

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

LEA Name: Aurum Preparatory 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.

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.

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.

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.

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 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.

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.

David Hardin, Executive Director - info@aurunprep.org

1. See forms

2. 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

Safety Measures:

Aurum Prep provides safety masks for all employees and students. Temperature checks are done each morning. Hand sanitizer is provided in all classrooms and common areas. Additionally, air purifiers are placed in every room to circulate and clean air every 30 minutes.

Contact Tracing:

Aurum Prep follows the Alameda County Public Health Guidance for isolation and quarantine in cases of COVID19 symptoms, positive tests, or close contact. Our trained staff identify any potential close contacts, dates of potential exposure, and locations that need to be deep cleaned. We notify the affected individuals, the Alameda County Public Health Department, district supervisors, and our custodial team, to respond as quickly as possible in support of our staff, students, and community.

Triggers for Switching to Distance Learning:

According to the current ACPHD guidelines, school closure is recommended based on the number of cases, the percentage of the teachers, students, and staff that are positive for COVID-19, and following consultation with the ACPHD. Specifically, if 5% of students and teachers in a classroom test positive for the virus, the classroom would be closed, followed by 10 days of quarantine. If a school experienced a 5% positive testing rate of both students and teachers, the entire school would have to close, with everyone subject to 10 days of quarantine. 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:

Aurum Prep's COVID-19 protocol includes how ill students or staff will be separated from others and sent home immediately. The Leadership Team will need to identify isolation spaces and a supervision plan for those spaces.

Vaccinations:

Aurum Prep has partnered with the Alameda County Office of Education and the Alameda County Public Health Department to provide vaccination opportunities for all staff members. The school has co-hosted on-site vaccination events for both staff and

students who are 12 years and older. The school continues to provide education and information around the benefits and safety of vaccinations and to provide information about additional local vaccination events.

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

Our model adopts a student-centered approach, which includes social-emotional learning activities, and routines, as well as differentiation via small-group instruction and support. The online learning management systems (Google Classroom, Khan and Lexia) serve as the framework for teaching, learning, and support. Logging into Google Classroom or the PowerSchool portal will provide access to all of the information needed for students and families to stay organized and on track with their education. Specifically, these systems provide: Assignments, resources, materials, assessments, grading and student work in one location with a single login.

Communication tools

Aurum Prep has asynchronous teaching tools, such as video-sharing for students to access during asynchronous instructional periods. Collaboration tools are also available such as PearDeck. Attendance monitoring tools are provided for families to monitor student engagement and families are contacted during the first 10 minutes of class if students are absent or late. Aurum Prep provided Chromebooks for all students. Students are able to checkout and utilize a school-issued Chromebook or confirm that their device meets minimum requirements to participate in distance learning. Headphones and related accessories are distributed to students who require them. Hotspots have been procured to provide high-speed internet access to families with limited internet access. Additionally, the school helped all families to purchase low or no-cost personal Chromebooks and Wi-Fi.

Specialized Populations: Aurum believes it's transition to distance learning previously has prepared us to navigate future interruptions to in-person learning. Aurum's McKinney-Vento Homeless /Foster Youth coordinator connects with all families identified and confirmed enrollment in the MV program. Although all families have access to social services resources, Aurum prioritizes McKinney Vento participating families with these services upon enrollment. For those families that need counseling and mental health services, they are referred to our counseling center. Connections to shelters in the bay area are also offered should any family be in need. The Foster Youth and Homeless coordinator does home visits to provide resources to support remote learning such as school materials, Chromebooks, hotspots as well as referrals to shelter, food, and medical services. Foster Youth are offered similar services and prioritized as well while working closely with them at the time of enrollment.

All staff is provided Professional Development on the use of technology and the delivery of instruction via distance learning. Topics include Learning Management Systems (Google Classroom) and other Online Systems (PowerSchool; PearDeck; Google Suite and Zoom). Instructional considerations are made and implemented for English Language Development, IEPs, and 504s. Ongoing professional development will be provided centrally and through site-based staff to meet staff PD needs as indicated by site surveys. School instructional coaches and the Leadership Team works with grade levels collaborating on addressing EL needs and the needs of students with IEPs/504s. English Learners, Foster Youth, and Low-Income students receive hotspots and devices to access online programs if the need was indicated through a family need assessment that was conducted by the staff.

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

Students with a 504 or receiving services through an IEP, low-income students, Homeless and Foster Youth, and English Learners are served by having extra staff assigned or available to them. School Psychologists, Counselors, and other resource staff members hold additional sessions online to provide services for students and individual families based on their needs or IEP. IEP meetings will be held via teleconference or virtual platforms rather than in-person during the period of physical school closures. Meetings will be scheduled to accommodate family schedules as much as possible. Parents/Guardians may request an IEP meeting to discuss the particular changes to the student program provided through the alternate format of service delivery. Special Education evaluations and assessments that can be administered remotely will continue. The school will resume the portions of evaluations that require in-person administration and observation once school sites can be reopened.

The IEP team will make recommendations based on virtual assessment data. 504 meetings will be conducted virtually using video conferencing-based meetings and will be set up to accommodate parent schedules as much as possible. English Language Learners will receive designated and integrated English Language Development (ELD) instruction. A Student Supports Coordinator with a focus on ELD will be working with classroom teachers to provide extra support. Students at the beginning levels of English

Proficiency will have access to Rosetta Stone. Students with disabilities were offered summer school options.

Food and Nutrition Services will serve meals during physical school closures. Aurum Prep provided a list of free food distribution sites to all students whereby they could access free school breakfast and lunch daily. Additionally, phone calls were made to families to ensure they knew where the closest site to their residence was located and help was offered to overcome any barriers to accessing said site. All families were also informed of the Pandemic EBT (PEBT) program whereby eligible families could receive up to \$365 per student in additional funding. Aurum Prep also had staff on hand to help families navigate the application process for the PEBT card. Finally, the school's lessor, Acts Full Gospel Church, partnered with Aurum and opened up its food bank to all Aurum families, giving them access to free food boxes as well as grocery store gift cards.

4. Students, staff, parents, and community members had opportunities to comment on school preparations for return to in-person instruction and to provide feedback. Below is a partial list of community engagement forums and activities: The school conducted a community reopening survey in July 2020 to gauge parent interest in in-person instruction for Fall 2021. The school also held several online community forums to discuss reopening plans and seek input. Parents were invited to a monthly meeting (Cafecito) to discuss questions, concerns and offer input to the Leadership Team on a variety of topics including an in person return plan. Regular board meetings discussed developments in Covid-19 and hear updates regarding school plans and reopening preparation and to provide an opportunity to hear feedback and concerns.