

## 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**

<b>Date of Revision</b>	<b>12/8/2021</b>
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<b>District ID</b>	<b>County</b>	<b>LEA NAME</b>
001-780	Bernalillo	Cien Aguas International 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>

<b>CDC Safety Recommendations</b>	<b>Has the LEA Adopted a Policy? (Y/N)</b>	<b>Describe LEA Policy:</b>
Universal and correct wearing of masks	Y	All students, employees, and visitors must wear masks while inside the school buildings, whether they are vaccinated or

		<p>not. Masks also are required on school buses.</p> <ul style="list-style-type: none"> <li>• While students are expected to provide their own masks, spares will be available for students who forget.</li> <li>• Student refusal to wear a mask will be treated as a dress code violation.</li> <li>• Employees who refuse to wear a mask are subject to progressive discipline.</li> <li>• Visitors who refuse to wear a mask will be asked to leave APS buildings.</li> </ul>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>Students must stay within in their grade level cohort the entire school day. Students have recess, and eat lunch in their grade level cohorts.</p> <p>Improved ventilation - MERV 13 filters have been purchased and installed.</p> <p>Administration has purchased and we have moved into a newer, bigger, building to help allow for proper social distancing we went from 28,000 sq ft to 73,000 sq ft.</p>
Handwashing and respiratory etiquette	Y	<p>Students and staff are encouraged to make it a part of their practice at school and at home to wash their hands frequently with soap and water for at least 20 seconds.</p> <p>When hand washing isn't possible, use hand sanitizer containing at least 60 percent alcohol is available in every classroom and throughout the school.</p> <p>In addition, Cien Aguas nurses and teachers model proper handwashing and mask wearing.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>* Cien Aguas has a day porter, contracted to be at the school site 5 days per week to help us keep the building clean – especially shared spaces like the bathrooms and cafeteria.</p> <p>*Improved ventilation - MERV 13 filters have been purchased and installed.</p> <p>*Deep Cleaning – conducted by a team of contractors once a week on Wednesdays.</p> <p>* There is a list of items to clean posted at every office, bathroom, cafeteria, and classroom that</p>

		<p>requires sign off by the contractors to ensure they've been disinfected – particularly high traffic, shared spaces.</p> <p>* The school has purchased a special disinfecting liquid for the contractors to use on all surfaces.</p> <p>* The school has purchased two de-ionizing foggers – one is portable - as well as the cleaning agent to disinfect classrooms, surfaces and areas where there have been potential Covid exposures, a student has thrown up, etc.</p> <p>* Finally, all classroom teachers and students have disinfectant wipes to use as often as they need.</p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>Students must stay within in their grade level cohort the entire school day. Students have recess, and eat lunch in their grade level cohorts. Teachers are required to keep seating charts on file with the nurse's office.</p> <p>As soon as we hear of an infection, we call parents with instructions to isolate and quarantine and communicate with State and Local DOH authorities along with our school community. Cien Aguas has policies in place to handle COVID infections on a case – by – case basis.</p> <p>Students who have been vaccinated need not quarantine but students who haven't been vaccinated are required to quarantine for 10 days; unless they are participating in the Test to Stay Surveillance Program (see below).</p>
Diagnostic and screening testing	Y	<p>The Test to Stay and Surveillance Program is in place and will be going as soon as our CLIA certificate is released. The <b>Test to Stay</b> program, allows unvaccinated and partially vaccinated students exposed to COVID-19 to stay at school as long as they test negative in the days that follow.</p>
Efforts to provide vaccinations to school communities	Y	<ul style="list-style-type: none"> <li>CAIS has hosted had a flu shot vaccine clinic.</li> </ul>

		<ul style="list-style-type: none"> <li>• CAIS has scheduled two COVID vaccine clinics for students ages 5 – 11 before the Winter Break.</li> <li>• CAIS will continue to offer vaccine clinics throughout the school year.</li> </ul>
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<ul style="list-style-type: none"> <li>• Intensive support is provided in an individual setting to meet extensive needs.</li> <li>• Students learn alongside their peers in various teaching methods in the students least restrictive environment</li> <li>• Special Education teachers and Educational Assistants work with students who require intensive support in classroom settings or small groups</li> <li>• SPED team also works closely with social workers to support students with intensive needs with coping strategies and to provide outside resources and supports to families.</li> <li>• SPED team has increased from one teacher with one EA to three full time teachers and 3 full time EAs</li> </ul>
Coordination with State and local health officials	Y	Cien Aguas is required to report once a week and surveillance test all our non-vaccinated employees on a weekly basis.

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	
<b>How the LEA will Ensure Continuity of Services?</b>	
Cien Aguas International school is prepared to help serve students and families by providing social work services, counseling, APS food services, as well as services through contract work for Speech and Language, Occupational Therapy, etc.	
<b>How will the LEA address Students':</b>	
Academic Needs?	<p>General Instructional Provisions</p> <ul style="list-style-type: none"> <li>• Reading and Math programs that promote inquiry; Targeted Interventions; Fine Arts (Art/Music/Dance/Film) and PE or dance at each grade</li> </ul> <p>Bilingual Education</p> <ul style="list-style-type: none"> <li>• 90/10 model, Project GLAD strategies, AIM4S3 strategies during math</li> </ul> <p>Cross-Cultural Competence</p>

	<ul style="list-style-type: none"> <li>Understanding &amp; Respect for other cultures, knowledge of and ability to work within other cultures: Instructional Strategies teach cooperation, Units of Inquiry include problem solving/ties to global issues, focus on developing an understanding of our world and global issues: Authentic Literature and research: Value vs. Tolerance</li> </ul> <p>Environmental Education Integral part of the curriculum; Sustainability - Energy Stars, Recycling, Composting, Horticulture and gardening classes, Expeditionary Learning (water, recycling)</p>
Social, Emotional and Mental Health Needs?	<p><b>Social / Emotional</b> - Cien Aguas Elementary School teachers implement peacemaking time. This is time to implement restorative justice circles, and address social issues that may have arisen as a class. In the middle school, Cien Aguas teachers do this during their CREW time.</p> <p><b>Mental Health / Emotional</b> – Cien Aguas Elementary School has a part time Social Worker, as well as follows a memo of understanding with Complete Behavioral Health who comes in to the school to work 1:1 or in small group with clients. With ESSER III funding, Cien Aguas will hire a full-time counselor.</p>
Other Needs (which may include student health and food services)?	<p>Student health services are provided by our school nurse; she makes our shot clinics possible, screens for vision and hearing as well as helps connect families with health professionals and services.</p> <p>Student food service needs are provided by APS who helps us ensure our students are well fed, even when we are not at school. As a Title I School, Cien Aguas provides free breakfast and lunch to all our students.</p>
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	<ul style="list-style-type: none"> <li>Mental Health Days can be taken off as sick days.</li> <li>All staff have at least a 40 min lunch every day.</li> <li>All teachers have prep time.</li> <li>Administration has an open-door policy.</li> <li>The school has workrooms/lounges as well as an EA to help ease copying, and other prep work for teachers.</li> <li>We offer duty and class coverage for doctor appointments.</li> <li>Our curriculum coach and writing coach help plan and coordinate collaboration so that teaching and planning isn't done in isolation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers are encouraged to practice self-care.</li> <li>• If teachers need more mental health, they are encouraged to let us know so that we may refer them to mental health or other services.</li> </ul>
Other Needs?	Sunshine committee organizes all social celebrations, as well as supports staff members with their needs.

<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.	<p>Input regarding our new building was gathered from parents during a tour.</p> <p>Public input from parents was compiled during an online parent meeting with our dean of students. Parent and student input was also compiled through a survey.</p> <p>Teacher input was gathered during various staff meetings and tours.</p>
<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.	<p><b>Orally</b> - Cien Aguas plans to have an open house for all our families once we are in the new building. The event will have live translation and/or be bilingual.</p> <p><b>Written</b>- Plan will be provided via email in English and Spanish in parent-friendly language.</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.	Parents can be provided copies in whatever version they require or need. The school will work with APS services to ensure that we have alternate formats and languages available.

## 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/guidanceeseinvestment.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)