

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 **September 30, 2022.**

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. **Highlighted items reflect recent CDC changes.**

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.

<p>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.</p>	
Date of Revision	August 31, 2022

District ID	County	LEA NAME
578001	McKinley	Middle College High School

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:
Masking (optional). At a high COVID-19 community Level, universal indoor masking in schools and ECE programs is recommended.	Y	LEA approved a policy on 9/29/21 that includes the use of properly fitted masks during such times as they are required by administrative order.
Modifying facilities to allow for physical distancing.	Y	Classrooms are set up to maximally promote spatial separation, which includes physical distancing.
Handwashing and respiratory etiquette.	Y	The school is providing proper hygiene education and sanitation stations are located at the entry to each classroom.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	A consistent cleaning and disinfecting schedule is followed daily. Medify Air filtration systems are present in all MCHS classrooms to ensure purified air quality.
Quarantine- will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level.	Y	Quarantine continues to occur for COVID-positive staff and students, which is a period of five (5) days from positive result or onset of symptoms, whichever is earliest.
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	Y	LEA works in partnership with community health center adjacent to campus, and makes referrals for COVID testing upon request of families.
Efforts to provide vaccinations to school communities.	Y	MCHS is adhering to the University of New Mexico's vaccination mandate as applies to all staff and students.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Y	Limited exemptions are reviewed by the host institution (the University of New Mexico) and granted on the basis of approved medical conditions.
Prevention Strategies (monitoring COVID-19 community levels)	Y	LEA follows weekly guidance of UNM.

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?	
Instructional support will include the continuation of Google Classroom as a supplemental platform. Should the school be required to return to remote learning, this will ensure a seamless continuity of MCHS classes. All students will receive use of a school-issued laptop, and when needed, a mobile hotspot connectivity device.	
How will the LEA address Students':	
Academic Needs?	Students receive structured tutoring. The school's master tutoring schedule is built to maximally accommodate students at any time throughout the regular school week.
Social, Emotional and Mental Health Needs?	Counseling support and scheduled mentoring are provided to all students. Parents are informed and involved in the progress of students identified for additional services.
Other Needs (which may include student health and food services)?	MCHS offers meals free of charge to all students.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	PLC topics include social and emotional resilience and well-being.
Other Needs?	The school has increased the size of its substitute teacher pool in order to allow staff to take leave as needed.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	4/4/22: Tribal Consultation Meeting with the Department of Diné Education 8/16/22: Input from Student/Family Orientation
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.	A copy of this plan, and the previous plans from which it is derived, are posted to the school's website. Moreover, the plan was shared via PowerPoint presentation and thoroughly explained to families during student orientation on August 16, 2022, at which time parent input regarding this plan was additionally solicited and included.
Describe the process by which a parent who is an individual with a disability as	In addition to oral presentations during family orientation sessions, a condensed version of this plan has been developed via PowerPoint for

<p>defined by the ADA, will be provided a version of the plan in an alternative format accessible to that parent.</p>	<p>parents who are in need of this format. Additionally, school administration will schedule appointments with parents upon request.</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