

**CCCS Plan for Safe Return to In-Person Instruction and Continuity of Services**

The LEA will **regularly (at least every six months) review and, as appropriate, revise its Plan for Safe Return to In-person Instruction and Continuity of Services through September 30, 2023**

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	<p>All persons on School premises or at School events (indoors or outdoors) must wear a mask regardless of position, age, or vaccination status. If a student has a medical reason, an IEP, or a 504 plan that prohibits mask wearing they must contact the Head Administrator in advance to make a safety plan.</p> <p>Face masks must cover the mouth and nose and fit snugly against sides of the face in order to contain respiratory droplets.</p> <p>Students are not allowed to wear the following face masks:</p> <ol style="list-style-type: none"> <li>1. Masks that have an exhalation valves or vents</li> <li>2. Bandanas</li> <li>3. Scarves</li> <li>4. Neck gaiters also known as a neck fleece</li> <li>5. Face shields</li> </ol> <p>The only allowable masks are:</p> <ol style="list-style-type: none"> <li>1. Face masks made of two or more</li> </ol>

		<p>layers of cloth;</p> <ol style="list-style-type: none"> <li>2. Face masks with a clear plastic window; and</li> <li>3. Surgical, procedural, N95 or KN95 face masks that are approved by the federal Food and Drug Administration (FDA)</li> </ol> <p>No other type of mask or face covering will be allowed without a medical reason, an IEP, or a 504 plan.</p> <p>Face masks may be removed only while <b>actively</b> eating or drinking <b>and</b> maintaining at least six feet social distance from others. Any eating and drinking breaks should be taken outdoors whenever possible.</p>
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<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p><b><u>Social Distancing</u></b></p> <p>All persons on School premises or at School events must keep 6 feet of social distancing to the greatest extent possible regardless of position, age, or vaccination status.</p> <p>Signage will promote social distancing.</p> <p>Arrival and dismissal times shall be staggered to the extent possible.</p> <p>Hand sanitizer shall be available throughout campus.</p>
<p>Handwashing and respiratory etiquette</p>	<p>N</p>	<p>We do not have this policy in writing, but handwashing and respiratory etiquette (covering coughs and sneezes) is monitored and reinforced. Signs remind students of proper hand washing with soap and water for at least 20 seconds.</p> <p>Hand sanitizer containing at least 60 % alcohol is located throughout campus, including all classrooms. Signage is posted throughout the campus to promote proper</p>

		hand washing.
Cleaning and maintaining healthy facilities, including improving ventilation	N	<p>We do not have this policy in writing, but all rooms are cleaned and disinfected daily. High-contact surfaces are sanitized throughout the day. Unnecessary touch and contact, such as shared textbooks, is avoided.</p> <p>HVAC units are equipped with MERV13 filters and school is making a plan for further HEPA filters to help alleviate the dangers of lack of windows and external doors in classrooms and offices.</p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	In response to a positive case on campus, the point of contact will report to the NMPED, NMENV, identified close contacts of the confirmed case, and ensure close contacts do not return to school until the appropriate isolation or quarantine period has passed to ensure greatest safety.
Diagnostic and screening testing	Y	<p>All unvaccinated staff are required to screen test weekly if they are working on campus.</p> <p>Diagnostic testing requirements follow the CDC, FDA, and WHO Guidance/requirements for safety.</p>
Efforts to provide vaccinations to school communities	N	<p>We do not have this policy in writing, but vaccination information has been provided to school community via School Staff and Nurse, and shared resources.</p> <p>Students absences are excused to receive a COVID-19 vaccination and possible side effects after the vaccination.</p>

Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Accommodations are made for students with IEPs, 504s, sensory or cognitive issues as needed.  Behavioral techniques, such as positive reinforcement, modeling, schedules, timers, and reminders are implemented to help students adjust to different routines and transitions.
Coordination with State and local health officials	N	We do not have this policy in writing but the COVID Point of Contact coordinates with NMPED, NMDOH, and School Health Advocate as needed.

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>	
In order to support students and families with the safest possible environment, the school will focus on key evidence-based practices that maximize students' social, emotional, and academic benefits in the safest and healthiest possible learning environment.	
<b>How will the LEA address Students':</b>	
Academic Needs?	<p>Formative assessment is being used to identify where students are in their mastery of critical skills and concepts. Teachers are collaborating in professional learning communities to plan high quality instruction that supports accelerated learning and opportunities to learn at grade level. Student progress is being monitored through high quality assessments, including STAR and HMRI (SRI).</p> <p>Grade levels are studying baseline data and setting goals with a focus in literacy skills. All instructional staff are being trained in structured literacy strategies to target deficit areas in interventions.</p> <p>A multi-layered system of support coordinate assessment data to provide both intervention and enrichment for students.</p> <p>Extended learning time is available daily including one on one tutoring that supports social, emotional and academic development and ten additional days have been added to the school year. Our MLSS team works to strengthen interventions as needed.</p> <p>Qualified Tutors and EA's provide additional support in classrooms as well as after classes.</p>

	Students have equitable access to technology and have been provided with a device; hotspots are assigned as needed.
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Social, Emotional and Mental Health Needs?	<p>CCCS has hired additional Social Work and Mental Health professionals to work with students and families one on one, in small groups, and by referral. The school has added a specific SEL class to our Master Schedule and supports SEL goals through weekly Advisory and Mentor meetings. Staff is supported in integrating SEL into all classrooms and mentoring through focused annual professional development.</p> <p>Culturally and linguistically relevant teaching and learning is integrated in all areas of curriculum; CLRI strategies and culturally responsive texts are used in the classroom. Cultural responsiveness is an ongoing dialogue and focus in professional development.</p> <p>School social workers and mental health counselor offer support to individual students and also provide staff training for school-wide trauma informed practices. The discipline policy includes classroom level problem-solving type interventions that use a non-authoritarian approach and include restorative conversations.</p>
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Other Needs (which may include student health and food services)?	<p>CCCS supports families by free breakfast, lunch and snack through the Federal Food Programs.</p> <p>Our school provides Social Work services including mental health counseling and crisis interventions.</p> <p>Our school keeps an emergency food bank, clothing bank and backpacks with emergency supplies for families in need.</p> <p>Our Parent Involvement Coordinator and our Social Workers and Mentors reach out to families in need and provides resources and support;</p> <p>Our Homeless liaison works to support students and families experiencing Homelessness or instability.</p> <p>We have a part-time Nurse serving students and families who coordinates with our two Health Aides on staff.</p>
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<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	<p>CCCS supports the social, emotional and mental health of staff members in a positive culture. The Sunshine Committee celebrates monthly birthdays and provides a card and treat for staff members. Team building, grounding, and self-care strategies are built into professional development days.</p> <p>Google docs are shared with staff to provide voice in meetings and get input from staff for meeting agendas, professional development, and development of policies, procedures and DASH focus areas.</p> <p>Shared texts including <i>Culturally and Linguistically Responsive Teaching and Grading for Equity</i> help staff build a common language and focus.</p> <p>Principal and Dean of Students offer additional one-to-one and group check-ins with staff to stay connected and check the pulse of how staff members are doing professionally and personally.</p> <p>Duties and required meetings are minimized to allow planning time during the school day.</p> <p>We provide resources through the <b>NM</b> Public School Insurance Authority that offer support. School Insurance also covers counseling services and resources are made available for staff.</p> <p>Shared Planning time is built into the regular daily schedule. PLC meeting time and Staff Meeting time are built into regular weekly schedules. This provides staff with structured time with peers. Mentoring is provided to new staff as well as regular New Teacher Meetings held to support first and second year teachers as well as experienced teachers new to our school.</p>

<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>Administration and the Parent Involvement Coordinator talked, in English and Spanish, with families at Open House as well as during the regular Parent Advisory Meeting and Equity Council Meeting (which are also translated into English and Spanish throughout meeting) and shared information regarding the American Rescue Plan and requested feedback for use of funds.</p> <p>Plan was presented to an array of stakeholders, including school staff, Equity Council, Governing Council, and families, with request for feedback.</p> <p>Governing Council reviewed and approved initial plan.</p> <p>Plan is public on school website.</p> <p>Input is encouraged through English and Spanish surveys requesting input from stakeholders about priorities and needs.</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>Plan is published in English and can be translated into other languages as needed.</p> <p>Front office staff, Parent Involvement Coordinator, and Equity Council Facilitator translate and communicate fluently with Spanish speaking families.</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>CCCS will provide an ASL interpreter and information in braille as requested or needed. We have staff on campus who can translate Spanish or read the communication with families. IEPs will be offered virtually to accommodate for health needs. In person meetings will be held in an ADA accessible building.</p>