

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	12/10/2021

District ID	County	LEA NAME
560	Dona Ana	La Academia Dolores Huerta

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	Y	All staff, students or visitors must wear a mask at all times at all times regardless of vaccination status. If you feel that either you or your child

		<p>have an exemption that may prohibit mask wearing, please contact the Head Administrator immediately.</p> <p>Allowable Face masks are as follows:</p> <ul style="list-style-type: none"> -Facemasks made of 2 or more layers of cloth -Cloth facemasks with a clear plastic window -Medical, N95 or KN95 face masks that are approved by the Food and Drug Administration (FDA) for use by medical staff. <p>Exceptions: Masks may be removed when eating and drinking or during allowed mask breaks.</p>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>All persons on the school campus will be required to maintain 6foot social distancing to the greatest extent possible regardless of vaccination status.</p> <p>Clear desk shields are placed on tables between students.</p> <p>Signs and stickers are placed throughout the campus to promote social distancing to the greatest extent possible.</p>
Handwashing and respiratory etiquette	N	<p>A written policy is not in place however signs and reminders for hand washing and mask etiquette are posted throughout the building and in all bathrooms.</p> <p>Hand sanitizing stations have been placed throughout the campus along with signage providing guidance for proper handwashing procedures.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<p>All rooms are sanitized and cleaned every day and once a week all rooms are also fogged with disinfecting fog spray. All door handles and other high contact surfaces are wiped down and sanitized throughout the day. All classrooms have a HEPA air purification system in place and all windows and doors are kept open for improved circulation where possible.</p> <p>Merv 13 filters have been installed in all HVAC units where applicable and upgrades are</p>

		scheduled for units that currently do not allow for MERV 13 filters.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	In response to a positive case, the POC reports to the NMPED, NMENV, identifies all close contacts of the confirmed positive case, and ensures all unvaccinated close contacts do not return to school until the appropriate quarantine period has passed.
Diagnostic and screening testing	Y	All unvaccinated staff are required to undergo weekly testing. Test to Stay will be implemented beginning January, 2022 in order to allow for better monitoring. Of possible COVID exposures and allowing students to stay in school for improved attendance and instruction. All diagnostic testing requirements will continually follow CDC guidelines in accordance with the NMPED Toolkit.
Efforts to provide vaccinations to school communities	Y	Vaccination site information is provided to all families and staff. Collaborations with the local DOH office to provide vaccination clinics is also made available throughout the school year. To date LADH has hosted both a COVID vaccine clinic as well as a Flu Shot Clinic and will continue to provide as many of these opportunities as possible to our community. Both students and staff are allowed an excused absence for one day post vaccine/booster if necessary.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Appropriate accommodations are made for students with IEP's, 504's, and /or any other sensory or cognitive issues. Bilingual signage along with other visual cues are displayed throughout the campus along with other behavioral techniques and modeling.

Coordination with State and local health officials	Y	LADH continually coordinates with NMPED, NMDOH and other community-based healthcare providers.
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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?

In order to ensure continuity of services, keeping in mind the constantly changing landscape of the COVID 19 Pandemic, La Academia Dolores Huerta will be continually working to ensure that all staff and students have the necessary technology to be able to maintain communication with the school and are aware of all resources available to them to be able to continue academic instruction and focus on skill mastery along with a focus on the social emotional well-being of all students and staff.

How will the LEA address Students':

Academic Needs?	<p>Formative assessments are used to help identify student progress toward skill mastery and help identify areas of need. Regular data analysis by teacher PLC's help to guide instructional focus and set learning targets and provides check in guides for both teachers and students to help with progress monitoring.</p> <p>LADH has also worked to implement instructional materials and curriculums that offer online support for students that they can easily access whenever necessary.</p> <p>The MLSS guides for our campus help facilitate progress monitoring along with early identification of student struggles in order for teachers to be able to quickly course correct with those students that require extra support.</p> <p>LADH has also implemented ELTP afterschool and online tutoring supports for all students in both ELA & Math, along with an extended academic school year for ALL students.</p>
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Social, Emotional and Mental Health Needs?	<p>LADH has implemented the "Life Skills Curriculum" from the Community for Education Foundation Overcoming Obstacles program. This SEL curriculum is implemented via the Advisory class. This class meets daily for 45 mins. Via PLC collaboration support materials that are culturally and linguistically for lessons are reviewed and implemented accordingly in support of the ongoing curriculum.</p> <p>The school Social Worker offers support to students and staff and also offers support to parents when necessary and</p>
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	facilitates collaboration with other community support agencies.
Other Needs (which may include student health and food services)?	Free breakfast and lunch are provided to all LADH students via the CEP lunch program along with other Federal Food Programs. Both or Social Worker and Community Outreach Liaison continually reach out to families in need and provide resources and support.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	The LADH Social Worker provides support to staff when necessary and also facilitates communication between staff and other support entities when necessary. Sunshine committee works to provide celebrations and other activities to help keep up morale. Staff meetings and PD are minimized in order to not cut into unnecessary time that teachers need to work in their classrooms or for their appointments and activities. Admin staff maintain regular communication with all staff to stay connected with staffs needs and concerns. Support resource information is shared with staff and updated regularly Subs are provided when necessary to allow staff to take the time of needed to deal with any and all personal matters.
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.	Administration in collaboration with the Community Outreach Coordinator provided bilingual informational materials during Parent nights and Open House that provided information regarding the US Dept. of Education Fact Sheets for the American rescue Plan and requested input as to the allocation of these funds. Electronic surveys allowing for public input were made available in a bilingual format on the school website. The plan was reviewed with staff and campus organizations such as the Equity Council and BMEP PAC, etc... The Governing Council reviewed and approved the initial plan and provide feedback and input when necessary.
Understandable and Uniform Format	

<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 provided in both English and Spanish to the community and also made available to all via the school website. Administration and Office Staff have the ability to communicate fluently in Spanish with families when necessary and are able to answer questions and provide clarification for the plan when necessary.</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>On campus staff can provide Spanish translations when necessary and can also help families connect with ASL interpreters, when necessary, along with providing the information in a voice recorder format if necessary. IEP's along with all GC meetings and Parent Events are also made available via a virtual format to support those who require such accommodations. All LADH facilities are ADA accessible in order to meet the needs of anyone requiring accessibility.</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