

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	12/01/2021
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District ID	County	LEA NAME
006	Chaves	Dexter Consolidated Schools

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	Face coverings are required for all students and staff, except while eating and drinking, with limited exceptions for students and staff who

		have been instructed otherwise by a healthcare provider (NMPED Response Tool Kit).
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>School Sites will adhere to the social distancing requirements, per CDC recommendations.</p> <p>Elementary School: Classrooms are modified for social distancing, per NMPED Tool Kit. Cohorts of each grade level will be utilized to the greatest extent possible, during transitions of daily scheduled activities. Lunches are grouped and staggered by grade levels. Classrooms are modified for social distancing. No small group or large group activities are allowed while inside school facilities.</p> <p>Middle School: All classrooms are modified for social distancing, per NMPED Tool Kit. No small group or large group activities are allowed while inside school facilities.</p> <p>High School: All classrooms are modified for social distancing, per NMPED Tool Kit. No small group or large group activities are allowed while inside school facilities. During transitioning between classes, students are encouraged to use the outside doors to enter and exit. Restroom and office visits are the only transitions allowed for indoor hallway use.</p>
Handwashing and respiratory etiquette	Y	<p>Students and staff are encouraged to frequently wash their hands, as well as use sanitizers during the school day. Proper use of face covering is required while inside school facilities. Students are encouraged and guided to remain distancing at all times to allow adequate distances between each other to help with proper ventilation in smaller, more restricted rooms.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>All facilities maintain a stringent schedule of daily cleaning and sanitization. School site custodians are required to keep an updated cleaning check list for each building area. Staff is given training for correct application and storage of disinfectants. Fans and distribution of air flow is monitored in each and every classroom to improve ventilations.</p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local,	Y	<p>Definitions of student quarantine and close contacts are followed according to the updated NMPED Tool Kit. NMDOH Test to Stay is</p>

territorial, or Tribal health departments		implemented to keep students in school as long as rapid tests results remain negative. Students with positive test results will quarantine at home for 10 days.
Diagnostic and screening testing	Y	Student athletes are offered the opportunity to use surveillance testing at school site, but are not required. Staff is required by NMDOH guidelines to surveillance test one time per week if not fully vaccinated.
Efforts to provide vaccinations to school communities	N	Vaccinations are strongly encouraged for school community to help control the spread of Covid-19.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Students of high risk are provided regular check-ins with the school nurse each morning and follow-ups during each day, as deemed necessary for medical attention. Student schedules and cohort groups are modified to accommodate the needs of each child with health sensitive matters.
Coordination with State and local health officials	Y	Local health officials are used to help with rapid response testing for students and to provide support for families who have health concerns beyond the scope of the school nurse. NMDOH guidelines are used in conjunction with NMPED to help regulate school site specifics. CLIA waiver approval will allow the school district to rapid test students identified as close contacts on site to help with quicker, more efficient response to limit additional exposure.

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>Prioritize the health and safety of our students, staff and community.</p> <p>Maximize the amount of safe, in-person learning opportunities.</p> <p>Make decisions based on the individual needs of students.</p> <p>Optimize community or local resources to help accomplish objectives on limited resources.</p>

Engage District Planning and Response Teams in decision making to help with consistency among all building sites.	
How will the LEA address Students’:	
Academic Needs?	Basic needs of students are met, including health and food services. Local decisions are made through evaluating only science based curriculums that are suitable to the new “normal” to close gaps in student learning loss. Instruction will be based on consistent classroom structure and daily schedules. Classroom instruction will be directed to hold each student accountable. District will assess based off of growth rather than proficiency. Growth is measured with fidelity to understand the full needs of each student.
Social, Emotional and Mental Health Needs?	The District works on improving a safe environment that focuses on the students and staff’s physical and psychological well-being. Honor and identify cultural differences. Create and maintain healthy, caring relationships among and staff by creating a sense of belonging and connection. Support staff to adapt to new and innovative methods of instruction that provide full inclusion.
Other Needs (which may include student health and food services)?	All staff are responsible for identifying and for reporting students who exhibit a pattern of health needs. Support staff is available to recognize trauma and grief. Consistent check-ins and daily routines will provide an environment for positive learning and a reduction in stress. All students are encouraged to participate in daily food services for free breakfast and lunch.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Protecting the mental health and well-being of staff is directly related to student success. The District will utilize qualified leadership teams to help identify staff needs. Access to support personnel is available outside the LEA to contribute to social, emotional needs. Professional development designated times will be used to help relief stress and promote a positive working environment. Administrators and teachers will be given additional time for planning of project learning.
Other Needs?	

Public Input

<p>Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.</p>	<p>Public input is a continuous work in process as the District continues moving forward. Input from the public provides clear direction and support for the school district to move forward into full reentry. Hybrid nor remote learning will not be an option for the district. The community is dedicated to providing support for rules, policies, and procedures that are focused on students learning in-person. Student testing is supported when the health and safety of all students are at the forefront. As changes, modifications and revisions occur, frequent and clear communication to the public will be a priority. The use of the District and School web pages and social media sites aid in communication. Use of district surveys sent to staff, parents and local community are also used to seek input.</p>
<p>Understandable and Uniform Format</p>	
<p>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.</p>	<p>Parents with limited English proficiency are provided written and/or verbal translations for announcements from each of the building sites. Parents at each building site are afforded access to school staff who are able to translate in order to accommodate the family and ease any language barriers between teachers, administration and families. Parent meeting nights allow for opportunities to provide information to non-English speaking parents regarding communication processes.</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>Parents will be provided access to the overall plan for safe to return policies and rules. The Special Education department and individual site teams will provide modifications to IEP's that meet the needs of each and every student with a disability. Parents and guardians of children of disabilities will be engaged in full and complete planning for each student.</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/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