

## 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>	September 30, 2021
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District ID	County	LEA NAME
544001	Bernalillo	SW Aeronautics Mathematics & Science 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>

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	Any person entering the SAMS Academy premises, who uses SAMS Academy transportation, or who is participating in or

	<p>attending a SAMS Academy-related activity must wear an approved facemask. Acceptable facemasks are made of two or more layers of cloth, a face mask with clear plastic window that covers the nose and mouth, at all times, except while eating or drinking during allowed times. The school may provide supervised mask breaks for small groups of students for no longer than 10 minutes, while maintaining social distancing between individuals. Facemasks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. The following face coverings are NOT substitutes for facemasks: (a) masks with exhalation valves or vents; (b) scarves; (c) bandanas; (d) neck gaiters/neck fleeces; (e) face shields.</p> <p>The school requests that cloth facemasks be washed and dried after each day of use at school, and that masks not be reused without washing.</p> <p>Students who cannot bring their own face coverings for use at school should notify Ms. Carla or their classroom teacher, who will arrange for face coverings to be provided. The school will have a sufficient quantity of masks, as well as PPE (for staff in close contact assignments: any staffing assignment in which a staff member must be within six feet of distance from a student in order to fulfill their duties) on hand for in-person learning and following applicable PED guidance and requirements.</p> <p>If a student removes the facemask and refuses to wear the mask during required times, then the student will have to be picked up from school and taken home. Students who take off their masks outside of permitted times shall be given a disciplinary warning. After 3 written warnings, the student shall be subject to further disciplinary measures, including but not limited to working independently in an isolated location, loss of group time and whole group instruction until mask compliance is achieved and/or or remote learning (if available). Consequences will fit the severity of the lack of compliance and all students will be supported and encouraged to wear facemasks appropriately. The SAMS's disciplinary policies and procedures shall apply to all students 6<sup>th</sup>-12<sup>th</sup> grade.</p>
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Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Handwashing and respiratory etiquette	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Diagnostic and screening testing	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Efforts to provide vaccinations to school communities	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.
Coordination with State and local health officials	Y	The SAMS Academy Governing Council adopted a policy with the toolkit to follow the most current directives from PED and DOH.

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>
Students will continue to use Edgenuity as the core curriculum with blended classrooms. Aviation, Smart Lab and PE will be offered as an elective with the use of Google Classroom. Using these platforms, learning can continue no matter the circumstances or health orders.
<b>How will the LEA address Students':</b>

Academic Needs?	Sponsor teachers are assigned to a group of students to monitor progress in all classes. Content teachers monitor completion and academic standing.
Social, Emotional and Mental Health Needs?	Classes are required for all middle school students in regards to Social/Emotional learning. High School students are offered opportunities to participate in SEL activities. Our social worker is available to students as needed for mental health support.
Other Needs (which may include student health and food services)?	We have an on-call nurse and on-site health assistant.
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	Administration remains in constant contact with staff with an open-door policy.
Other 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.	Zoom meetings were hosted by administration for public input.
<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.	Translation services are accessed and provided as needed.
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.	Copies of plan and accommodations can be made as needed. In person meetings or phone calls can also be used to access this document.

## 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)