

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	

District ID	County	LEA NAME
003	Catron	Quemado Independent School District

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 universal and correct wearing of masks has been incorporated under our dress code policy.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Students are spaced within classrooms to the maximum extent possible. In most cases, with our small class sizes, a six-foot distancing standard is attainable. We have emphasized the use of outdoor spaces for learning and continue to develop additional outdoor learning spaces.
Handwashing and respiratory etiquette	Y	Students and staff wash hands upon arrival and anytime they change physical location (recess, lunch, etc.) Masks are required indoors.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Our staff have incorporated classroom cleaning routines with students participating in cleaning and disinfecting their own spaces regularly throughout the day. Our cleaning staff have adopted enhanced cleaning practices, focusing on disinfecting shared spaces and high touch points frequently. We have installed HEPA filter air purifiers in every occupied space throughout our facilities. We in process to upgrading HVAC units to accommodate MERV 13 filters. Ventilation throughout the building is improved with a focus on opening windows and using box fans to improve air circulation.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	We have employed a school nurse who investigates every positive COVID case. She works with the New Mexico DOH to ensure all close contacts are identified and isolated/quarantined as appropriate within the specific circumstances of the situation.
Diagnostic and screening testing	Y	Non vaccinated staff are screened weekly for COVID. Screenings are made available for all students as well. We are currently working to establish a rapid response testing capability within our district.
Efforts to provide vaccinations to school communities	Y	We have partnered with PMS to offer vaccinations to all staff and eligible students.

Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Students who are high health risk are provided additional safety measures (more physical distancing, more frequent disinfection of spaces, etc.) to ensure potential exposure is minimized.
Coordination with State and local health officials	Y	We have partnered with PMS through out school based health center. We work in conjunction with the NM DOH when we have positive cases.

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?

All teachers have been trained on platforms that allow a smooth transition between in-person learning distance learning. All students have been provided an internet capable device and trained on the required platforms so they are prepared if a distance setting becomes necessary for individual students or on a larger scale.

How will the LEA address Students':

Academic Needs?	Our district has clearly articulated and defined learning outcomes in every grade level and subject area. This, in conjunction with a the capability to provide educational services in-person or in a distance setting, allows us to consistently provide for the academic needs of our students.
Social, Emotional and Mental Health Needs?	Our district has implemented Capturing Kids' Hearts, a comprehensive program designed to provide clearly defined behavioral expectations, consistent consequences, and facilitate the development of positive and appropriate relationships between all stakeholders. Part of this process is an intentionality about building connections (relationships) with students who are at-risk (or simply struggling in any given time) with an adult who can support and guide them. In addition, we partner with PMS to provide professional mental health services to students and families.
Other Needs (which may include student health and food services)?	We partner with PMS through our school based health center. We have expanded our school nurse from a halftime to a fulltime position. We are participating in the free breakfast and lunch program for all students.

How will the LEA address Staff:

<p>Social, Emotional and Mental Health Needs?</p>	<p>We schedule times for staff to come together on a weekly basis. In addition to using these times for purposes directly related to student learning, time is dedicated for staff to be able to provide professional and personal support and relationship building activities.</p>
<p>Other Needs?</p>	<p>We live in a community without child care facilities. We have provided childcare to ease the burden on younger families. We also work to take care of our staff in the area of required leave for the purposes of isolation or required quarantine.</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>We met with parents, community members, staff members, and board members to discuss needs and gather input to ensure the funding allocations are directed to the highest need areas.</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>The plan is shared in a written format as well as shared in the community anytime we are able to have small gatherings. We utilize flyers sent home with students and an all-call system that provides the communication in an electronic format.</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>Upon request, any parent with a disability as defined by the ADA will be provided a communication that is accessible, taking into consideration the specific circumstances of the disability. We have a small community and are able to address needs in a manner specific to individual needs.</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