

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	11/30/2021
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District ID	County	LEA NAME
529001	Bernalillo	The Montessori Elementary & Middle School

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	All students at TMEMS are required to wear a mask inside of the building. Students are encouraged to bring a mask from home or the

		<p>school will provide a well-fitting disposable mask for the student.</p> <p>A school-wide universal behavior rubric will be followed for non-mask compliance by students.</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>All elementary classrooms will be cohorted for 2021-2022 so the students will only have direct contact with their specific class or group. Recess, lunch, and strings are all kept in these specific cohorts to ensure the most physical distance from other cohorts and limit exposure.</p> <p>All middle school grade levels will be cohorted together during lunch, recess, breaks, pick up, strings, and class time to limit exposure.</p> <p>In the event that students need to mix cohorts (i.e. IEP/Special Education Groupings), staff ensures that students are kept at a minimum of 3 feet distance from one and other.</p> <p>School volunteers will not be allowed in the school due to limiting exposure.</p> <p>Student movement from one classroom to another is appropriate when health and safety protocols can be implemented effectively.</p> <p>Tables and materials are all spaced to the best of our abilities to promote social distancing.</p>
<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p>All students will have lessons on proper handwashing and respiratory (coughing/sneezing) etiquette within the first week of the 2021-2022 school year.</p> <p>Frequent reminders are given to students and visual reminders are posted where students wash hands reminding them of appropriate hand washing practices.</p> <p>Hand sanitizer and hand sanitizing stations are spaced throughout the classrooms and building to encourage best handwashing and sanitizing practices.</p>

<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>All classrooms, hallways, offices, and shared spaces are equipped with a portable HEPA air purifier. All ventilation is equipped with MERV-13 HEPA filtration.</p> <p>All shared classroom materials are thoroughly cleaned and sanitized between uses. Students bring and maintain their own school supplies to limit cross contamination and exposure.</p> <p>All surfaces (tables, shelves, etc) are cleaned multiple times throughout the day to limit exposure.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p>Contact tracing will occur based upon the guidance from NMPED and NMDOH.</p> <p>Administrators will work on a case by case basis to determine close contacts following a positive COVID-19 case. Students and staff determined to be close contacts of an individual who tested positive for COVID-19 will be quarantined for the designated period per local health officials. Individuals to be close contacts should monitor themselves for symptoms daily throughout their quarantine. If symptoms begin, the individual/parent/family should notify the school and follow-up with the recommended testing.</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>Efforts are being made to provide a place to screen students at TMEMS. This will be used as a mitigation tool for asymptomatic students and staff. Details will be shared with families as soon as possible.</p> <p>All students and staff may be subject to a temperature scan or additional health screening for symptoms of COVID-19 as an added layer of risk mitigation for the teaching and learning environment.</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>Y</p>	<p>The district will continue to encourage faculty, staff, and students to be vaccinated.</p> <p>The district is willing to serve as a host site as vaccinations are available.</p>

Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>As needed, appropriate accommodations are written in to a 504 or IEP plan and followed by staff within guidelines and with respect to health and safety policies. These accommodations may include at home learning/virtual learning if needed.</p> <p>The student's education team (i.e. IEP team, 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, TMEMS may require an individual to provide a physician's note and/or other relevant information, documents, or certifications with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed in accordance with applicable state and federal law.</p>
Coordination with State and local health officials	Y	<p>TMEMS follows and updates all plans in accordance to guidance from NMPED and NMDOH.</p> <p>Specific protocols for the use of masks/face coverings and effective handwashing are a part of the required TMEMS training for the 2021-22 school year. Employees will participate in COVID related training prior to the start of the school year.</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
How the LEA will Ensure Continuity of Services?
<p>The Montessori Elementary and Middle School's goal is to safely remain open for in person learning while addressing students' academic, social, emotional, and mental health needs while taking into account the impact of COVID-19 and distance learning. The Return to In-Person Instruction & Continuity of Services Plan for the 2021-22 school year has been developed in accordance with the American Rescue Plan (ARP) Act and the New Mexico Public Education Department (NMPED); is aligned with guidance provided by the New Mexico Department of Health (NMDOH) and the Centers for Disease Control and Prevention (CDC); and addresses adjustments needed in response to evolving COVID-19 pandemic circumstances.</p>

Our curriculum is a Montessori curriculum with additional support from evidence based programs aligned to the Common Core State Standards and the New Mexico Content Standards. The structure of the Montessori work cycle is a mixed-age environment, which allows time for students to more frequently practice activities that develop literacy and math skills with direct assistance from the teacher. All students receive Structured Literacy aligned universal curriculum through a rich Montessori language arts and math curriculum that is culturally and linguistically responsive with social emotional learning at the forefront of all lessons.

How will the LEA address Students’:

Academic Needs?

Montessori curriculum and teaching strategies will be implemented beginning the first day of the school year. Teachers will be adequately trained to implement this curriculum before the beginning of school. Interventions will be implemented as soon as progress monitoring data shows the need for intervention. If growth is not shown on progress monitoring data, curriculum is reassessed and quality professional development is provided for presentation of curriculum and effectiveness. Frequent and ongoing progress monitoring occurs to show us the areas in which we can improve and change to better meet the needs of our students and help them make growth.

In accordance with IDEA, we ensure that each student is provided a Free and Appropriate Education (FAPE). We meet each child's needs where they are to prepare them for education, employment and the future. Accommodations and modifications are made on an as needed basis to support each child. The emphasis of our special education program is a "push in" approach, and the Special Education teacher(s) work with the students in their general education environment when appropriate, while still meeting all of the requirements of the IEP.

When students have a need for intervention based on data collected, our teachers uses multiple approaches and evidence-based programs aligned to the Science of Reading to teach ELA including: Spire, Heggerty, small group settings. For math, our teachers use small group instruction, IXL, Freckle, and Khan Academy to support students as needed.

Evaluation for Effectiveness:

1. All students’ progress is monitored at BOY, MOY, and EOY with the use of Renaissance (K-8) and Istation (K-2). All first grade students are screened within the first 40 days of

	<p>school for characteristics of Dyslexia with the use of the Lexercise screener.</p> <p>2. Students in Layers 2-3 intervention are closely monitored monthly through Renaissance for progress monitoring.</p> <p>3. All teachers will be trained on selected progress monitoring tools and frequency of use in accordance with MLSS layers of instruction.</p> <p>4. Formative assessments that classroom teachers use including observational notes, student work, and other teacher created assessments will be ongoing and used frequently.</p> <p>5. Curriculum effectiveness is reviewed and revised regularly based on the results of the progress monitoring.</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>The Montessori Elementary and Middle school will actively focus on the social, emotional, and mental health of all students. TMEMS will review and take serious the mental health concerns identified by students, families, and their teachers.</p> <p>For the 2021-2022 school year, the implementation of a district wide social emotional curriculum called “Choose Love” will be taught once per week and reviewed daily in all classrooms K-8.</p> <p>TMEMS will have a social worker available to students identified in need of additional support. The social worker will be available three days per week to support the ongoing efforts to focus on social, emotional, and mental health needs.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>Health: A school nurse is available sporadically throughout the week and a nurse’s assistant is available daily to our students and staff as needed.</p> <p>Food: Meals and snacks will be brought by the students from home. Students will eat outdoors as much as possible (weather permitting) and will always remain cohorted during mealtimes.</p>
<p>How will the LEA address Staff:</p>	
<p>Social, Emotional and Mental Health Needs?</p>	<p>The school social worker is available to all staff and facilitates staff professional development on social emotional well-being. A specific staff led committee is in place and organizes and implements staff-wide social emotional supports and activities.</p>

	<p>TMEMS provides appropriate coverage for classrooms when teachers/staff are out. TMEMS ensures that teachers are supported with ample prep time. Teachers receive support from admin with behavioral and curriculum needs and concerns. Administration provides support with family interactions as needed.</p> <p>Teachers and staff are provided with updated and ongoing COVID-19 health guidance and support as needed throughout the year.</p> <p>Staff and teacher input is always taken into consideration.</p>
Other Needs?	Staff is strongly encouraged and supported to stay home when they are feeling unwell or showing any signs of illness.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Frequent and ongoing stakeholder communication is always considered and welcomed and was frequent and ongoing throughout the 2020-2021 school year in planning for the return to school. These communications transpire via email, phone calls, equity council meetings, and public comment at board meetings. All stakeholders are encouraged and welcomed to voice various concerns and recommendations to this plan. Stakeholder input is taken into account when updating and revising this plan.
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.	Translation of this plan will be provided on a case by case and as needed basis if/when requested.
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.	Alternative formats of this plan will be provided on a case by case and as needed basis if/when requested.

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