

## 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>September 29, 2021</b>
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<b>District ID</b>	<b>County</b>	<b>LEA NAME</b>
517	Bernalillo	Albuquerque Sign Language Academy

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 and staff are required to wear masks in the building and outdoors if they can follow social distancing guidelines. We are

		limiting visitors but they will also be required to wear masks in the building.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	We have students at 3 different locations in order to create safer indoor classroom spaces. Tents, tables and chairs have been purchased to create outdoor spaces for instruction and eating breakfast and lunch.
Handwashing and respiratory etiquette	Y	All students and staff are required to wash hands frequently including after using the bathroom and before eating. Mask breaks are encouraged throughout the day. These mask breaks occur outdoors and when students and staff are able to safely social distance.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Facilities are frequently cleaned and sanitized in all locations throughout the day. At the end of the day, all touchable surfaces are wiped down. Classroom doors remain open to allow for air flow.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	If a positive case is reported, the ASLA follows all protocols for contact tracing and informing anyone who has come into contact with the individual. Families are informed and if necessary, quarantining is required.
Diagnostic and screening testing	Y	Unvaccinated staff members are required to complete surveillance testing on a weekly basis. This information is reported in the NMPED portal. If a staff member or student is experiencing any symptoms, they are required to get Covid tested and follow the recommendations from the school nurse before returning to school.
Efforts to provide vaccinations to school communities	N	We have not had any vaccination clinics.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	The ASLA has many students with cognitive disabilities that make wearing masks a challenge. We encourage them to wear masks and provide the support (including frequent verbal and visual reminders) to wear them correctly. We do recognize that some students are unable to wear them.

Coordination with State and local health officials	Y	The ASLA follows all of the protocols by the NMPED for Covid safe guidelines and reporting processes.
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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 the event of a school closure or quarantining of individual classes, the ASLA has plans that will allow us to continue to provide the appropriate support needed:	
<b>How will the LEA address Students':</b>	
Academic Needs?	<p>Devices (chromebook, Ipad, hot spots) will be provided to all students so that they can continue to receive online instruction.</p> <p>Daily instruction will be provided to the greatest extent possible for all students who are impacted.</p> <p>Accommodations will be made for students who are deaf, hard of hearing or who have multiple disabilities.</p> <p>Service providers will coordinate with families to continue providing the appropriate services per their IEP.</p> <p>Instructional activities will be provided through Google classroom or Seesaw. Students are familiar with these platforms and should be able to access instructional materials.</p> <p>The ASLA will use our contracted buses to deliver instructional materials to students.</p>
Social, Emotional and Mental Health Needs?	<p>The online classroom schedule will include a daily, required advisory meeting facilitated by the advisory teacher. Once a week, the meeting will be facilitated by a member of the ASLA Student Support Team (SST). This team is made up of licensed social workers.</p> <p>ASLA staff members, parents or students can request that a SST member or another ASLA staff member can check-in on students if it is deemed necessary for their well-being.</p> <p>The ASLA Health Assistant or Administrator will also reach out to families to determine if they need additional support or services.</p>
Other Needs (which may include student health and food services)?	The ASLA will use our contracted buses to deliver meals to families who request this.
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	During a school closure, the ASLA will continue to have weekly, virtual staff meetings to share relevant information.

	These meetings will also be a time to share positive, celebrations during a difficult time. We have learned that it's important to check in and provide opportunities to see one another and share stories about what is happening in their world. It is important to stay connected in order to feel less isolated.
Other Needs?	Individual check-ins will occur with staff on an as needed basis by a member of the ASLA Lead Team (Executive Director, Director of Curriculum & Instruction, Family Engagement Coordinator, and Student Support Coordinator).

<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.	Since April of 2020, the ASLA has held biweekly, virtual "Town Halls" with our families and other members of the community. We have continuously updated them on programmatic information and any other information that is necessary. We are responsive to their input and feedback. Adjustments are made as needed and shared with the community.
<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.	All information is shared through biweekly Town Hall meetings which include a Spanish interpreter and American Sign Language interpreters. Biweekly newsletters are sent home with updates and celebrations. These newsletters are sent on the weeks when we don't have a town hall. When needed, bilingual (ASL or Spanish) ASLA staff members will contact parents to share or clarify any information that they may need.
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.	ASL interpreters are available during biweekly Town Hall meetings, IEP meetings and other informal, spoken conversations. 47% of the ASLA staff members are fluent signers and are able to communicate with DHH parents or guardians without the support of an ASL interpreter.

## 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/guidanceuseinvestment.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)