

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 **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	12/7/2021

District ID	County	LEA NAME
574	Bernalillo	Albuquerque Collegiate Charter School

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:
Universal and correct wearing of masks	Y	All students, staff and visitors to the building must wear masks at all times, unless eating/drinking at designated times.

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	To the greatest extent possible, classrooms and all common spaces are set up for physical distancing. Cohorting is being used across the building and in all classrooms.
Handwashing and respiratory etiquette	Y	Instruction has been provided to all staff and students regarding proper handwashing and respiratory etiquette.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Cleaning and maintenance of the facility are being guided by protocol and guidance from the Center for Disease Control.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Contact tracing, isolation, and quarantine protocols are being followed based on the guidance from the NMPED and NMDOH COVID Toolkit.
Diagnostic and screening testing	Y	Diagnostic screening and testing is occurring weekly for all unvaccinated staff. The school will begin implementation of the Test to Stay program as soon as available following the implementation meeting with PMG.
Efforts to provide vaccinations to school communities	Y	Information is disseminated to staff and families about vaccination opportunities.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	As necessary, Albuquerque Collegiate is following any medically required accommodations for children with disabilities with respect to health and safety policies.
Coordination with State and local health officials	Y	Albuquerque Collegiate continues to coordinate with necessary state and local health officials for all COVID related responses.

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 the LEA will Ensure Continuity of Services?
Albuquerque Collegiate has continued to provide all traditional services provided prior to the pandemic including academic, social emotional and food services. In addition, the school has now begun providing mental health and physical health services through community partnerships.
How will the LEA address Students':

Academic Needs?	Albuquerque Collegiate continues to provide an extended school day and school year through the Extended Learning Time Program. In addition, COVID relief funds have been used to support a lower student to teacher ratio, providing more individualized instruction and support for all scholars.
Social, Emotional and Mental Health Needs?	Albuquerque Collegiate provides all classrooms with an SEL block of instruction daily. In addition, Albuquerque Collegiate has partnered with Pacha Counseling Services to provide scholars and families with mental health services off-site and at the school building.
Other Needs (which may include student health and food services)?	Food service continues to be available to all scholars free of charge for breakfast, lunch and after-school snack. In addition, Albuquerque Collegiate has developed a partnership with ABQ Healthcare 2 You to provide physical health services via home visits or on-site school visits for scholars and families.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Albuquerque Collegiate continues to have regular check-in's with staff through coaching meetings about their physical and mental wellness. Once a month in place of professional development, staff are given a "Wellness Wednesday" where they are encouraged to focus on their physical and mental wellness.
Other Needs?	N/A

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Updates on the state of the school with respect to COVID response and continuity of services were provided at monthly Governing Board meetings. Feedback was solicited at these meetings. In addition, monthly newsletter communication was provided from classrooms to Albuquerque Collegiate families. Limited feedback from ACCS families was received. Feedback that was received was taken into account, discussed among school leadership and the governing board and implemented as a standard policy or dismissed due to safety concerns. For example, a request was made for students to be able to remove masks while outside. After discussion, research and review of guidance from NMPED/NMDOH it was determined the school could provide this revision to the plan.
Understandable and Uniform Format	

<p>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.</p>	<p>The plan was discussed at family info sessions and orientation presentations at the beginning of the school year. These presentations were conducted in both English and Spanish, the languages used within our school community.</p> <p>In addition, the plan is available on the school's website. The plan is being translated currently so as to be available in English and Spanish on the school's website.</p>
<p>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.</p>	<p>While this has not been posed as need at this time, the plan would be to provide the information in the preferred method of the individual/family within a 1 week period from the time of the request.</p>

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/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_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf