the school must have teachers, lunches, supervision, clean school, administrative support, academic support and special education services. School closure is recommended based on the number of cases, the percentage of the teachers, students, and staff who are positive for COVID-19 and the coverage for health, safety, and instruction of students. AJJCS will consult with HCOE in the future prior to school closure. 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**

COVID-19 protocol includes how ill students or staff will be separated from others and sent home immediately. Executive Director will need to identify isolation spaces and a supervision plan for those spaces. Students and staff will have the opportunity to test at the school to determine results.

### **Vaccinations**

The Charter School has collaborated with Humboldt County Public Health Department to provide vaccination opportunities for all staff members. There are community based vaccinations for students whose parents wish students to be vaccinated.

Additional COVID-19 safety information can be found under the Parents Tab on the Charter School's website: <https://ajjcharter.com/parents>

### **COVID-19 School-Site Specific Protection Plan (SSPP)**

[https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/ COVID-19%20AJJCS%20Protection%20Plan%20\(SSPP\)%204-20-21.pdf?ver=1639439454831](https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/COVID-19%20AJJCS%20Protection%20Plan%20(SSPP)%204-20-21.pdf?ver=1639439454831)

### **COVID-19 Protection Program (CPP)**

[https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/Agnes%20J%20Johnson%20Covid%20Protection%20Plan%20\(CPP\).pdf?ver=1639439456359](https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/Agnes%20J%20Johnson%20Covid%20Protection%20Plan%20(CPP).pdf?ver=1639439456359)

### **COVID-19 School Guidance Checklist**

<https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/AJJCS%20COVID-19%20School%20Guidance%20Checklist.pdf?ver=1639439456359>

### **Safety Manual & Injury and Illness Prevention Program**

<https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/Safety%20Manual%20IIPP%20021821-2.pdf?ver=1639439456359>

Injury and Illness Prevention Plan: COVID-19 Addendum  
<https://img1.wsimg.com/blobby/go/47aa88ab-c998-47ba-91c9-648f9ee7ab97/downloads/AJJCS%20Injury%20Illness%20Prevention%20Plan%20COVID-19%20.pdf?ver=1639439456360>

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.

The Charter School is committed to providing continuity of instruction to students during the school year, whether in-person or through quarantine independent study. Input from educational 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. Distance Learning is no longer allowed in California Schools, and Quarantine Independent Study is a choice, not a mandate. Internet-based independent study is very difficult in the Charter School's remote location due to connectivity issues. If students' parents choose Quarantine Independent Study, the parent will receive a work packet upon signing the Master Agreement. The work packet is due the day the student returns to school. Additionally, the Charter School follows the requirements of AB 167. AJJCS adopted an Independent Study policy to allow students to learn when isolated, quarantined, or during school closures providing daily synchronous instruction (TK-3), daily live interaction and weekly synchronous instruction (4-8), and weekly synchronous instruction (9) by the classroom teacher. The Charter School has determined to only offer long-term independent student for high school students who have accessibility provided by the school.

The McKinney-Vento Homeless/Foster Youth coordinator (Executive Director) connects with all families identified and confirmed enrollment in the McKinney Vento program. Although all families have access to social services resources the county prioritizes McKinney Vento participating families with these services upon enrollment. The Charter School prioritizes connections with new and continuing families. The goal is to connect them with each agency that the school partners with. For those families that need counseling and mental health services, they are connected with resources through a partnership with Bridges to Success. The Foster Youth and Homeless coordinator provides resources to support academics 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 being partners with families who are experiencing homelessness. Additionally, staff is trained in instructional considerations for students with English Language Development, IEPs, and 504s. Ongoing professional development will be provided to the staff on trauma-informed instruction, health and safety, and opportunities to improve instruction through research-based strategies.

AJJCS will ensure continuity of services with services provided to SWD per their IEP and EL daily. In order to address students' and staffs' social, emotional, mental health and other needs, AJJCS will conduct weekly check-ins, referrals to community services, fun activities, and competitions. All ELs receive designated and integrated ELD instruction. Students with a 504 or receiving services through an IEP receive services for students based on their needs or IEP. IEP meetings will be held via video conferencing-based meeting 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 will continue at this time. The Charter School will resume the portions of evaluations that require in-person administration and observation when possible. 504 meetings will be conducted virtually using video conferencing-based meeting rather than in-person during the period of physical school closures. Meetings will be scheduled to accommodate family schedules as much as possible.

During times of school closure, school meals are provided to every child whose parent contacts the school office prior to 9 AM just as they would during in-person instruction. Meals will be available for pick up between 11:30-12:30 PM.

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 have had many opportunities to comment on how the Charter School returned to in-person instruction and to provide feedback. The Charter School opened in a hybrid model for the 2019-2020 school year. The Charter School opened full-time in person for the 2020-2021 school year. The plan will be approved by the Board every six months, most recently on December 16, 2021.

AJJCS has had so much feedback about COVID CPP, SSPP, and Safe Return Plan especially since it has been open for over a year. Last year, one COVID plan or another was on the Board agenda and several staff meetings, and SSC meetings. The parents completed a survey about reopening in Spring of 2021. The parents want their children in school so even if some do not agree with the strictness of

the plan, they will support the school to ensure their children attend school five days per week. These comments and feedback have been collected and incorporated in the development of the Safe Return Plan.

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:

ESSER III Expenditure Plan

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☒ 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.



California Department of Education  
June 2021

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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