

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	
Date of Revision	December 13, 2021

District ID	County	LEA NAME
528	Bernalillo	Albuquerque Bilingual 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 School premises, who uses School transportation, or who is participating in or attending a School-related

	<p>activity must wear a face mask or similar protective face covering, covering the nose and mouth, at all times, except while eating or drinking during allowed times. The School provides supervised mask breaks for small groups of students outdoors, while maintaining social distancing between individuals. Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. The types of allowable face masks include: (1) face masks made of two or more layers of cloth; (2) face masks with a clear plastic window; or (3) surgical, procedural, N95 or KN95 face masks that are approved by the federal Food & Drug Administration for use by staff performing medical duties or similar close contact assignments. The following face coverings are NOT substitutes for face masks: (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 face masks be washed and dried after each day of use at school, and that masks not be reused without washing. Students who cannot bring their own face coverings for use at School should notify Toni Bazan, who will arrange for face coverings to be provided. The School has 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 prior to students returning for in-person learning, following applicable PED guidance and requirements.</p> <p>If a student removes the face mask 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 such warnings, the student shall be subject to further disciplinary measures, including but not limited to required remote learning (if available), suspension or expulsion, depending on the circumstances. School's disciplinary policies and procedures shall apply.</p>
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	<p><u>General Exceptions.</u> This masking requirement does not apply to children under age two or to anyone who has trouble breathing, is unconscious, incapacitated or is otherwise unable to remove the mask without assistance. When wearing a mask would obstruct breathing or exacerbate another medical condition for a student, the student should be seen by a healthcare provider to discuss whether it is safe for the student to be in school during the public health emergency.</p> <p>Students who do not have and are not eligible for an IEP or 504 Plan MUST wear a face mask in order to attend school in person. The alternative is fully remote learning.</p> <p><u>Students with IEPs/504 Plans.</u> Students who cannot wear a face mask and have an IEP or 504 Plan shall meet with the IEP/504 Team 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. In most cases, the IEP/504 team will consider fully remote learning as the appropriate accommodation, per PED guidance. Appropriate school staff shall be convened to explore all options to include the student in whatever activities are feasible, including outdoor learning, in a safe manner to the greatest extent possible while minimizing and mitigating risks and making other possible accommodations. The IEP/504 team may request medical documentation and may determine whether a face shield could be substituted for a face mask. In the event the IEP/504 team allows a face shield to be substituted for a mask, the face shield must be hooded, or start at the forehead, and wrap around the face from ear to ear and extend to the chin. Additional PPE equipment for the student and the staff serving the student shall also be considered. When a student with an IEP/504 Plan cannot wear a face mask due to a behavioral issue, then the IEP/504 team will convene to develop a fully remote learning option and a plan for teaching the student to wear a face covering so that the student may return to in-person learning as soon as possible. Again, staff shall convene to explore</p>
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		<p>all options to include the student in whatever activities are feasible in a safe manner.</p> <p><u>School Employees/Staff/Contractors.</u> The face mask requirement is considered a lawful condition of employment during the public health emergency. When wearing a face mask would exacerbate a breathing obstruction or another severe medical condition for the staff member, the staff member will provide medical documentation to support a request for alternate work as a reasonable accommodation, if feasible; these requests shall be treated pursuant to the process for staff requests for a workplace accommodation. Staff who work with students under an IEP/504 Plan wearing a face shield instead of a face mask should wear a face shield in addition to a mask; the school will provide staff in this situation with a medical mask and/or other PPE. The use of a mask is not required by a School employee when in that person’s private office with no one else present.</p> <p><u>Masking and the Americans With Disabilities Act.</u> Please note that a reasonable accommodation under the ADA may not be required when it would pose a “direct threat” to the School community, or when it presents an “undue burden” involving a “significant difficulty or expense”, as described/set forth in ADA regulations. During the public health emergency, all people’s health and safety must be considered.</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>All large group gatherings are avoided on School premises or during School-related events, to the extent feasible. Students are required to follow the instructions of School staff regarding social distancing, the goal of which is to maintain 6 feet between individuals, wherever/whenever possible.</p> <p>Students/staff/essential visitors must follow signs and instructions regarding entering/exiting buildings, and flow paths. Teachers have developed and maintain seating charts that ensure social distancing requirements are maintained and that limit the number of student interactions. The School has added permanent markings to outdoor pick up areas to help</p>

		<p>enforce social distancing. Meal pick up by students is staggered to uphold social distancing requirements.]</p> <p>To the extent possible, all meetings/conferences between school staff and non-school staff are held virtually or in small groups with maximum social distancing.</p> <p>NM Pre-K students who nap at school do not wear masks during rest breaks and maintain social distance. Student rest mats are spaced six feet apart and placed head-to-toe. Adults supervise students during rest breaks.</p> <p>Students are assigned to grade level cohorts and are required to stay with their cohorts each day including during lunch and specials classes such as physical education and art. Students remain with their cohorts during the pickup process and report directly to their classroom upon arrival on the school campus.</p>
Handwashing and respiratory etiquette	Y	<p>Students and staff should wash and/or sanitize their hands before and after using shared textbooks, school equipment, educational materials, etc. Students participate in hand washing breaks before eating as well as prior to scheduled mask breaks. Hand sanitizer available in every classroom and office space and required upon entry and exit.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>All School facilities and buildings operated by the School are maintained in accordance with the guidelines issued by the New Mexico Department of Health and CDC for the cleaning and disinfection of public facilities and schools during the current public health emergency. Maintenance staff keep and provide daily checklists or similar verification that facilities have been cleaned in accordance with all applicable DOH guidelines. Staff further shall comply with any/all cleaning/maintenance requirements that may be issued by the New Mexico Public School Insurance Authority (NMPSIA), NMENV, and/or OSHA. MERV 13 filters were installed in each refrigerated air unit on campus. Doors and windows are required to remain open throughout the day to improve ventilation. Air</p>

		purifiers were purchased and placed in rooms that do not have windows.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>The School maintains a daily log of all visitors entering the School as well as School employees. Personal identifiable information as well as the date of entry is logged for each such person. The daily log is retained for four (4) weeks and shall be maintained, monitored and secured by the Head Administrator or his Designee. Visitors and staff are temperature-checked and asked COVID-screening questions as part of the School’s discretion regarding campus access during this time.</p> <p><u>Self-Isolation/Quarantine Procedures.</u> Any person who is denied access to School premises or in-person events because of the results of the screening herein or as required by the State of New Mexico, OR any person experiencing any symptoms of COVID-19, shall be required to do the following before further attempting to access School premises or in-person events:</p> <ul style="list-style-type: none"> (a) Engage in a period of self-isolation/quarantine at home; (b) Obtain a test or tests for COVID-19 in accordance with New Mexico Department of Health (DOH) protocols and disclose the results of the test to the School’s Head Administrator, which results shall be kept in confidence by the School to the extent such does not conflict with orders and directives of the DOH and/or New Mexico Public Education Department (PED); and (c) Attend School from home, or work from home to the extent that work can be performed remotely with the permission of the Head Administrator. Any School employee engaged in a period of self-isolation required under this Policy/Procedure who is not able or permitted to work from home shall use annual and sick leave or, if eligible, leave under the

		<p>Emergency Paid Sick Leave Act, as amended/extended.</p> <p>(d) If the result of the COVID-19 test is NEGATIVE, you may return to the school site 24 hours after you no longer have symptoms and have been fever-free without medication. If the result of the COVID-19 test is POSITIVE, you must stay home until you are released from isolation (10 days after symptom onset, 24 hours fever free, and improving symptoms). See Confirmed COVID-19 Cases and “Close Contacts”, below.</p> <p>Per order of the New Mexico Environment Department, within four (4) hours of learning that an employee has tested positive for coronavirus disease 2019 (COVID-19), an employer must report the positive test to the NMED’s Occupational Health and Safety Bureau. The report can be made by email to NMENV-OSHA@state.nm.us, by phone to (505) 476-8700, or by fax to (505) 476-8734. School will comply with this directive for employees with a known COVID-19 positive result. School shall adhere to DOH and/or PED guidelines and shall work with state and local health officials to have a plan with respect to contact tracing.</p> <p>Paperwork/records relating to employee/student COVID-19 screening, testing, diagnosis and related documentation shall be maintained by School Administration in confidential, segregated, locked files as medical records.</p>
Diagnostic and screening testing	Y	<p>To identify unrecognized COVID-19 cases and reduce exposures in the public school population, PED in partnership with NMDOH requires a statewide surveillance testing program for faculty and staff who are physically working at a school providing in-person student services, including small-group special education services and athletics. The purpose of surveillance testing is to detect COVID-19 outbreaks as early</p>

		<p>as possible by screening 100% of all unvaccinated staff. The School will participate in and cooperate with that program as required by PED/NMDOH. The School has designated a COVID-19 Point Person, Chris Jones, to identify staff to be tested, to coordinate staff attendance at testing, and to track the number of staff tested on a weekly basis. Reporting to NMDOH and/or NMPED shall be as required by NMPED/NMDOH. Vaccinated who are asymptomatic and who have been exposed to COVID-19 are not required to self-isolate/quarantine. However, asymptomatic staff who test positive for COVID-9 must self-isolate for 10 days, counted from the date of specimen collection. Staff who have tested positive for COVID-19 are exempt from surveillance testing for 90 days from when they last tested positive. COVID-19 vaccinated individuals who are otherwise eligible to participate in surveillance testing should participate in surveillance testing. COVID-19 vaccination will not cause a surveillance test to have a positive result.</p> <p>Individuals who provide evidence of full COVID-19 vaccination are not required to participate in surveillance testing.</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>Y</p>	<p>The School coordinated a vaccination clinic for all staff, which was hosted by a New Mexico health care clinic. The School has shared vaccination events with stakeholders using mass communication channels. The School has also requested the vaccination records of all stakeholders and continues to record vaccination and booster dates. Vaccination information is included in the School's weekly report to the NMDOH.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p>	<p>Y</p>	<p>Students who do not have and are not eligible for an IEP or 504 Plan MUST wear a face mask in order to attend school in person. The alternative is fully remote learning.</p> <p><u>Students with IEPs/504 Plans.</u> Students who cannot wear a face mask and have an IEP or 504 Plan shall meet with the IEP/504 Team to make a determination about possible accommodations based on the totality of needs, including the student's needs and the community's public</p>

	<p>health needs. In most cases, the IEP/504 team will consider fully remote learning as the appropriate accommodation, per PED guidance. Appropriate school staff shall be convened to explore all options to include the student in whatever activities are feasible, including outdoor learning, in a safe manner to the greatest extent possible while minimizing and mitigating risks and making other possible accommodations. The IEP/504 team may request medical documentation and may determine whether a face shield could be substituted for a face mask. In the event the IEP/504 team allows a face shield to be substituted for a mask, the face shield must be hooded, or start at the forehead, and wrap around the face from ear to ear and extend to the chin. Additional PPE equipment for the student and the staff serving the student shall also be considered. When a student with an IEP/504 Plan cannot wear a face mask due to a behavioral issue, then the IEP/504 team will convene to develop a fully remote learning option and a plan for teaching the student to wear a face covering so that the student may return to in-person learning as soon as possible. Again, staff shall convene to explore all options to include the student in whatever activities are feasible in a safe manner.</p> <p><u>School Employees/Staff/Contractors.</u> The face mask requirement is considered a lawful condition of employment during the public health emergency. When wearing a face mask would exacerbate a breathing obstruction or another severe medical condition for the staff member, the staff member will provide medical documentation to support a request for alternate work as a reasonable accommodation, if feasible; these requests shall be treated pursuant to the process for staff requests for a workplace accommodation. Staff who work with students under an IEP/504 Plan wearing a face shield instead of a face mask should wear a face shield in addition to a mask; the school will provide staff in this situation with a medical mask and/or other PPE. The use of a mask is not required by a School employee when in that person's private office with no one else present.</p>
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Coordination with State and local health officials	Y	The School coordinates with NMPED, NMDOH, and our local School Health Advocate.

<p>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</p>	
<p>How the LEA will Ensure Continuity of Services?</p> <p>The School will ensure continuity of services in the following ways:</p> <ol style="list-style-type: none"> 1. Focusing on social and emotional support and continuity of social and emotional learning. 2. Implementing COVID-safe practices that minimize the spread of the COVID-19 virus in order to reduce learning loss caused by missed instructional time. 3. Implementing a data-based instructional model that is centered on student performance analysis and data informed instruction. 	
<p>How will the LEA address Students’:</p>	
Academic Needs?	<p>Data-driven instruction is implemented throughout grades K-8. Instructors utilize data from the Istation and iMSSA interim assessments to inform their instruction. Students and teacher participate in goal setting through the School’s Know Your Number campaign that calls upon students to set goals based on their most recent performance with the idea of helping students make gains in proficiency until they reach grade level proficiency in tested areas.</p> <p>A multi-layered system of support (MLSS) is used to help identify and quickly address the learning supports and opportunities for enrichment among students in grades K-8. Students at each layer are monitored and the MLSS team assigns the appropriate supports, interventions, and enrichment to identified students at each layer.</p> <p>The Extended Learning Time Program/K Plus Pilot was awarded to the School. School year 21-22 marks the first of two pilot years. This pilot includes an extension of each instruction day, professional development for staff selected</p>

	<p>to address learning gaps, and a ten day extension of the school year.</p> <p>An intensive support program was added for the 21-22 school year with a goal of providing targeted supports to students in need. Teachers are paid to provide targeted supports to small groups of students during their daily preparation periods, on Saturdays, and after school. Interventionist has been hired to do much of the same targeted support work described above. The interventionist works with individual students to address any of their gaps in learning in the core areas of reading and math.</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>The LEA has the School Social Worker (SSW) and School Counselor (SC) providing Social Emotional Learning Classes to all Kinder-8th Graders bi-weekly. The 5 CASEL Competencies are used to build the weekly lessons. The School Social Worker (SSW) and School Counselor (SC) developed an emotions check-in system based on colors where students have the opportunity to tell us how they're feeling and also ask for help in a private matter. Students are asked to check-in at the beginning of each SEL class, and those responses are collected and then read. Students who reach out for more support are seen by the School Social Worker (SSW) and School Counselor (SC). The Mental Health Team also has self-harm/Suicide ideation and Homicidal Ideation procedures. In addition, the team has students on their caseloads who receive interventions weekly, bi-weekly, or on a needs basis.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>The School provides free transportation services to all enrolled students. Routes are established based on the zip codes and neighborhoods in which the greatest number of students reside.</p> <p>Health screenings are provided to all students. These screenings included vision, hearing, and in some cases dental. Referrals are made to local providers when necessary. Food service is provided to all enrolled students at no charge. Students receive a free breakfast, lunch, and snack. Clothing/uniforms are provided through uniform vouchers. Uniform vouchers are issued to students/families with a demonstrated need.</p> <p>The SSW and SC make referrals to outside mental health agencies when necessary.</p> <p>In the future, the ABA Community Schools Committee plans to create a partnership with Centro Savila to provide mental</p>

	health services to our students and families at our school site.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	The mental health team (SSW-SC) collaborates with Administration to coordinate resources for staff. They also address any crisis during the school day with staff members and do mediations when necessary. The team also makes referrals to outside agencies when requested by individual staff members.
Other Needs?	The SSW and SC make referrals to outside mental health agencies when necessary. In the future, the ABA Community Schools Committee plans to create a partnership with Centro Savila to provide mental health services to our staff at our school site.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	<p>ABA's Administration worked in conjunction with the Dean of Students and Community Schools Coordinator who are both responsible for family engagement, to solicit input from parents. Input was gathered and used for the planning of students' safe return to in-person instruction as well as the use of American Rescue Plan funding.</p> <p>The School used its stakeholder events including Open House, Annual Title I meeting, monthly parent advisory meetings and a Google Forms survey to gather input from stakeholders and then utilized the said input to develop our plans for practices and spending. This took place prior to the presentation to and approval by the Governing Council during a public meeting.</p> <p>The plan is now public and can be found on the school's reentry webpage. ABA is committed to seeking out ongoing input from all stakeholders and evaluate the effectiveness of the current plan that will lead to future revisions capable of yielding the most positive outcomes for students.</p>
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	ABA is a dual language school. We provide our parents with all communication in Spanish and English. One teacher per grade level, our entire front office staff, and our building administrator are all fluent in Spanish and English,

<p>translations to a parent with limited English proficiency, describe the process for orally translating the plan for such parents.</p>	
<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>	<p>ABA's facility is ADA accessible. Meetings are held online and include a running transcript as well as facilitators who speak Spanish and English. Meeting announcements include a request for individuals in need of accommodations to contact the school at least 24 hours prior of any meeting in order to ensure that all accommodations are met as provided by ADA.</p>

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/guidanceeuseinvestment.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