



### 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 Re Entry 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 **December 24, 2021**.

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.

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

District ID	County	LEA NAME
516	Bernalillo	Albuquerque School of Excellence

How the LEA 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 Centers for Disease Control and Prevention (CDC)**

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

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:



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<p>Universal and correct wearing of masks</p>	<p>Y</p>	<p>Any person entering the school premises who uses school transportation or participating in or attending a School-related activity must wear a face mask or similar protective face covering, covering the nose and mouth, at all times, except while eating or drinking during allowed times. The School may provide supervised mask breaks for small groups outdoors while maintaining social distancing between individuals. Face masks must cover the mouth and nose and fit snugly against the sides of the face to contain respiratory droplets. The types of allowable face masks include (1) face masks made of two or more layers of cloth; (2) face masks with a clear plastic window; or (3) surgical, procedural, N95, or KN95 face masks that are approved by the federal Food &amp; Drug Administration for use by staff performing medical duties or similar close contact assignments. The following face coverings are NOT substitutes for face masks: (a) masks with exhalation valves or vents; (b) scarves; (c) bandanas; (d) neck gaiters/neck fleeces; (e) face shields. The School requests that cloth face masks be washed and dried after each day of use at school and that masks not be reused without washing. Students who cannot bring their face coverings for use at School should notify front office secretaries, who will have access to and provide an approved face mask.</p> <p>The School will have a sufficient quantity of masks and PPE on hand before students return for in-person learning, following applicable PED guidance and requirements. For staff in close contact assignments. Any staffing assignment in which a staff member must be within six feet of distance from a student to fulfill their duties. If a student removes the face mask and refuses to wear the mask during required times, then the student will have to be picked up from school and taken home. Students who remove their masks outside of permitted times or places shall be issued a disciplinary warning. After the first warning, the student shall be subject to further</p>
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		<p>corrective measures, including but not limited to required remote learning (if available), suspension or expulsion, depending on the circumstances. School's disciplinary policies and procedures shall apply. This masking requirement does not apply to children under age two or to anyone who has trouble breathing, is unconscious, incapacitated, or is otherwise unable to remove the mask without assistance. When wearing a mask would obstruct breathing or exacerbate another medical condition for a student, a healthcare provider should see the student discuss whether it is safe for the student to be in school during a public health emergency. Students who do not have and are not eligible for an IEP or 504 Plan MUST wear a face mask to attend school in person. The alternative is for a family to choose for that student/s to become a full-time remote learner.</p>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>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 during mealtime by a class cohort requiring grades k-2 to eat in their classrooms to ensure student safety and health at all times. This policy has been implemented to ensure that students are minimizing their contact with others and so that we are better able to record and report contact tracing accurately.</p>
Handwashing and respiratory etiquette	Y	<p>Albuquerque School of Excellence posts signs throughout bathrooms, classrooms, and hallways while also verbally reminding students, staff, and visitors, to wash their hands and keep the recommended 6 ft of distance from others.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>Our Operational and Facilities Manager directs 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.</p>



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Contact tracing in combination with isolation and quarantine, collaboration with the State, local, territorial, or tribal health departments.	Y	We have sign-in sheets, seating charts in eating areas and classrooms. Temperature check in the morning before students start their day, documenting all students with COVID-related symptoms.
Diagnostic and screening testing	Y	We surveillance testing on unvaccinated staff to test every week. We are waiting on funding to commence onsite student surveillance testing.
Efforts to provide vaccinations to school communities	Y	Yes, we hosted a vaccine clinic on our campus on 9/9/21 and will continue to offer information on where to get a vaccine.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Students with IEPs/504 Plans Students who cannot wear a face mask and have an IEP or 504 Plan shall meet with the IEP/504 Team to decide about possible accommodations based on the totality of needs, including the student’s requirements and the community’s public health needs. In most cases, the IEP/504 team will consider fully remote learning as the appropriate accommodation, per PED guidance. Appropriate school staff will convene to explore all options so that Albuquerque School of Excellence can include the student in whatever activities are feasible, including outdoor learning to the greatest extent possible while minimizing and mitigating risks and making other necessary accommodations. The IEP/504 team may request medical documentation and determine whether a face shield could be used instead of a face mask. If the IEP/504 team allows a face shield to be substituted for a mask, the face shield must be hooded, start at the forehead, and wrap around the face from ear to ear and extend to the chin. Additional PPE equipment for the student and the staff serving the student shall also be considered. IIEP/504 Plan Behavioral Related Issue, if a student that falls under this category should refuse to wear a mask and it puts themselves or others at risk, the IEP/504 team will convene to develop a plan for guiding the student on how to wear a face-covering correctly while having the option of online learning if needed.



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Coordination with State and local health officials	Y	Our Covid Point Person communicates regularly with our State and local health officials, and our Governing Council makes adjustments to our COVID-19 Reentry policy when necessary to meet government standards.
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How 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

**How will the LEA Ensure Continuity of Services?**

Albuquerque School of Excellence

**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 completed to monitor student progress throughout the school year.
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Social, Emotional, and Mental Health Needs?	We have partnered with Move This World and the evidence curriculum to provide SEL curriculum in our instructional time. We have also added staff in on-campus school counselors to support students' social, emotional, and mental health needs.
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Other Needs (which may include student health and food services)?	We have designated COVID-19 Isolation rooms in each of our buildings and provide free PPE to all students, staff, and visitors to our campus. Additionally, we have added a staff member to oversee our Nutrition Program to ensure all students are offered breakfast and lunch daily while offering after-school snacks to students who participate in after-school tutoring or educational-based clubs.
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**How will the LEA address Staff:**

Social, Emotional, and Mental Health Needs?	We have an Emergency sick leave policy and do not doc the pay of any staff who is required to quarantine due to COVID-19. We encourage our staff members to utilize the ten personal and sick leave days they are granted each school year as needed to help improve social, emotional, and mental health needs. Additionally, we provide three-ninety minutes short leave days each semester for staff to utilize as needed. To boost morale, we provide staff wellness activities and training and all staff meals that encourage socializing and gathering as a team with no work-related requirements.
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Other Needs?	
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<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	We have conducted surveys, held public input meetings and governing council meetings via zoom, and made these available to our staff, families, and the general public. 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.
<b>Understandable and Uniform Format</b>	
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.	Albuquerque School of Excellence has contracted with Language Line, an interpreting service that provides language-access needs to include phone, video, and translation and localization of written materials.
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 offered upon request a version of the plan in an alternative format that is accessible to that parent or guardian.



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

### 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—



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- 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/guidanceuseseinvestment.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](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)