

## **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

9/15/2022

District ID	County	LEA NAME
001-706	Bernalillo	Coral Community 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:
Masking (optional). At a high COVID-19 community Level, universal indoor masking in schools and ECE programs is recommended.	Y	<p>Provided masks remain optional under law, including any future update of the PED COVID19 toolkit, masks are not required to be worn on school premises except for the following:</p> <ul style="list-style-type: none"> <li>• Food service workers;</li> <li>• Any person in the COVID19 isolation room or otherwise interacting with persons symptomatic of COVID19;</li> <li>• Any person who is experiencing a symptom consistent with COVID19;</li> <li>• Any person returning from self-isolation after testing positive for COVID19 but having no symptoms must wear a well-fitting mask for 5 days after the isolation period ends.</li> <li>• Exposed contacts who are not up to date with COVID-19 vaccinations must wear a well-fitting mask while attending school for 10 days following the exposure.</li> </ul>
Modifying facilities to allow for physical distancing.	Y	The school employs physical distancing to the greatest extent possible throughout the building and provides an outdoor learning space and schedule for use.
Handwashing and respiratory etiquette.	Y	<p>Sanitizing - Sanitizing stations are located throughout the school in common areas – every classroom entrance, entrance and exit of cafeteria, entrance and exit gates, front door, back door, front desk, teacher and administration desks. The stations are stocked with at least 60% alcohol gel. In addition, each classroom is equipped with a bottle of hand sanitizer. Paper towels are located in the restrooms and restocked as needed. Disinfectant wipes located in every classroom and teacher and admin desk. There are no touch trash cans in all bathrooms, classrooms, playground, cafeteria and hallways. Students are permitted but not required to bring hand sanitizer from home.</p> <p>Sanitizing - Sanitizing stations are located throughout the school in common areas – every classroom entrance, entrance and exit of cafeteria, entrance and exit gates, front door, back door, front desk</p>
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	Cleaning – The school building is deep cleaned once per week on Wednesdays. Several high use areas have been identified and will be cleaned daily. These areas include all door handles, light switches, desk/table surfaces, entrance and exit doors/windows, front desk, and chairs. Additional cleanings are schedule during school breaks as necessary. MERV 19 filters are used in the school filtration system.
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	Return to School policy here: <a href="https://coralcharter.com/wp-content/uploads/2022/09/CCCS_Return-to-School-Policy_September-2022.pdf">https://coralcharter.com/wp-content/uploads/2022/09/CCCS_Return-to-School-Policy_September-2022.pdf</a>
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	N	
Efforts to provide vaccinations to school communities.	Y	While the school has not yet served as a vaccination site, families are provided with regular updates on vaccination availability, clinics, and locations.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Y	The Special Education Coordinator will consult regularly with classroom teachers and service providers to ensure each child's needs are being addressed; appropriate materials are utilized; equal and individualized access to opportunities is provided; discussion and collaboration about learning occurs between general and special education teachers. The majority of these responsibilities will be addressed during weekly Academy meetings; however, individual discussion will be scheduled as necessary. The Coordinator and the Leadership Team meet regularly to ensure that our students with disabilities and their providers have remote learning resources needed to meet requirements within IEPs
Prevention Strategies (monitoring COVID-19 community levels)		Students are educated and reminded about prevention strategies. A 5% positive threshold requires additional action steps.

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>	
The school's administrative team is fully cross trained. Absences for instructional staff will be covered by substitutes and if the threshold is too high, remote learning will be utilized.	
<b>How will the LEA address Students':</b>	
Academic Needs?	Ensuring student engagement; personal education plans for all students; regular family check ins/needs assessments; explicit lesson design; staff collaboration
Social, Emotional and Mental Health Needs?	Continue building teacher capacity to deliver social emotional support; implement an SEL curriculum; utilize a purchased daily check in platform for students.
Other Needs (which may include student health and food services)?	The district provides pick up sites for meals for all students.
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	Weekly interaction with at least one member of the leadership team for the specific purpose of addressing needs.
Other Needs?	Ensuring accessibility of school leadership.

<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.	Policies and plans are drafted in collaboration with school leadership and staff; meetings at which action on policies take place are properly noticed on the school website and instructions for joining the meeting are included. Community members are provided with contact information in case they have recommendations outside the formal process. Recommendations can be considered as revisions at monthly governance council meetings.
<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.	Documents are posted on the school website and a translation option is included on the actual website.
Describe the process by which a parent who is an individual with a disability as	Contact information is posted on the school website for requesting documents in alternative formats.

defined by the ADA, will be provided a version of the plan in an alternative format accessible to that parent.	
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## 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)