

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 **September 30, 2022.**

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. **Highlighted items reflect recent CDC changes.**

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

August 4, 2022

District ID	County	LEA NAME
568	001	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:
Masking (optional). At a high COVID 19 community Level, universal indoor masking in schools and ECE programs is recommended.	Y	Masks are to be worn in the building, maintaining the Six Directions Indigenous School policy.
Modifying facilities to allow for physical distancing.	Y	Classroom is set up for physical distancing, following the CDC guidelines.
Handwashing and respiratory etiquette.	Y	Students and staff are to wash hands when using the restroom, posters in the bathroom are posted to encourage hand washing. Posters and Six Directions Indigenous School Policy stating that wearing a mask in the building is still in effect encourages respiratory etiquette.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	School building is disinfected daily. Disinfectant wipes and disinfectant spray bottles are provided to all staff. Portable ventilation systems are on while school is in session.
Quarantine- will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level.	Y	Six Directions Indigenous School follows the most current CDC protocols in regards to quarantine.
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	Y	Families are provided C-19 testing kits, and families follow up and confirm with local Indian Health Service
Efforts to provide vaccinations to school communities.	Y	Students and staff are encouraged to get vaccinated but are not required to do so. Community announcements of testing are

		provided to families through our parent Remind App and/or our school Facebook page.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Y	Accommodations are made on individual basis, and Six Directions Indigenous Schools follows the health and safety policies of the students' IEP and 504 plans.
Prevention Strategies (monitoring COVID-19 community levels)	Y	Six Directions Indigenous School monitors Navajo Nation and McKinley County C-19 information. Staff meets on a regular basis and assesses the information in regards to the safety of the students and staff.

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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 will the LEA Ensure Continuity of Services?	
How will the LEA address Students':	
Academic Needs?	Six Directions Indigenous School provides after school tutoring in-person and online during the school week. Students in need of additional interventions are assisted and monitored through the SAT process. Six Directions Indigenous School promotes and emphasizes the importance of educational values from the values of emotional, physical, spiritual and mental aspects.
Social, Emotional and Mental Health Needs?	The school provides for the social, emotional and mental health needs in various ways: completing and sharing of the Wellness Wheel at Student Led Conferences; in being provided an Advisory Class where advisors do check-ins and provide lessons in growth mindset, goal setting, CCR readiness, and other personal development topics; SAT meetings and implementation of interventions for behavior

	in addition to academic needs; teaching and making connections/references to the Zuni and Navajo Core Values; and working with parents/guardians on student needs.
Other Needs (which may include student health and food services)?	Six Directions Indigenous School provides a biking program and hiking/outdoor programs to support holistic health and to foster a connection to the land and outdoors. Meals provided are nutritious and support the wellness of our students.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	The LEA sets up and oversees the budget/funds to provide the biking and outdoor programs; to bring in presenters and activities for CCR and Indigenous Culture; to oversee and participate in the SAT process; and to work with parents/guardians with student needs.
Other Needs?	The LEA oversees student safety through safety drills, duty stations, and addressing misbehavior. The LEA oversees the academic programming like course schedules, courses offered, course/graduation audits, instruction provided, after school tutoring, and the SAT process.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Information from the learning community was obtained before the start of the school year, for the past two years, which was the basis for remote instruction in the 20-21 SY and hybrid instruction for the 21-22 SY. Decreased cases of Covid 19 and the need for in-person learning to increase attendance and instructional support was the basis for full in-person instruction for the 22-23 SY. Information and zoom links for the Governing Board Meetings are provided on the school Facebook page, where parents are able to take part in the meetings, including making a public comment. A parent committee is in place and now includes a student representative to provide input. Parent concerns and input are also noted at Student Led Conferences and shared with the head administrator. The head administrator is open to input by phone call or email at any time.
Understandable and Uniform Format	

<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>Our parents speak and communicate in the English language. If a parent needs translation, we have four staff available to translate verbally in the Navajo or Zuni language. Information via posts on the school website, the school Facebook page, and Remind App are written in parent and student friendly language. Parents are welcome to speak to a staff member if they have questions.</p>
<p>Describe the process by which a parent who is an individual with a disability as</p>	<p>This will be provided on an individual basis. A parent is welcome to speak to a staff member if they have questions or need assistance. The parent can let the staff member know the alternate format needed, and the staff will work with the parent to ensure the information is provided to them.</p>

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<p>defined by the ADA, will be provided a version of the plan in an alternative format accessible to that parent.</p>	
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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;

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- 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/guidanceuseseseinvestment.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