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 17, 2021

Link to plan on web: https://www.aps.edu/schools/covid-updates-for-2021-2022/covid-updates-for-2021-2022/

District ID: 001

County: Bernalillo

LEA Name: Albuquerque Public Schools

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
<table>
<thead>
<tr>
<th>CDC Safety Recommendations</th>
<th>Has the LEA Adopted a Policy? (Y/N)</th>
<th>Describe LEA Policy:</th>
</tr>
</thead>
</table>
| Universal and correct wearing of masks | Y | Everyone (vaccinated and unvaccinated) wears mask indoors. Exceptions:  
|                             |      |   o Athletics follow NMAA guidelines.  
|                             |      |   For students who cannot wear a face mask and have an Individualized Education Plan (IEP) or a 504 Plan, the IEP team or 504 committee should meet to make a determination about possible accommodations based on the totality of needs, including the student’s needs and the community’s public health needs.  
|                             |      |   o For staff who cannot wear a face mask, reasonable accommodations such as alternate work assignments may be available to an employee, under the Americans with Disabilities Act (ADA). Contact Human Resources for further information.  
|                             |      |   o Families, visitors, volunteers, providers, etc. who cannot wear a face mask, as appropriate, may participate virtually or in outdoor settings. |
| Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) | Y | To the greatest extent possible, Social Distancing both indoors and outdoors is 3 feet for students (when wearing a mask properly otherwise social distancing is 6 feet) and 6 feet for adults. Schools are required to have signage on walls and floors to encourage COVID-Safe Practices. Individual classrooms and lunchrooms cohort to the greatest extent possible. |
| Handwashing and respiratory etiquette | Y | Students and staff have access to hand-washing stations and/or hand sanitizer. |
| Cleaning and maintaining healthy facilities, including improving ventilation | Y | All units with filters have the highest filter for that unit. Fans run from 3am -8pm daily and all dampers have been removed. For specific unit information: [https://docs.google.com/spreadsheets/d/1lAdC166h-HMDam8hhnB7-OZYuAzaum6D_4PtxnNaCmQ/edit#gid=533657084](https://docs.google.com/spreadsheets/d/1lAdC166h-HMDam8hhnB7-OZYuAzaum6D_4PtxnNaCmQ/edit#gid=533657084) |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | Y | APS follows the PED toolkit for closer contact tracing, isolation and quarantine. Principals/Supervisors follow a Rapid Response checklist for all positive cases. Principals/Supervisors with positive cases meet daily with the APS COVID-19 Rapid Response Team. |
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?**

APS is implementing Social Emotional curriculum and the AIM program district wide as well as continuing partnerships with providers (such as Road Runner Foodbank) to provide meals for students and families in need. APS has implemented the Test to Stay Program to allow students to continue in-person learning when identified as a close contact. In addition, for students who must quarantine, lessons are sent home or teachers may choose to provide hybrid instruction.

**How will the LEA address Students' Needs?**

<table>
<thead>
<tr>
<th>Need</th>
<th>LEA Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic and screening testing</td>
<td>Weekly surveillance tested for unvaccinated staff. Student surveillance testing will be through Premier Medical Group Pool testing slated to begin on December 1, 2021</td>
</tr>
<tr>
<td>Efforts to provide vaccinations to school communities</td>
<td>APS has and continues to partner with multiple entities to provide onsite vaccination clinics for both the school communities including but not limited to the New Mexico Department of Health, Presbyterian Medical Group, multiple pharmacies, etc. Currently APS has vaccines twice a week at the Berna Facio Professional Development Center.</td>
</tr>
<tr>
<td>Appropriate accommodations for children with disabilities with respect to health and safety policies</td>
<td>Additional and appropriate PPE are provided to students and staff to ensure health and safety of both staff and students. Students’ IEPs and 504 plans are established and/or revised to ensure appropriate accommodations are provided to students with disabilities. This allows for flexibility in learning models provided to these students. Social Emotional learning time and reintegration strategies are also provided to students as needed.</td>
</tr>
</tbody>
</table>
| Coordination with State and local health officials                  | • APS meets regularly (at least every other week) with the New Mexico Department of Health (NMDOH) to coordinate COVID-Safe Practices. Including but not limited to: NMDOH/Primary care biweekly meeting to discuss collaboration and support strategies  
• APS Superintendent attends the weekly New Mexico Department of Education Superintendent updates  
• Regular discussion with NMDOH School Health Advocates for clarification of questions, collaboration and mutual support strategizing regarding student health needs.  
• APS meets as needed with a consultation team consisting of University of New Mexico Hospital pediatric staff, NMDOH Epidemiology, NMDOH School Health Advocate and NMPED |
| Academic Needs? | • APS is creating a **Performance Framework with Tiers of Support** to target core resources and supports needed by each school, at each level.  
• APS has also committed to providing one-to-one devices for students and guaranteeing connectivity for all families.  
• APS has developed an Equity Policy, Procedural Directive, Framework, and Professional Development Plan.  
• APS provides teachers with district supported textbooks, culturally and linguistically responsive instructional materials, and supplementary resources to offer a variety of perspectives.  
• General Education and Special Education have aligned to provide instructional opportunities for students at APS. Goals include 1) Frequent monitoring of learning and adjustment of instruction; 2) Challenging culturally and linguistically responsive teaching; 3) Support for the needs of the whole child; and 4) Differentiated job-embedded learning for teachers.  
Instructional plan can be found at: file:///Users/krismeurer/Dropbox/_%200%20Corna%20virus/_______2021-22%20SY%20reopening/APS%20Unfinished%20Learning%20updated%207.21.21%20%20accessible.pdf |
| Social, Emotional and Mental Health Needs? | • Integrating Social and Emotional Lessons into advisory and other classes  
• Providing AIM (Accept, Identify and Move) training for schools and staff districtwide  
• Community Mental Health Providers  
• APS school counselors address social and emotional needs of all students through one-on-one interactions, small group engagement, and/or classroom guidance lessons.  
• Each school has a Health and Wellness Team that addresses the needs of students. Intervention plans and wrap around services are identified during these meetings.  
• APS Social Workers provide social and emotional support for students identified through their IEP as needing these services  
• APS provides professional development on  
  o classroom management strategies and processes, imbedding SEL in the form of relationship-building, student ownership of project content,  
  o use of Kagan/CASEL Standards/AIM strategies (modeling during elbow coaching and demo lessons).  
• APS provides schools with classroom resources, manipulatives (charts, trackers, visual scheduling, recognition strategies  
• APS staff provide observation and documentation of student behaviors directly tied to teacher supports being provided by Behavior Support Services team in a classroom |
| Other Needs (which may include student health and food services)? | • 10 School Based Health Centers that serve students in those schools both primary care and Mental/behavioral health care.  
• At least .5 School Nurse FTE in every school.  
• Regularly assess acuity levels in evaluating Nurse staffing needs.  
• A Full time health assistant in every school  
• Every school has an isolation room for student exhibiting COVID symptoms |
• Utilize certified hourly and agency nurses to assist with nurse illness (including COVID-19) and vacancies (due to the Pandemic) while there is a heightened need for assuring nursing services in every school.
• Community Mental Health providers are assigned to schools.

Food Services - APS provides free breakfast and lunch to all students 18 and under regardless of income.

How will the LEA address Staff?

<table>
<thead>
<tr>
<th>Need</th>
<th>LEA Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, Emotional and Mental Health Needs?</td>
<td>• 2 full time Employee Assistance Program therapists that all staff can access</td>
</tr>
<tr>
<td></td>
<td>• Employee Wellness Program that encourages an environment that promotes a culture of total well-being for all employees which includes online and mobile app tools for employees to actively participate in activities that suit their personal needs.</td>
</tr>
<tr>
<td></td>
<td>• More mental and behavioral health resources, including a flexible Life on Mindfulness program, are available.</td>
</tr>
<tr>
<td></td>
<td>• Community mental providers.</td>
</tr>
<tr>
<td>Other Needs?</td>
<td>APS offers an array of employee benefits including, but not limited to COVID-leave. See <a href="https://www.aps.edu/human-resources/benefits">https://www.aps.edu/human-resources/benefits</a> for details.</td>
</tr>
</tbody>
</table>

Public Input
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.

In addition to our normal means of communication, including the APS website, social media, local media, newsletters, digital flyers, and digital billboards, APS requested feedback from the public by hosting virtual town hall meetings through Zoom. This was intended to be an inclusive process where all voices could be heard and help create a shared vision for APS. During the virtual town hall forums, the public had the chance to hear, review, comment, and submit questions.

Understandable and Uniform Format

<table>
<thead>
<tr>
<th>Process</th>
<th>LEA Response</th>
</tr>
</thead>
</table>
| 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. | Plans are summarized and posted to the APS website: [COVID Updates for 2021-2022](https://www.aps.edu/human-resources/benefits).
The website provides two built-in tools to provide translation of web content:
• BrowseAloud is assistive technology software that adds text-to-speech and translation functionality to websites.
• Google Translate is a free online service that can translate text |
and web pages into different languages using the Google Translation API.

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.

As mentioned, information is posted to the APS.edu website, which uses assistive technology software for text-to-speech and translation functionality.

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
1. 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.

2. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

3. 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—
   1. In an understandable and uniform format;
   2. 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
   3. 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](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](https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.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)