**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.

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| 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** | **December 2021** |

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| **District ID** | **County** | **LEA NAME** |
| 070 | San Miguel | Pecos Independent School District |

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| 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 | N | The District will follow all PED and DOH guidance on masks. At this time we are following the current New Mexico health order stating everyone (vaccinated or nonvaccinated) wear masks indoors except during meals and when outside if social distancing is followed. |
| Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) | Y | Classrooms are set up so students are a minimum of 3 feet apart. Assigned seating is used to help with contact tracing. Hallways are labeled indicating one direction access throughout the buildings. |
| Handwashing and respiratory etiquette | Y | Each classroom is equipped with a sanitation center. Hand sanitizer, extra mask and wipes are accessible to all students and staff. Handwashing and mask wearing signage is posted throughout the buildings. Mask breaks are built in to all class settings. Social distancing is maintained during these times. |
| Cleaning and maintaining healthy facilities, including improving ventilation | Y | The district is currently working on upgrading older HVAC systems that did not support MERV 13 filters. Each custodian, bus drivers and coaches have sanitization devices that are used to spray down classrooms, hallways, gyms, equipment, buses and offices. Buses are sanitated after each trip. Locker rooms, bleachers and equipment are sprayed down after practices. Classrooms and offices are sprayed down several times throughout the day. |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | Y | The district investigates all positive cases of COVID based on guidelines and requirements outlined in the current NM PED toolkit. |
| Diagnostic and screening testing | Y | The district has conducted a Fall Child find and has winter one scheduled. All PreK students have been screened and formally assessed. In addition, the district has conducted all formal diagnostic testing due based on IEP requirements. |
| Efforts to provide vaccinations to school communities | Y | The district is working with the local medical center to schedule COVID vaccination clinics for students. One COVID vaccination clinic was scheduled in the fall. In addition, the district works the Pecos Medical Center to help parents get their child’s vaccinations up to date. |
| Appropriate accommodations for children with disabilities with respect to health and safety policies | Y | The district works with families when accommodations are needed to address the specific needs of children with disabilities. These are discussed in IEP, 504 or SAT meetings. |
| Coordination with State and local health officials | Y | The district works with their assigned DOH and PED liaison when clarification or issues arise. In addition is working the Test to Stay/Play program liaison to ensure Covid testing occurs in order to keep students in school in a safe and healthy environment. |

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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 the LEA will Ensure Continuity of Services?** | |
| The district is has established a Wellness Committee that meets weekly to discuss the vast needs of our students and staff. The committee members have determined the needs of the district. | |
| **How will the LEA address Students’:** | |
| Academic Needs? | The district is committed to helping all students be successful. A reading interventionist works with students at the elementary three days a week. The district hired a ELA interventionist to work with identified students in grades 6th -12th grade. A math intervention program is used at all three sites to help student improve academically. The district is using SAT meetings to help students by developing academic improvement plans and to address behaviors or attendance issues hampering academic progress. |
| Social, Emotional and Mental Health Needs? | The district has hired an additional counselor to assist with the growing needs of our students. In addition, the district has partnered with three local mental health agencies. The district is providing parents with parent academies that focus on various topics such as but not limited to the following: Grandparents raising their Grandchildren, Anxiety, Positive Parenting, Social Media Red Flags, Vaping, etc.  The Wellness team are meeting with students a regular basis. Referrals are making to other mental health agencies when the student is need of more intense therapy. Wellness team are meeting with students in small groups to discuss grief, anxiety, peer pressure, vaping, etc. The Wellness team also meets with individuals on as needed and on a weekly check-in basis. |
| Other Needs (which may include student health and food services)? | The district has partnered with the local town government to provide a school pantry for families in need. The district also works with local churches to help families in need of financial support. The district works with the local health and dental clinic to help parents with medical or dental needs. |
| **How will the LEA address Staff:** | |
| Social, Emotional and Mental Health Needs? | Staff well-being is a major concern this school year. The wellness committee has developed a list of resources for our staff in need of additional mental health support. A special focus on staff wellbeing will be a focus area staring during the second semester. A walking, exercise, hobby activities will be offered to staff to help support their mental health needs |
| Other Needs? | Providing staff with time to plan and focus on the vast needs of our students is a high priority. Half day in services combine not only professional development, but also time for staff to prep and plan in their classrooms. |

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| **Public Input** | |
| Describe the process used to seek public input, and how that input was taken into account in the revision of the plan. | Parent feedback was solicited during parent teacher conferences. Information was used to revise daily COVID routine and procedures. A new survey will be shared with families in March and June 2022. |
| **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. | The district will inform all parents of the plan. Plan will be translated to Spanish to accommodate our Spanish-speaking families. In addition, the district is open to communicating the plan with parents when the need for clarifying information is needed. The district will post plan on the district website and send out a robo-call to all families informing them of the plan. A paper copy will be sent home with students for all families. |
| 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. | In the event a parent requests an alternative format of the plan, the district will do their best to meet their needs. |

[**U.S. Department of Education Interim Final Rule (IFR)**](https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf)

**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:
2. Universal and correct wearing of masks.
3. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
4. Handwashing and respiratory etiquette.
5. Cleaning and maintaining healthy facilities, including improving ventilation.
6. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
7. Diagnostic and screening testing.
8. Efforts to provide vaccinations to school communities.
9. Appropriate accommodations for children with disabilities with respect to health and safety policies.
10. Coordination with State and local health officials.
11. 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.
12. During the period of the ARP ESSER award established in section 2001(a) of the ARP Act, an LEA must
    1. 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.
    2. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.
    3. 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.
13. 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).
14. 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—
    1. In an understandable and uniform format;
    2. 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
    3. 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/guidanceuseseinvestment.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>