

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 Re Entry 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	
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District ID	County	LEA NAME
568-001	Gallup McKinley	Six Directions Indigenous 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 staff and students are required to wear masks while in the school building.

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Yes, a hybrid/cohort schedule is in place. Middle and high school students attend in-person two days a week and are online two days a week. During in-person days, two lunches are run to allow for distancing.. Students are distanced in the classrooms.
Handwashing and respiratory etiquette	Y	Hand sanitizer is available in classrooms and hallways. Students are encouraged to wash their hands in the bathroom as well.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	The building and surfaces are cleaned everyday. Air purifiers are placed throughout the building, especially the classrooms. New building filters were placed in the building.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	The NM Toolkit, which is updated by the NMPED, is referenced and followed.
Diagnostic and screening testing	Y	Individuals are encouraged to get tested if they are experiencing symptoms, or if they find out they were a close contact.
Efforts to provide vaccinations to school communities	Y	Staff and students are encouraged to stay current with their covid vaccinations and submit proof of. All staff are fully vaccinated and 58% of students are fully vaccinated.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Pertinent student information is provided to the school. Appropriate accommodations are provided.
Coordination with State and local health officials	Y	SDIS complies with health and safety requirements of the NMPED and coordinates with state and local health officials.

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?

Services like meals, instruction, and needed speciality services are provided. In additional speciality programs like office hours, outreach/1-1 instructional help time, and the Wilderness program for 8th grade, and Project Venture for middle school grades are provided.

How will the LEA address Students':

Academic Needs?	Students are provided instruction in needed courses. Advisors at all grade levels assist students and parents/guardians as needed. College and Career Readiness Specialists assist with course/graduation audits and ensure appropriate course scheduling. Credit recovery classes are offered and worked into student schedules as needed. A credit recovery summer school is provided as well.
Social, Emotional and Mental Health Needs?	Instructors work on building and maintaining rapport with students and serve as an advisor to a specific grade level of students, to answer any questions and to provide assistance and support. Activities for social-emotional learning are provided during the advisory classes.
Other Needs (which may include student health and food services)?	
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Deadlines are streamlined and prioritized, to keep work tasks manageable and so that staff do not get too overwhelmed. The head administrator and other staff make themselves available to assist each other. Bonding time is scheduled, so staff can get to know each other and connect on a personal level. Individual work time during staff PD days are provided.
Other Needs?	The staff works together to problem solve and meet deadlines. Any person, especially the head administrator, can provide assistance and support. Two educational assistants offer support to instructors, and peer coaches from another school have been set up to assist and answer questions of core teachers as needed.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Two surveys were sent to parents. Both surveys were referenced for the 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	Covid policies are provided on the school website.

for orally translating the plan for such parents.	
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.	An alternative format can be requested of the head administrator, and the head administrator can provide an alternative format.

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