

## 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 <b>regularly, but no less frequently than every six months</b> (taking into consideration the timing of significant changes to CDC guidance on reopening schools), <b>review and, as appropriate, revise its Plan for Safe Return to In-person Instruction and Continuity of Services through September 30, 2023</b>	
<b>Date of Revision</b>	<b>12/20/2021</b>

<b>District ID</b>	<b>County</b>	<b>LEA NAME</b>
068	San Miguel	West Las Vegas Schools

How the LEA will <b>maintain the health and safety of students, educators, and other staff</b> and the <b>extent to which</b> it has <b>adopted policies</b> , and a <b>description of any such policies</b> , on each of the following <b>safety recommendations established by the Centers for Disease Control and Prevention (CDC)</b> <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html</a>		
<b>CDC Safety Recommendations</b>	<b>Has the LEA Adopted a Policy? (Y/N)</b>	<b>Describe LEA Policy:</b>
Universal and correct wearing of masks	Y	All students must wear the district-provided surgical facemasks (new one daily) in all public areas. Facemasks are required in classrooms,

		<p>hallways, restrooms, and other public areas. Students may remove their masks temporarily to eat.</p> <p>Discipline Mask Matrix-Requirements:  Students not wearing their mask 1st Warning:  Verbal warning, instruction to wear a mask at all times.</p> <p>Students not wearing their mask 2nd Warning:  Verbal warning (2nd verbal) with additional information and demonstration of how to correctly wear a mask.</p> <p>Students not wearing their mask 3rd Warning:  Written warning/write-up and parent phone call with notification that next offense will subject the student to being sent home or ISSD for virtual learning.</p> <p>Students not wearing their masks 4th Warning:  Written warning/write-up and parent notified that the student will be sent home for virtual learning or ISSD for 2 weeks.</p> <p>Students not wearing their mask 5th Warning:  Written warning/write-up and parent notified that the student will be sent home for virtual learning the remainder of the school year.</p> <p>**If a student DELIBERATELY coughs or spits on another student and/or staff member, police will be called, and parents notified, and the student will be required to complete the school year via virtual instruction.</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>Students will enter the building through the front door only, have temperature scanned, complete COVID-19 screening, get PPE, sanitize their hands, and proceed immediately to their 1<sup>st</sup>-period classroom. Breakfast will be in the classroom, as before. • Hallway traffic will be “Right side traffic flow/lanes” and 6 feet social distancing between students. • All students must wear the district-provided surgical facemasks (new one daily) in all public areas. Facemasks are required in classrooms, hallways, restrooms, and other public areas. Students may remove their</p>

		<p>masks temporarily to eat. (See the Mask Requirements Matrix)</p> <p>No hallway gatherings will be allowed to ensure compliance with NM DOH social distancing and group gathering mandates. Students must proceed to their classrooms/designated areas immediately after temperature checks and screenings. All classroom doors must remain shut and locked throughout the day to ensure minimal contact and avoid any unexpected visitors.</p> <p>Students must walk immediately to their next class and stay to the right in hallways, maintaining social distance. Security and custodians will monitor common areas where students congregate. All teachers will monitor students from their doorways.</p> <p>Teachers with an upcoming prep period will monitor restrooms during the passing period. For example, teachers that are on prep for 2nd period will monitor the restrooms between 1st and 2nd period.</p> <p>Female educational assistants will monitor the girl's locker room during passing periods and at the beginning of each class period. A schedule will be provided.</p> <p>Students will utilize hand sanitizer as they enter each classroom. Three minutes prior to class dismissal, students will sanitize their desk.</p>
Handwashing and respiratory etiquette	Y	Signage posted. Students must wash their hands after using restrooms, and are encouraged to wash and sanitize hands frequently throughout the day. Hand Sanitizer stations will be available throughout the building and in each classroom.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Protocols for custodians and maintenance staff were implemented for cleanliness. Deep cleaning and air purification every 24 hours.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Isolation rooms are available at every school site. Any student feeling ill will be sent to the isolation room for a screening. If a student shows signs of Covid-19 parents will be contacted. The class the student came from will also be

		screened for Covid by the district Covid testers, School RN's, or the SBHC.
Diagnostic and screening testing	Y	Students and staff are screened for Covid by the district Covid testers, School RN's, or the SBHC. Self-screening is in place at every site.
Efforts to provide vaccinations to school communities	Y	District posting of vaccination opportunities is done in collaboration with the DOH, El Centro Clinic, and the SBHC.
Appropriate accommodations for children with disabilities with respect to health and safety policies	X	All students are accommodated with respect to health and safety policies under HIPPA.
Coordination with State and local health officials	Y	Screening, diagnostic, vaccination events, etc. are all done in collaboration with DOH, El Centro Clinic, and the SBHC

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	
<b>How the LEA will Ensure Continuity of Services?</b>	
The LEA reserved at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	
The district is working on the following: *Purchasing of chrome books for all students in the district. *Purchasing of tracking devices for all chrome books. *Licensing and software *Networking hardware to support chrome books	
<b>How will the LEA address Students':</b>	
Academic Needs?	To support students' academic needs, each school will be implementing the following evidence based intervention programs: *Boardworks- (Grades K-12) Boardworks is a turn-key library of interactive resources to enrich K-12 instruction. You can seamlessly integrate our highly interactive and customizable intervention activities into your classroom and online lessons. *Reading Quest- (Grades K-5 ) Reading Quest is a researched based reading and comprehension strategies resource for teachers. The program is a tool to effectively

engage students in the content of their courses but who also want to better understand how to support the learning process and provide the appropriate interventions. \*Imagine Learning- Grades K-12) Imagine Learning helps students acquire, develop, and strengthen the language skills necessary to fully participate in academic settings and prepare for college and careers. promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based decisions that are fluid, timely, and meaningful. \*We will also be hiring 6 Interventionists/consultants in Reading and Math to help support students who are below grade level. \*Rio Gallinas Charter- Lexia Core 5 (Reading) In order to support the social/emotional needs of students, we will have our counselors and social workers attend the following training and conferences to better educate them in the aspects of today's issues and use these researched-based tools to support our students in all more confident learners. \*MLSS- (Grades K-5) MLSS is New Mexico's comprehensive overhaul of the Response to Intervention (RTI) that improves areas they may be struggling with. They will be attending the following: \*Dr. Bruce Perry- His clinical research and practice focus on examining the long-term effects of trauma in children, adolescents, and adults and has been instrumental in describing how traumatic events in childhood change the biology of the brain. \*Capturing Kids Hearts is equipped to help teachers, coaches, administrators, and district leaders to implement transformational processes focused on Cultivating relational capacity, improving school culture, Strengthening trust between teachers and students, Building self-managing classrooms, Creating accountability, Improving academic performance, and fostering trauma-informed care. \*Character Strong. Curricula and training is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making Character Development: Patience, Kindness, Honesty, Respect,

	<p>Selflessness, Forgiveness, Commitment, Humility *The Positive Action: Absenteeism Improvement, Behavior Improvement, Classroom Management, Conflict Resolution, Discipline Referrals, Health Education. Mental Health, School Safety, Self-Concept, Special Education, Parental Involvement,</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>To support students’ academic needs, each school will be implementing the following evidence-based intervention programs: *Boardworks- (Grades K-12) Boardworks is a turnkey library of interactive resources to enrich K-12 instruction. You can seamlessly integrate our highly interactive and customizable intervention activities into your classroom and online lessons. *Reading Quest- (Grades K-5) Reading Quest is a researched based reading and comprehension strategies resource for teachers. A program is a tool to effectively engage students in the content of their courses but who also want to better understand how to support the learning process and provide the appropriate interventions. *Imagine Learning- Grades K-12) Imagine Learning helps students acquire, develop, and strengthen the language skills necessary to fully participate in academic settings and prepare for college and careers, promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners. *MLSS- (Grades K-5) MLSS is New Mexico’s comprehensive overhaul of the Response to Intervention (RTI) that improves support systems by removing administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence-based decisions that are fluid, timely, and meaningful. *We will also be hiring 6 Interventionists if available</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>The district is purchasing a school bus with a wheelchair lift. School systems should provide transportation services and are responsible for ensuring that children with special needs are safely transported on all forms of federally approved transportation. Having the chairlift would eliminate the close contact of the student to the bus aide who is currently the one who lifts the students onto the bus. The student would have had their own space on the bus which would also allow</p>

	<p>for more social distancing. It would also assist with the social distancing aspect of the students having to sit closer together to leave room for the wheel chair which takes up a seat to store. Having the lift would free up one whole seat.</p> <p>The district is replacing carpet throughout to promote healthier and cleaner air for all staff and students. The carpet in all buildings currently is very old and dirty. We intend to replace all carpet with Carpet tile for more sufficient and sustainable use for long term purposes with ESSER funding.</p>
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	Activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff through recruitment, retention, and additional compensation.
Other Needs?	

<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	The LEA has meaningfully engaged the following stakeholder groups: students, families, School and district administrators (including Special Education administrators), teachers, principals, school leaders, other educators, school support personnel, unions, superintendents, and charter school leaders. These stakeholders represented the interests of children with disabilities, ELL, homeless students, foster care, migratory, incarcerated, and other underserved students. Each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP.
<b>Understandable and Uniform Format</b>	
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.	Online, email, and in carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

<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>An effective aid or service, given the nature of what is being communicated and the person's method of communicating, will be provided as needed.</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;

- 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)