

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	December 6, 2021

District ID	County	LEA NAME
503	Bernalillo	Horizon Academy West 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 staff, teachers, students, and parent volunteers must wear a mask indoors unless eating. Teachers and staff remind students of

		the correct and proper way to wear a mask (over the mouth and nose. Visuals are posted in all areas of the school as reminders to all.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Teachers set up classrooms with physical distancing in mind. Teachers use plastic dividers when distancing is not possible. Areas are marked for whole group and small group learning. Recess spaces are modified so that only one or two classes are in the same area at one time.
Handwashing and respiratory etiquette	Y	Signs and visuals are up in all areas of the building as reminders to wash hands, cover mouth and nose when sneezing and coughing. Handwashing stations as well as hand sanitizer are made available to students and staff.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	HVAC filters upgraded. Electrostatic air purifiers and filters purchased. In large areas, such as the cafeteria, doors are kept open for proper ventilation.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Sign in sheets for staff and teachers are maintained. Health Assistant maintains records and reports of isolation and quarantine.
Diagnostic and screening testing	Y	Teachers and staff participate in surveillance testing each week (if not vaccinated). Applied for grant in order to test students and staff in modified quarantine (test to stay program) Waiting on equipment and staff has been trained.
Efforts to provide vaccinations to school communities	Y	Reached out to local pharmacies. Are willing to provide a vaccination clinic to community.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Health Assistant maintains all health accommodations and plans.
Coordination with State and local health officials	Y	Reports are made each week by our Health Assistant. Training for surveillance testing complete. Received the COVID testing grant through NM DOH.

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?	
School personnel will use data in order to ensure continuity of services. Istation data (BOY, MOY, and EOY), attendance data, surveys of all stakeholders, and student progress reports will be monitored.	
How will the LEA address Students':	
Academic Needs?	Interventionists hired for K-2 and 3-5. Both work with small groups of students based on Istation scores and teacher/parent recommendation in the areas of reading and math. Chromebooks purchased for all students in order to meet the needs of remote learning as needed.
Social, Emotional and Mental Health Needs?	Hired a full-time Counselor to support students' SEL needs. Counselor is a resource to families. Counselor supports students in small groups, whole group (classroom-based support), and individual meetings.
Other Needs (which may include student health and food services)?	Free Breakfast and Lunch for all students – USDA Grant.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Counselor is available to support staff SEL needs. Social Worker available to support needs as well. Both work together to refer staff to community resources and/or therapists. Gratitude Journals used as an optional outreach program for staff.
Other Needs?	Maintenance worker and custodians hired to maintain facilities. This includes preventative maintenance (safe building and environment) and COVID-safe disinfecting and cleaning.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Virtual meetings, surveys (Google Forms), in-person meetings, newsletters, robocalls, Governing Council meetings were all used to seek public input about the plan and the revision of the plan.
Understandable and Uniform Format	
Describe the process by which the LEA will, to the extent practicable, present the plan written in a language that	We have identified one staff member who is fluent in Spanish that will translate as needed. We contract with a

<p>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>service that translates documents, attends parent meetings (IEP, general meetings) as needed.</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>Staff willing to read plan to a parent, SPED teachers and ancillary services on hand to provide accommodations as needed.</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