



NEW HOPE
CHARTER SCHOOL

Plan for Safe Return to In-Person Instruction

August 2021

Updated: March 2022



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Overview

New Hope Charter School (NHCS) is opening its doors for its first year of operation beginning August of 2021. Even in the midst of a pandemic, we are excited about our first year because we have worked closely with our authorizer, Robla School District, to ensure a safe return to school for each student and staff member. Since New Hope Charter School shares a school building with Robla, it is most effective if we follow the same safety plan, policies, protocols and procedures. The start of the 2021-2022 school year signals a return to schools that function much more like they functioned before the global pandemic closed all Robla schools in March 2020. National, state and local experts agree that children can and should be at school each day. A year and a half of virtual learning at home had many negative impacts on children around the world, including those who attend school in the Robla School District.

NHCS will closely follow all guidelines set forth by county, state and national officials. Since March of 2021, Robla School District has shown that its policies and procedures keep students and staff safe. Over a thousand students have come to Robla School District schools during the spring trimester and during summer school and there has been no outbreak of COVID-19 in any setting.

While there have been incidents of positive COVID-19 tests, staff has responded quickly and appropriately and there has been no spread of the disease in our schools.

This document outlines procedures that will be in place when schools open for the 2021-2022 school year. All procedures are either mandated or recommended by Sacramento County Public Health. The document also describes how NHCS will use funds to support students and expand learning opportunities in order to help students gain some of the learning loss that has resulted from a global pandemic

If you have any questions about anything in this guide, please contact New Hope Charter School's Executive Director at 916-704-8317.

Health & Safety Procedures At a Glance: 2021-2022 School Year



2021-22 School Year Health & Safety Procedures at a Glance

Updated August 1, 2021- Subject to change based on CDC, state, and county guidance for schools

The Robla School District is committed to providing safe and positive learning environments for our students at each of our schools. Together, we can ensure that our students and staff stay healthy, and that our students can enjoy learning while achieving their potential. Here is a snapshot of how we'll do that during the 2021-22 school year. The full procedures are available for review at robla.k12.ca.us.

Face Coverings

- Students and staff working with students are required to wear masks indoors, and some teachers will wear face shields
- Masks are optional outdoors
- Essential visitors working with students must wear a face mask
- State health orders are subject to change



Social & Emotional Health

- Social skill instruction
- Bullying prevention curriculum
- Positive Behavior Intervention and Support
- Mental health specialists at all schools to support students and families
- Ongoing social emotional learning training for staff



Quarantine & Surveillance Procedures

- Most staff members have been vaccinated
- Staff and students with symptoms stay home
- Regular COVID testing available at school to all students and staff
- Quarantine procedures in consultation with County Health officials



Healthy Learning Spaces

- All school spaces cleaned and sanitized regularly
- Air filters meet high standards and are changed frequently
- Students and staff wash hands and/or use hand sanitizer throughout the school day



Transportation

- Transportation services return as needed
- Students and driver wear mask
- Spacing between students when possible
- Windows open as weather permits



Procedures

Masks

All students are required to mask indoors and outdoors, with exemptions per [CDPH face mask guidance](#). All New Hope Charter School employees and any other adults on campus are required to mask at all times during the work day.

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, as long as their condition permits it.

Masks will be provided to any student who comes to school without one.

Students who will not wear a face mask will need to enroll in the New Hope Charter School Independent Study Program. Contact the NHCS office at 916-649-5077 to enroll.

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) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others.

Physical Distancing

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](#).

Recommendations for staying home when sick and getting tested:

Staff and students are asked to stay home if they exhibit any symptoms consistent with COVID-19. Contact your doctor to get tested or contact the Robla School District Office who can refer you to a testing location. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.

Staff members and students with symptoms of COVID-19 infection should not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:

- 1) At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- 2) Other symptoms have improved; and
- 3) They have 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 10 days have passed since symptom onset.

Surveillance Testing

The Robla School District will provide testing to all NHCS students and staff weekly at Glenwood Elementary School during the school day at no cost. Staff and students must enroll in the program in order to participate. See the final page in this guidebook for testing details.

Case Reporting, Contact Tracing and Investigation

The Robla School District will contact the Sacramento County Department of Public Health when there is a COVID-19 case with any NHCS employee or student.

All classroom and specialist teachers will instruct students to sit in the same seat each day. A seating chart will document where students sit, should contact tracing need to be conducted in that classroom or teaching space. Student movement shall be minimized, when possible.

Quarantine

For those who are vaccinated, New Hope Charter School will follow the [CDPH Fully Vaccinated People Guidance](#) regarding quarantine.

When both parties were wearing a mask in the indoor classroom setting,

unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:

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

Quarantine recommendations for unvaccinated [close contacts](#) who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described above shall quarantine for a full 14 days.

For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:

- 1) Quarantine can end after Day 10 from the date of last exposure without testing; OR
- 2) 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:

- 1) i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- 2) 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.

Hand Hygiene

All New Hope Charter School staff will teach and reinforce washing hands with students, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

New Hope Charter School staff will promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.

New Hope Charter School staff will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

Cleaning

All classrooms and offices in all New Hope Charter School buildings will be cleaned at least once a day to sufficiently remove potential virus that may be on surfaces. Disinfecting removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

If a classroom or office has had a sick person with COVID-19 within the last 24 hours, staff will clean AND disinfect the spaces occupied by that person during that time.

Food Service

New Hope Charter School will allow students to eat outdoors whenever possible. We will maximize physical distance as much as possible while eating indoors.

Staff will clean frequently touched surfaces as often as possible. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

Given 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.

Visitors

New Hope Charter School shall limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated.

New Hope Charter School will not limit access for direct service providers, but can ensure compliance with school visitor policies.

New Hope Charter School will continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or COVID-19, should stay home and seek testing and care.

Other School Activities

Field trips are permissible if they are deemed safe under current COVID-19 conditions. New Hope Charter School's Executive Director will consider a field trip proposal from teachers and will research the conditions to ensure safety of students and staff before approving a field trip. Considerations include:

- Strength of connection between the field trip activity and the course of study for the grade level. Only field trips with a strong connection will be approved
- length of travel time on the bus
- cleaning and sanitizing procedures at the field trip destination
- whether the field trip destination is an outdoor or indoor location

Assemblies will be held outdoors only. Indoor assemblies are not permitted at the start of the 2021-2022 school year. A date when assemblies may once again be scheduled will be determined by district administration based upon COVID-19 case rates in the Sacramento area and guidance from County Public Health.

Independent Study

NEW HOPE CHARTER SCHOOL PARENT NOTIFICATION LETTER: Independent Study Program

Dear Parent(s)/Guardian(s):

For the 2021-2022 school year, NHCS is required to offer an independent study option to students and families to be made available to students whose health would be put at risk by in-person instruction, as determined by the parent or guardian.

State and federal laws require us to inform you of your option to enroll your student in an Independent Study program instead of in-person instruction. From these options, you may choose the one that best suits your child. This letter also explains:

- Your right to request a parent-teacher conference prior to enrollment to inform your decision.**
- The process and your students' rights regarding procedures for enrolling, dis-enrolling, and re-enrolling in independent study.**
- The asynchronous and synchronous instructional time that your student will have access to as part of independent study.**

Requesting a Parent-Teacher Conference

It is your right to request a parent-teacher conference prior to enrolling your student in Independent Study in order to inform your decision and ensure that it is appropriate for your student. Contact the NHCS office at 916-649-5077 to request a conference.

Enrolling, Dis-Enrolling & Re-Enrolling

Once you have determined that you would like to pursue Independent Study, you can begin the enrollment process by contacting the NHCS Office at 916-649-5077.

If you are enrolled in Independent Study and would like to return to in-person instruction, you must contact the NHCS Office at 916-649-5077.

Once dis-enrolled, should you need to return to Independent Study you are

required to adhere to the re-enrollment process by contacting the NHCS Office at 916-649-5077.

Instructional Time

The goal of our Independent Study program is to provide an alternative to in-person instruction to students whose health may be put at risk by attending class face-to-face. As such, Independent Study is an educational program that provides instruction based on the state-adopted content standards by certificated teachers. There are specific requirements for instructional time that may include both synchronous and asynchronous work. These expectations will also be outlined in the students' written Learning Agreement, which must be signed prior to enrollment.

Instructional Time	Description	Length & Frequency
Synchronous Instructional Time	Classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher(s) of record for that student.	Daily for a minimum of 45 minutes for ELA and 45 minutes for mathematics
Live Interaction	Interaction between the student and school classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness including but not limited to: wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.	Daily for a minimum of 30 minutes

Asynchronous Instructional Time	Forms of instruction that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that are not being delivered in person or in real time. Yet asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations	Work will be assigned daily. The amount of time spent on assignments shall be equal to the instructional minutes for your grade level for all students attending school in-person.
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Expanded Learning Opportunities

To begin the planning and development of New Hope Charter School's approach to expanded learning opportunities, surveys and interviews were conducted via Google Forms and virtual meetings. During our planning year (2020-21), New Hope Charter School held weekly virtual meetings with Robla parents who had enrolled students at NHCS for the 2021-22 school year. The questions put forth to stakeholders ranged from perceived program needs; potential program offerings; program timing; availability to participate; willingness to participate. The results of these conversations helped to determine the type of extended learning opportunities that NHCS is offering in its initial year of operation in the 2021-22 school year.

An additional parent and student survey completed in July 2021 indicated that parents and students felt they needed after school and enrichment learning opportunities. A staff survey also indicated the need for additional classroom supports (materials and personnel) and that after school learning opportunities should be offered during the 2021-22 school year.

Parent responses to the parent survey indicated a desire and willingness to participate in after school and Summer programs. Parents also wanted to see more student support during the regular school day by additional teaching staff. They felt that if we were to offer after school tutoring, the students would be best served by classroom teachers and trained teaching assistants. Thus, the New Hope Charter School after school tutoring is offered by our classroom teachers and highly-skilled, full-time teaching assistants who work closely with classroom teachers.

A New Hope Charter School Post Pandemic Task Force will be created to conduct a needs analysis, identify root causes and to strategically plan an approach to extended learning. The team will meet in April and will continue to meet through the remainder of the school year. Data derived from this task force will help to guide our continuous improvement efforts.

Addressing Post-Pandemic Student Needs

New Hope Charter School will provide two Summer 2022 learning recovery program options for any NHCS student interested in attending. One program will

be offered by NHCS staff. The second program will be in partnership with either New Hope Community Development Corporation or Roberts Family Development Center. We recognize the need to target students that may need specific academic and/or social emotional support. To identify these students, multiple measures will continue to be utilized, as has been the case for all learning loss recovery programs at NHCS. Formative and end-of-year Benchmark Assessment data will be reviewed to identify students in academic need. NHCS administrators continue to analyze attendance data to identify students that may be chronically absent and thus suffer potential learning loss. Teachers will also refer students. Teachers will continue to refer students that would benefit academically and/or emotionally. Collaboration with NHCS Counselor and Dean of Culture will greatly support Teachers identifying students that would benefit from attending the summer program.

Supplemental Support During the 2021-2022 School Year

New Hope Charter School recognizes that 2020-2021 was a difficult time for students and staff alike when it comes to meeting the educational and social emotional needs of students. Building on Robla's best practices, NHCS has created a comprehensive plan which includes extended-day and after school academic supports offered during the regular 2021-2022 school year. The after school program is offered daily that includes learning time but also many enjoyable performing and fine Arts activities to help engage students and bring the joy of learning to the forefront. The programs are offered to all NHCS students to attend. A summer program will begin on June, 13, 2022 and take place for three weeks. A week-long Summer institute to acclimate new students to NHCS culture, routines and procedures will begin August 8, 2022.

The design of the After School Learning Recovery Program was also based upon need and data. This model allowed NHCS to customize a program to fit the needs that have been identified specific to our student population during the 2021-22 academic year. The NHCS team of teacher coach, Dean of Culture, Spanish teacher, and Counselor collaborated to identify specific areas of need: social emotional, literacy, math, English language development and Spanish language development. Physical education, art, theater, music, as well as Social Emotional Learning were incorporated into the program as personnel were available and mostly through key partnerships with Martucci Music and Northern California School of the Arts.

In an effort to entice and build our capacity to serve as many children as possible, our partnerships with Martucci Music and Northern California School of the Arts truly enhance our offerings. Though the program is available to any student interested, NHCS leaders and teachers work to identify students with the greatest academic and/or social emotional need and work with families to encourage their participation. NHCS leaders and teachers have worked collaboratively, utilizing end-of-the-year benchmark data, attendance data, and additional local data to determine the areas of focus for each grade level and/or class.

The Robla community is a highly impoverished community with more than 90% of NHCS students eligible for Free and Reduced Priced Meals. Many students do not have access to a computer and/or internet service at home. A large percentage (33.5%) of NHCS students are also English learners. In today's society, the use of computers for learning has become mainstream with many additional resources available online. Students can learn from tools that go beyond textbooks, paper and pencil. English learners can utilize online tools for translation or primary language support. NHCS has extended our support of all students by providing every student with a Chromebook that can be kept and used at home, while also having a Chromebook for each student to use in each classroom. Teachers will be able to enhance the students' learning experience by integrating technology into their teaching knowing that there is equity with every student having equal access to technological resources.

Teachers have recommended teaching platforms designed to accelerate learning. To ensure the quality of student's online experiences and that the most effective online resources are chosen, NHCS teacher coaches will analyze data on the various application's effectiveness. They will meet with various providers to determine which applications best suit our students' needs. The intent is to offer teachers a suite of programs to supplement their teaching and support student learning.

Data from both Robla stakeholder groups (students and parents) as well as data collected from the needs analysis indicated additional staffing supports for the 2021-22 school year would be beneficial in supporting in-coming New Hope Charter School (98% of whom come from Robla's five elementary schools) students both academically and socially/emotionally. Thus, a leadership team [Counselor (1.0 FTE), teacher coach (1.0 FTE), English Learner Coordinator (.40 FTE) and Dean of Culture (1.0 FTE)] will support teachers with the implementation of PBIS protocols and social emotional learning opportunities.

The Counselor, teacher coach and Dean of Culture will also support teachers in the implementation of social emotional learning curriculum in the classroom and will conduct small intervention groups. Coordinators will also support positive attendance initiatives and serve as a resource in situations where there is chronic absenteeism.

The extended learning plan includes an increase in the number of Instructional Assistants available at NHCS. Instructional Assistants will provide classroom support for students and teachers. Instructional assistants will assist teachers in providing differentiated assistance to students throughout the school day. They will provide more academic, one-on-one support for students and will assist teachers in meeting individual student academic needs. We are anticipating an increase in the need for formative assessments by teachers.

Expanding the assessment protocol will assist teachers in accelerating students through learning modules. The availability of IA's in the classroom will help teachers to conduct more one-on-one assessments to better understand progress gains and continued needs.

Expenditure Plan

The following table provides New Hope Charter School's ESSER III expenditure plan for how we will use funds to support the supplemental instruction and support strategies being implemented by our school.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Hope Charter School	Herinder Pegany Executive Director	hpegany@epic-leadership.org 916-704-8317

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	New Hope Charter School website: https://newhope.robla.k12.ca.us/
New Hope Charter School Safety Plan	New Hope Charter School website: https://newhope.robla.k12.ca.us/

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$528,038

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$0
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$528,038
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$528,038

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Even prior to the start of our first year of operation, New Hope Charter School has worked very hard to keep clear and frequent communication with all school stakeholders regarding the impact of COVID-19 on school operations, student/staff safety and academic learning. To begin the development of NHCS's response to the impacts of COVID-19 and planning for the 2021-22 school year, we began with community meetings with parents, students at each of Robla's five elementary schools. The first survey was for potential staff and the second was distributed to all Robla families who were meaningfully interested in enrolling their students at NHCS. The questions put forth to stakeholders ranged from perceived program needs; potential program offerings; program timing; availability to participate; willingness to participate. The survey was provided in English and Spanish. NHCS leaders held weekly virtual parent and community meetings from March through May of 2021 to seek input and inform parents. District bilingual personnel were present to provide primary language support in Spanish, Hmong, and Russian languages. Parent communications continue to be distributed through text-messaging services, school-wide social media sites, school website, parent letters and voicemail messages to provide families with information and to keep them up to date on latest developments especially pertaining to CDC and state guidance as it pertains to education systems.

A description of how the development of the plan was influenced by community input.

New Hope Charter School leaders met regularly throughout the summer to discuss the results of the surveys and to begin to address the information brought forth by stakeholders. NHCS sought support from Robla School District and Sacramento County Office of Education to identify our needs and to develop a comprehensive strategic plan related to the effects of the COVID-9 pandemic. NHCS leaders met regularly with a team of Robla employees including the Superintendent, Director of Special Services, English Learner Coordinator, site administrators and site teaching staff met regularly with these partners to develop a comprehensive approach for utilizing supplemental funding to address student and staff social emotional health, supplemental academic supports, our core academic program, as well as NHCS daily operations and protocols to insure staff and student safety.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A			

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$528,038

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Action #1	Instructional Coaching	Add 2 Instructional Coaches to provide training and ongoing coaching for teachers and Intervention Assistants staff on strategies to engage students and meet academic needs.	\$260,937.41
Action #2	Intervention Assistants (IAs)	Add 5 IAs to work with teachers to accelerate student learning by providing 1-to-1 and small group instruction.	\$119,025
Action #3	Team and System for Positive Behavior Interventions & Support (PBIS) and Mental Health	Add Counselor and Social Worker, who will complete PBIS Tier 1 training with Placer COE and train and support NHCS school staff on strategies for PBIS and mental health supports.	\$148,075.20

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Instructional Coach Collaboration	Instructional Coach will provide coaching to teachers to ensure a multi-tiered process is being utilized to address students' academic, social, emotional and mental health needs.	Instructional Coach and Executive Director meet weekly.
Mental Health (Counselor and Social Worker) and Instructional Coach Collaboration	The Mental Health team and Instructional Coach will provide coaching to teachers/staff in use of social emotional curriculum (Second Step & Zones) to support student needs.	The Mental Health Team, Instructional Coach and Executive Director meet weekly.
Mental Health Team Collaboration	Mental Health Team to provide teacher/staff training in social emotional self-regulation/mental wellness.	The Mental Health Team and Executive Director meet weekly.

