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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	11/1/2021
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District ID	County	LEA NAME
509	Santa Fe	New Mexico School for the Arts

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	Yes	Universal masking required indoors regardless of vaccination status; masks recommended but not required outdoors on campus/school events.

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	No	To the degree possible, student desks have been spaced to maximize physical distancing.
Handwashing and respiratory etiquette	No	Signs are posted and frequent communications remind all students and staff to wash their hands frequently.
Cleaning and maintaining healthy facilities, including improving ventilation	No	Additional facilities staff have been hired to ensure that the building is routinely cleaned and high touch surfaces are disinfected to meet or exceed CDC recommendations; detailed written cleaning plans are in place; all HVAC units have been fitted with MERV-13 filters which are replaced monthly; in-room HEPA air filters have been placed in all teaching spaces and offices; all spaces in the building meet or exceed CDC recommendations on air changes per hour.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes	Follows current requirements of the Department of Health and Public Education Department as described in the COVID-19 Response Toolkit
Diagnostic and screening testing	No	Unvaccinated staff required to test weekly; voluntary on-site testing will be available to all students and staff starting in November 2021.
Efforts to provide vaccinations to school communities	No	FEMA and the NMDOH have provided five on-campus vaccination clinics. Staff vaccination opportunities have been provided, including booster shot. 70% of students are fully vaccinated; 98% of staff are fully vaccinated.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	These accommodations are in alignment with the requirements of the PED COVID-19 Response Toolkit.
Coordination with State and local health officials	No	Routinely coordinating with NMPED, NMDOH, NM Environment Dept. as necessary.

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>Continuity of services will be ensured through COVID mitigation strategies, including those described above, to reduce the likelihood of having to close the school or send students home to quarantine. To prepare for the contingency of having to close the school or send students home, all courses have an online presence on Canvas and all students have Chromebooks and home internet so that if we have to pivot to remote learning, we are prepared to do so very quickly.</p>	
<p>How will the LEA address Students’:</p>	
<p>Academic Needs?</p>	<p>Acceleration will include pre-assessment to determine where students are; identification of essential standards; evidence based instructional practices, such as project-based learning; and frequent assessment to track student progress and inform instructional practices.d</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>Adding a second mental health counselor; partnering with Mesa Vista Wellness, which provides on-site therapy services to our students.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>We have enrolled in the FSLP and are providing free lunch, available to all students.</p>
<p>How will the LEA address Staff:</p>	
<p>Social, Emotional and Mental Health Needs?</p>	<p>Wellness opportunities (weekly yoga class; physical activity as part of inservice; mindfulness trainings and practice; circle discussions).</p>
<p>Other Needs?</p>	<p>Supporting staff in getting vaccines, boosters, and managing childcare and other needs that may come up.</p>

<p>Public Input</p>	
<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 from all stakeholders has been sought regularly since the start of the pandemic. We have sent out Google Forms surveys; held town halls; provided opportunities for input at governing council meetings and parent association meetings; held discussion sessions with students, staff, families.</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</p>	<p>The plan will be translated for dissemination.</p>

<p>process for orally translating the plan for such parents.</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>A parent or guardian with a disability can request accommodations to receive the plan in an accessible format.</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