

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

District ID	County	LEA NAME
066	San Juan	Bloomfield School District

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	N	LEA follows mandates set forth by the NMDOH and the NMPED toolkit. LEA incorporates changes to universal requirements as fluid as

		new information is provided by aforementioned agencies. Per NMPED toolkit recommendation regarding mask enforcement, school sites have added language that mirrors mandates within their school site handbooks.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	N	<p>School sites and district buildings again follow mandates that have been set forth by the NMDOH and the NMPED in regards to social distancing as outlined in the NMPED toolkit. Sites have engaged in such practices such as posting signage, staggering release times, cohorting, and etc.</p> <p>These practices are outlined in each school site's COVID Safe Practices Site Plans and in the Bloomfield Schools Safe Return to In-Person Instruction and Continuity of Services Planning Guide which is posted on the District's web page : Link https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing</p>
Handwashing and respiratory etiquette	N	<p>These practices are outlined in school site COVID Safe Practices Site Plans and in the District's Instructional Service Delivery Planning Guide which is posted on the District's web page :Link https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing</p>
Cleaning and maintaining healthy facilities, including improving ventilation	N	<p>These practices are outlined in school site COVID Safe Practices Site Plans and in the Bloomfield Schools Safe Return to In-Person Instruction and Continuity of Services Planning Guide which is posted on the District's web page : Link https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing</p> <p>In addition, the school district has partnered with it's serving vendor Honeywell to ensure that site ventilation systems are in desired and operable conditions to include the addition and servicing of MERV-13 filtration.</p> <p>The school district has additionally provided school sites with air purifiers to be used in key</p>

		<p>areas where heavier traffic may exist and/or where key students may require a higher degree of air filtration. There is much more work to be done in this area, and the district is currently planning to use ARP funds to continue this ongoing effort.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	N	<p>These practices are outlined in each school site's COVID Safe Practices Site Plans and in the Bloomfield Schools Safe Return to In-Person Instruction and Continuity of Services Planning Guide which is posted on the District's web page :Link https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing</p> <p>The district has devised a monitoring system for reporting and tracking contact tracing. The form is universal throughout the district and assists POCs the ability to retrieve data that is reported to the NMDOH and NMPED. Equally, the district has utilized ESSER funds to hire a COVID Coordinator and Specialist to further implement tracking, screening, and reporting practices for the district.</p>
<p>Diagnostic and screening testing</p>	N	<p>The school district has also partnered with the DOH in providing a centralized location for testing. Currently, the school district is again partnering with Curative for COVID testing through a mobile drive-thru site. Currently the district is in the preparation stage to implement the Test-to-Stay initiative. As soon as certification and testing resources are acquired, the school district will offer this service.</p>
<p>Efforts to provide vaccinations to school communities</p>	N	<p>The school district has provided an opportunity to the school community to provide vaccinations to staff members through a partnership with a local pharmacy.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p>	N	<p>Appropriate accommodations are always followed when evaluating and supporting students. Learning settings are based on their IEP for their safety and to ensure they are in a healthy environment. Staff verbally remind students to wear their mask and also post signs</p>

		throughout the school for visual learners. Staff provide outside breaks for students who have sensory issues. Classrooms are wiped down throughout the day to respect the health and safety of our students.
Coordination with State and local health officials	N	School District staff works in tandem with various state and local health officials regarding reporting, tracking, acquiring resources that best support students and staff in meeting the needs of the pandemic.

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?

For the 2021-22 SY, services are provided on-site following the district's standards-based guides and pacing schedules. The district also offers an on-line program for interested families utilizing the same curriculum/pacing. Additional services such as bilingual and special education are provided virtually by each site. For the times when schools have been required to attend remotely due to COVID issues within a building, the following protocol is followed by teachers using Google Classroom to maintain continuity of instruction.

<https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing>. If students must quarantine, they can access lessons via Google Classroom to demonstrate attendance.

How will the LEA address Students':

Academic Needs?	The district provides consistent and rigorous instruction in the core content areas using district-designed standards-based guides and pacing schedules aligned with state standards. All sites are required to address the needs of students of concern through the district's MLSS plan. In addition, after-school tutoring is provided to assist students in attaining grade level standards. Following each interim assessment, teachers are required to write action plans and implement those plans to address deficit areas or to provide enrichment. Each site developed a plan to accelerate learning which is currently being implemented.
Social, Emotional and Mental Health Needs?	These goals are outlined in Bloomfield Schools Safe Return to In-Person Instruction and Continuity of Services Planning Guide. Adults should acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as teamwork, problem solving, and empathy.

	<ul style="list-style-type: none"> • Provide parents with lists of outside mental health resources Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with the district’s mental health team • Identify resources schools were providing students and their families, and work to maintain that support • Conduct regular check-ins with students: This could be done through a Google Form, phone call, virtual platform, etc. Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor or mental health team member should be contacted • Keep ratios as small as possible for counselors or social workers • Elementary: Check in with students • Secondary: Check in with advisory/homeroom/ seminar students • Encourage teachers to embed SEL competencies into their cross-curricular lessons • Utilize any SEL curriculum that they previously used. For example, if teachers were using Second Step, they should continue to “teach” those essential SEL concepts using the provided curriculum • Establish office hours and post on social media where individuals can meet with counselors
Other Needs (which may include student health and food services)?	Student food services works to serve students healthy meals through continued services in school and by drive-thru. This process is flexible and adjusts as school environments change due to the effects of COVID (classroom quarantined, school site closed, etc.). As environments change, the District Student Nutrition Department ensures that students continue to receive meals via the aforementioned service types. Equally the district ensures that their data accurately reflect students who are in need and receive PEBT services.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Bloomfield School District’s Human Resources works with all employees to ensure their social, emotional and mental health needs are met, through many county resources. We provide counseling avenues that are available through different contracted services.

Other Needs?	Bloomfield School District respects the emotional and well-being of all staff members during this pandemic. We offer many avenues of support when initiated by staff.
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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.	Public input is received via the use of social media outlets that the school district participates in. Each time changes occur or there is news to share pertaining to a specific change, addition, or cancellation of a service being provided to families, the district uses social media, robo-calls, and the district website to convey those messages. Often our community submits their input to these sites and the district takes those inputs into consideration as future actions and decisions are made.
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.	Bloomfield School District provides essential communications in languages representative of student and family populations. We reach out to families to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for the families Each school site designated a point person for each EL family to access over-the-phone interpreting and/or specific personnel within the district who can provide interpretation services. Recognize that resources may need to be adjusted according to different grade levels and language levels. The sites provide options and multiple ways for students to demonstrate knowledge/skills Bloomfield School District 6.15.2020 (*=NMPED Source) Page 102 of 147. We include technology and non-technology options, coordinate distribution of hard copies and/or online work, and collaborate with general education staff to maximize efficiency. Bloomfield School District offers “office hours” via phone and/or computer for scheduled check-ins with students when in remote learning and give suggested timelines that allow for students to work at their own paces. Teacher and Staff share resources on how to use translation features in commonly used applications. The school district provides strategies that support academic language needs and use structured or sheltered English practices and highlight opportunities for students to engage in.

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.

Special Education Supports*

Federal guidance for special education

- Supplemental Guide from OSEP 3/21/2020

https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

- OCR Fact Sheet (03/16/2020) <http://bit.ly/COVIDOCRFacts>
- FERPA Guidance (03/12/2020) <http://bit.ly/FERPA-COVID19>
- OSEP Guidance (03/12/2020) <http://bit.ly/OSEP-COVID>

Additional State guidance for special education

- District guidance

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/UpdatedCOVID-19-for-Students-with-Disabilities.pdf>

- National Center for Systemic Improvement (NCSI)

<https://ncsi.wested.org/>

- And national resources per OSEP

<https://ncsi-library.wested.org/resources>

General Guidance:

Most special education students will require a combination of direct instruction in both general and special education settings spread across their day, with time for hands-on activities between instruction and/or incorporated into direct instruction

- Provide resources that offer consistency and structure in the new learning environment
- Examine each child's needs/abilities
- Provide specific materials for children as appropriate for making progress on

Individualized Education Plan (IEP) goals, ensuring that students with disabilities have

equal access to the same opportunities as their peers

- Provide for collaboration between general and special education teachers regarding lesson planning and lesson execution

Special education teachers and related service providers will continue to work on IEP and

evaluation paperwork within required timelines. Special education administrators will work with

individual teams if IEP meetings are going to be held via phone or in another video conferencing

format such as Zoom or Google Hangouts. Schools should continue to:

	<ul style="list-style-type: none"> • Document communication with parents/students as attempts to make progress (notes section of the learning management or IEP system, communication log, etc.) • Adjust students' plans to meet needs in home or blended learning environments • Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs • Modify information for persons with exceptional needs. Information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities (such as students who are deaf or blind). <p>Bloomfield School District 6.15.2020 (*=NMPED Source) Page 104 of 147</p> <p>If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).</p> <p>LEAs must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP.</p> <p>Schools should take into consideration alternate methods for providing educational services to children with disabilities, such as, teleservices, learning packets, or virtual/online/e-learning lessons</p> <p>PED recognizes there are students with complex needs for whom the eLearning/virtual/on-line program may not be a feasible option, even with additional accommodations or modifications.</p>
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	<p>The IEP team will need to discuss and document within the IEP or an addendum the agreed upon alternative plan for providing the requisite special education and related services to those students through Prior Written Notice (PWN). Any decisions regarding special education and related services for an individual child should be made by the child's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies.</p> <p>Questions to consider when developing content for lessons:</p> <ul style="list-style-type: none"> • What standards are being addressed? • What modes of communication need to be considered for accessing curriculum? • What are the IEP goals, related services, and needs of each student? • How are lessons/activities differentiated? • What technology is integrated into instruction? What technology is used in class regularly? How can that be leveraged and reinforced with virtual/online education/elearning? • What is the focused work for specific classes • What accommodations and modifications are needed for general education materials? • How do we work with the parent/guardian/family to support student learning? • How do we document student progress? <p>Strategies to consider when supporting students with disabilities:</p> <ul style="list-style-type: none"> • Virtual/online education/e-learning when appropriate; keeping the principles of Universal Design for Learning in mind • Independent study • Blended learning (virtual/online/e-learning) • Telehealth (related services) • Learning packets • Ensure students have required assistive technology needs met • Provide services at home when appropriate in accordance with CDC guidance and relevant New Mexico health orders. If you chose to do learning packets, consider: <p>Adjusted reading levels, adjusted math levels, focused work for specific classes clarity of written instructions, shorter assignments and</p>
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	<p>Bloomfield School District 6.15.2020 (*=NMPED Source) Page 105 of 147</p> <p>Resources for special education instruction</p> <ul style="list-style-type: none"> • Preschool/early childhood support- recommended by OSEP https://ectacenter.org/ • School age resources recommended by OSEP https://ncsi.wested.org/ or https://ncsi-library.wested.org/resources • CEC (All ages) https://www.cec.sped.org/ <p>Below is a link to support teachers working with diverse student populations through distance learning: https://www.iste.org/explore/Toolbox/30%20-tools-for-diverse-learner</p>
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Additional District Narrative

The district has developed an Instructional Service and Delivery Planning Guide to support staff, students, and families as we all navigate the current pandemic landscape.

Link to Bloomfield Schools Safe Return to In-Person Instruction and Continuity of Services Planning Guide <https://drive.google.com/file/d/14Bolru6fhd7pm9PX0m6ii8BQ-kal2xZm/view?usp=sharing>

The guide addresses how the district and school sites will work to ensure that returning to school, no matter what the environment might look like, will be a safe learning environment that is immersed in implementing COVID Safe Practices. This guide also addresses each of our departments (Custodial, Transportation, Student Nutrition, and Student Health) and the actions they will implement to ensure that those specific environments are equally addressing and implementing actions to the challenges that COVID presents.

In this first section of this template regarding policy, the district has acted upon legal advice to make all matters regarding policy as a district mandate to follow all mandates set forth by the NMDOH and the NMPED Toolkit.

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