

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		

District ID	County	LEA NAME
01	Bernalillo	APS Charter/El Camino Real Academy

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:
Masking (optional). At a high COVID 19 community Level, universal indoor masking in schools and ECE programs is recommended.	Y	ECRA has developed a matrix to follow that addresses masking. Indoor masking is required for individuals who have had confirmed exposure while they participate in Test to Stay. Indoor masking may be required for the whole campus based on local data.
Modifying facilities to allow for physical distancing.	Y	Tables and desks are easily reconfigured in individual classrooms if needed. Outdoor activities and learning are encouraged.
Handwashing and respiratory etiquette.	Y	Frequent handwashing is encouraged. Masks are recommended for any staff or students who are experiencing symptoms of respiratory illness. Stay home guidance is addressed in ECRA sick day policy that is included in our handbook.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	Merv 13 filters are being used in ECRA ventilation symptoms. Air purifiers with UV light are in each room and throughout the hallways. Campus is cleaned daily. High touch surfaces are cleaned frequently throughout the day. UVC lights are available for disinfection as needed.
Quarantine- will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level .	Y	ECRA has developed a matrix to follow that addresses quarantine. Positive cases isolate for 5 days. They return to in person learning on the first day after day 5 that they test negative on rapid antigen. Close contacts have the option to quarantine and participate in online learning or to participate in Test to Stay.
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	Y	Rapid antigen and rapid PCR tests are available on site for any staff or students who are exposed or feeling ill. Based on local data, staff may also be asked to test after school breaks or after they travel.

Efforts to provide vaccinations to school communities.	N	Vaccine clinics have been held on site. ECRA also posts information about free community clinics for families.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Y	ECRA follows procedures as outlined in the New Mexico School Health Manual, Chapter 4: Guidelines for Students with Special Health Needs and Chapter 10: Communicable Disease.
Prevention Strategies [monitoring COVID-19 community levels)	Y	ECRA has developed a matrix to follow that addresses prevention strategies depending on local data. The school nurse monitors local data, community levels, school levels, and contact tracing.

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?	
During COVID-19, ECRA implemented a number of supports that continue to be in place to support students and staff who may test positive for the virus. As the numbers increase/decrease, ECRA will continue to be responsive to the needs of students and staff. We have the schoolwide capability to transition to remote learning in and out as needed.	
How will the LEA address Students':	
Academic Needs?	All students have digital devices that are used in daily learning. ECRA also has a virtual learning option available for all students. Virtual learning is also utilized for students if they test positive for COVID and are feeling well enough to complete school work. Hotspots are available to families who do not have reliable internet service.
Social, Emotional and Mental Health Needs?	Social-emotional learning is a priority at ECRA. Various departments are addressing these needs and collaborate to provide necessary support. Students and their families are served by counseling services, nursing services, social workers, etc. Support is available virtually as well as on campus.
Other Needs (which may include student health and food services)?	Student health support is available both on campus and virtually as needed. Currently we provide food services in

	the form of breakfast, lunch, and snack for onsite students. When allowable by USDA, we provide meal pickups for families twice a week.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	SEL and mental health of staff is supported regularly at staff meetings and through the Wellness Team. Daily emails are sent to staff with ideas and resources to support mental health. An employee assistance program is also available to all staff and their families.
Other Needs?	Staff needs are addressed on an individual basis with administration. An employee assistance program is also available to staff.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Public input from staff, students, and families has been solicited via google form questionnaires. There have also been open Q&A sessions held virtually for families to attend. Parents are also notified of board meetings so they can attend and make a statement if they choose.
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.	All written communication at ECRA is translated to Spanish due to the demographic profile of our school. Any verbal communication is also done in English and Spanish. Other languages are translated on a case by case basis as needed.
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.	ECRA will provide an individualized alternative format as needed that is accessible to family members dependent upon their designated disability.

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/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_FINALb0cd6833f6f46e03ba2d97_d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf