

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	09/07/2022

District ID	County	LEA NAME
531-001	Bernalillo	Southwest Secondary Learning Center

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.	N	Masks are voluntary for staff and students. Mandatory masking may be implemented if our SSLC community spread warrants more stringent protocols.
Modifying facilities to allow for physical distancing.	N	SSLC maintains physical distance to the greatest extent possible in classrooms.
Handwashing and respiratory etiquette.	N	Students and staff have access to hand sanitizer throughout the facility.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	N	The facility is sanitized daily by UV light. HVAC filters have been upgraded to the highest filter the system can accept, MERV-9. Portable HEPA filters are deployed in all classroom areas.
Quarantine- will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level.	N	Staff or students who test positive must quarantine at home for 5 days as recommended by the CDC. Masking is recommended for days 6-10 following a positive result. Close contacts are not required to quarantine.
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	N	Rapid antigen tests are available for any staff member who wishes to test. Tests are also available to be sent home with students when requested for at-home testing.
Efforts to provide vaccinations to school communities.	N	Vaccination information has been provided to families. New information will be communicated through monthly parent updates.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	N	Students required to quarantine may receive special education supports and services through teleconference platforms.

Prevention Strategies (monitoring COVID-19 community levels)	N	Positive cases and PED guidance are monitored by the Covid Contact. Changes will be implemented as needed.
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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

How the LEA will Ensure Continuity of Services?

Southwest Secondary Learning Center utilizes an online core curriculum that is available to students 24 hours a day. SSLC is uniquely poised to deliver instruction either in person or in a remote environment.

How will the LEA address Students':

Academic Needs?	Students can seek content help in person during main lab sessions, through scheduled teleconference sessions when working remotely, or through the Helpline monitored during school hours. Special education and English learner services are delivered in person or through scheduled teleconference sessions.
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Social, Emotional and Mental Health Needs?	Counseling and social work services are available in person or through teleconference sessions if in a remote setting. SSLC has utilized ARP funds to expand the counselor position to full-time for additional student support.
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Other Needs (which may include student health and food services)?	SSLC does not provide lunch services. Students who are eligible under McKinney-Vento may receive assistance with food stability.
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How will the LEA address Staff:

Social, Emotional and Mental Health Needs?	Regular staff meetings are scheduled with time allotted for concerns, and an open-door policy is utilized to allow staff full access to administration to voice issues and/or concerns. Mental health services and employee wellness are offered through health care providers in the school's benefit plan. All staff members have personal leave that can be used without question for sick or personal days.
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Other Needs?	Regular staff meetings provide an opportunity to voice and explore other needs and their potential solutions.
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Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Multiple requests for public input were communicated to families. Stakeholders could provide input through surveys, public comment during board meetings, or by contacting the Head Administrator directly.
Understandable and Uniform Format	
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.	SSLC will contract with CES to provide translation services if the need cannot be met utilizing our bilingual staff members.
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.	The parent can request an alternative format through email, phone call, or in person.

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