

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

Section 2001(i)(1) of the ARP Act requires each local educational agency (LEA) that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for Safe Return to In-Person Instruction and Continuity of Services. In New Mexico, districts and state-chartered charter schools are LEAs.

This is a federal requirement and is not the same as the past state requirement for LEAs to submit Reentry Plans.

Pursuant to ARP requirements, LEAs must post on their website a fully compliant Plan for Safe Return to In-person Instruction and Continuity of Services by **September 30, 2022**.

This is the template we are providing for you to complete the ARP ESSER Plan for Safe Return to In-Person Instruction and Continuity of Services. The template incorporates the federally required components of this plan.

This template incorporates the federally required components of the LEA Plan for Safe Return to In-Person Instruction and Continuity of Services. **Highlighted items reflect recent CDC changes.**

PED hopes this template will allow LEAs to efficiently and effectively plan and to easily post their LEA Plan for Safe Return to In-Person Instruction and Continuity of Services on their websites as required by the ARP Act.

The LEA must **regularly, but no less frequently than every six months** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its Plan for Safe Return to In-person Instruction and Continuity of Services through September 30, 2023.**

Date of Revision

09/26/2022

District ID

516

County

Bernalillo

LEA NAME

Albuquerque School of Excellence

Below, please show how the LEA will maintain the health and safety of students, educators, and other staff, the extent to which it has adopted policies, and a description of any such policies, regarding the following safety recommendations established by the Centers for Disease Control and Prevention (CDC).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

### CDC Safety Recommendations

LEA has Policy?

Describe LEA Policy

Masking (optional). At a high COVID-19 community Level, universal indoor masking in schools and ECE programs is recommended.

Yes



No



ASE has adapted our masking policy to follow the New Mexico Public Education Departments' policy to make indoor mask-wearing optional. ASE provides masks at all entrances and in our medical offices for students, staff, and visitors that prefer to be masked. We also require that staff and students who test

Modifying facilities to allow for physical distancing.

Yes



No



Cohort schedules have been implemented and are followed daily by all grade levels. Cohort schedules include lunchtime and recess. Students are separated at recess and mealtime by a class cohort requiring grades k-2 to eat in

Handwashing and respiratory etiquette.	Yes <input checked="" type="checkbox"/>	Albuquerque School of Excellence posts signs throughout bathrooms, classrooms, and hallways while verbally reminding students, staff, and visitors, to wash their hands and keep 6 ft of
	No <input type="checkbox"/>	
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Yes <input checked="" type="checkbox"/>	Our k-5 and 6-12 Deans direct our janitorial and maintenance staff in sanitizing and cleaning procedures to maintain a sanitized and safe facility. Each classroom has air filtration units, and we have also improved our HVAC system by adding an ionized system.
	No <input type="checkbox"/>	
Quarantine is determined by local school districts and state charters using local COVID-19 Community Levels.	Yes <input checked="" type="checkbox"/>	Our Governing Council has granted ASE Administration the flexibility to follow the New Mexico Public Education Department COVID-19 tool kit and to make adjustments as needed to maintain the health and safety of our students, staff, and on-campus visitors based on local COVID-19 Community levels.
	No <input type="checkbox"/>	
Diagnostic and screening tests can be considered by the LEA for students and staff engaged in high-risk activities.	Yes <input checked="" type="checkbox"/>	ASE provides on-site testing for students and staff. This voluntary program requires parental permission for students to participate. Through our COVID-point persons, ASE has seen a dramatic increase in attendance related to
	No <input type="checkbox"/>	
Efforts to provide vaccinations to school communities.	Yes <input checked="" type="checkbox"/>	ASE will host an onsite Vaccination Clinic on October 28, 2022, for students, staff, families, and community members. Other clinics will be scheduled throughout the school year to support students and families in being COVID-19 safe.
	No <input type="checkbox"/>	
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Yes <input checked="" type="checkbox"/>	Students who cannot wear a traditional face mask and has an IEP or 504 plan in place can meet with ASE ' s Special Education Department (SPED) based on the student's needs and requests. THE SPED will determine how best to accommodate the student when
	No <input type="checkbox"/>	
Prevention Strategies (monitoring COVID-19 community levels)	Yes <input checked="" type="checkbox"/>	Our Covid Point Persons communicate regularly with our state and local health officials. Our Governing Council adjusts our COVID-19 Reentry policy when necessary to meet standards set by the New Mexico Public Education Department and the Centers for Disease Control while allowing the school
	No <input type="checkbox"/>	

How will the LEA 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?	
How will the LEA address students' academic needs?	Albuquerque School of Excellence provides Math and ELA Labs to close achievement gaps and provide more targeted interventions. NWEA assessments are used to monitor student progress throughout the school year.
How will the LEA address students' Social, Emotional and Mental Health Needs?	ASE has implemented an SEL evidence-based curriculum to provide SEL support in our instructional time for students. We have also added on-campus school counselors staff to support student's social, emotional, and mental health.
How will the LEA address students' other needs (may include student health and food services)?	We have conducted surveys, received public input, and conducted our governing council meetings via zoom. Albuquerque School of Excellence has used this feedback to develop and continuously update our reentry plan and policies regarding COVID-19 and the safety of our staff, students, and visitors.
How will the LEA address staff's social, emotional and mental health needs?	ASE has hired a fulltime school counselor who is available to meet with staff and provides resources and referrals when necessary.
How will the LEA address staff's other needs?	ASE has provided staff with five extra paid days off for COVID-19-related absences to support our team and minimize the stress associated with the missed time at work.

**Public Input**

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.

For school year 2022-2023 ASE invites public comments at every Governing Council meeting and is always open to comments, suggestions, and inquiries from students, staff, and the public.

**Understandable and Uniform Format**

Describe the process by which the LEA will, to the extent practicable, present the plan written in a language that parents can understand. Or, if it is not practicable to provide written translations to a parent with limited English proficiency, describe the process for orally translating the plan for such parents.

ASE can provide translated documents in most languages for students, parents, and the public. We also have several staff members who, when available, can assist with translation in several different languages, including Spanish, Vietnamese, Arabic, and Turkish.

Describe the process by which a parent who is an individual with a disability as defined by the ADA, will be provided a version of the plan in an alternative format accessible to that parent.

Our Special Education Coordinators work directly with families who may have a disability/disabilities as defined by the ADA and will be provided a version of the plan in an alternative format accessible to that parent or guardian.

## **U.S. Department of Education Interim Final Rule (IFR)**

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

An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services –

1. How it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
  - (A) Universal and correct wearing of masks.
  - (B) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
  - (C) Handwashing and respiratory etiquette.
  - (D) Cleaning and maintaining healthy facilities, including improving ventilation.
  - (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
  - (F) Diagnostic and screening testing.
  - (G) Efforts to provide vaccinations to school communities.
  - (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.
  - (I) Coordination with State and local health officials.
2. How it 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.
3. During the period of the ARP ESSER award established in section 2001(a) of the ARP Act, an LEA must
  - a. regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.
  - b. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.
  - c. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
4. If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).
5. An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
  - a. In an understandable and uniform format;

- b.** To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
- c.** Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent.

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>

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/guidanceuseeseinvestment.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