

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

12/16/2021

District ID	County	LEA NAME
549001	Dona Ana	New America School Las Cruces

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	All staff, students and visitors to the school will wear a mask upon entry and will make sure that noses are covered and mask is on appropriately.

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	All classrooms can accommodate students with physical distancing according to the CDC recommendations. Front office, gym
Handwashing and respiratory etiquette	No	All staff and students are asked to maintain handwashing and respiratory etiquette.
Cleaning and maintaining healthy facilities, including improving ventilation	Yes	NAS has dry hydrogen peroxide units in all classrooms and computer labs and HEPA filter units in all offices and common areas around the school. Students are handed a Clorox wipe upon entry to every class period to clean their area before sitting.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	No	NAS has an isolation room to quarantine students who may fall ill throughout the day. NM Toolkit is followed with students who are close contacts, have symptoms or test positive.
Diagnostic and screening testing	No	NAS is in the process of partnering with PMG for COVID testing.
Efforts to provide vaccinations to school communities	No	NAS provides resources to families for vaccine clinics and pharmacies like MVP.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	NAS follows all NMPED accommodations for students with disabilities.
Coordination with State and local health officials	No	NAS is in the process of partnering with PMG for COVID testing in order to keep state and local officials current with our positive numbers.

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?

NAS will continue social, emotional and mental health practices through our social worker. Food services will continue to be provided under SSO for breakfast and lunch. The NAS Academic Advisor will also be available in order to help students maintain their high school classes and credits. NAS also has Fun Fridays for students in order to have time for social emotional activities to help our students be successful during this pandemic. Our homeless liaison will also be available to counsel and help our homeless population. Young student parents will also have the opportunity to leave their 6

week-2 year olds at our daycare if they need help with childcare. All IEPs will be followed according to NMPED regulations and policies.	
How will the LEA address Students’:	
Academic Needs?	Students will speak to our Academic Advisor to make sure all courses are taken for graduation requirements. Teachers will be participating in professional development in Cultural and Linguistic responsiveness curriculum as a team to better provide differentiated instruction. Students who need child care for their children from ages 6 weeks to 2 years of age will have the opportunity to use the daycare in order to continue with their education. Friday School will also be available for all students who need to come in for tutoring, make-up work, etc.
Social, Emotional and Mental Health Needs?	Students will have access to our social worker all week as well as participating in Fun Fridays where social emotional learning activities will take place. This is offered to all students at NAS.
Other Needs (which may include student health and food services)?	Food services are running under the Seamless Summer Option for the remainder of this school year. This means that breakfast and lunch is offered free to all students during the daytime school hours.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	All staff members also have access to admin and front staff through our open door policy. NAS admin has tried to create a positive climate with realistic expectations. We encourage staff to take days off if they need them.
Other Needs?	

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Public input was done by sending out surveys (English and Spanish) to students and parents for the revision of 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	Any parents who have limited English proficiency can call the school and the plan can be translated by one of our staff members.

translations to a parent with limited English proficiency, describe the process 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.	Any parent who needs the plan in an alternative format can call the school and administrators can create a plan to make all information accessible in any way.

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/guidanceeuseseeinvestment.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