

Hatch Valley Public Schools

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.

<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>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Date of Revision</td> <td style="width: 50%; padding: 5px;">Dec 1, 2021</td> </tr> </table>	Date of Revision	Dec 1, 2021
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District ID	County	LEA NAME
018	Dona Ana	Hatch Valley Public Schools

<p>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)</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html</p>		
CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:

<p>Universal and correct wearing of masks</p>	<p>y</p>	<p>Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. The types of allowable face masks include: 1. Face masks made of two or more layers of cloth. 2. Face masks with a clear plastic window. 3. Surgical, procedural, N95 or KN95 face masks that are approved by the federal Food and Drug Administration (FDA) for use by staff performing medical duties or similar close contact assignments. Wearing the Face Mask Correctly • Wash your hands before putting on your mask. • Put it over your nose and mouth and secure it under your chin. • Try to fit it snugly against the sides of your face. • Make sure you can breathe easily. • Don't put the mask around your neck or up on your forehead. (From NMPED Toolkit, p.17, Nov. 2, 2021)</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>Signage in all schools including arrows on hallway floors and addition of plexiglass partitions. Also, students in elementary school are with their class and specials teachers go to them. Seating charts in place to assist in contact tracing when needed. Shared items are cleaned in between classes as needed. Hand sanitizer available in each classroom as well as water bottle fillers in all schools.</p>
<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p>Hand sanitizers at the doors of classrooms and students are encouraged to wash hands frequently. Signage in schools about covering coughs correctly and continuous reinforcement of proper respiratory etiquette.</p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>Air filtration systems in all classrooms and offices. Filtration systems up to date in facilities. Students are given mask breaks outside while maintaining social distancing.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p>Close contacts who have had laboratory-confirmed COVID-19 during the past 90 days and recovered, are not required to quarantine if they remain asymptomatic after the exposure. They should isolate and test immediately if symptoms develop. Fully vaccinated close contacts, and close contacts who had laboratory-confirmed COVID-19 during the past 90 days, should</p>

	<p>continue to wear a mask in public indoor settings for 14 days after exposure or until a negative test result is received. Keeping individuals who were in close contact with someone who has COVID-19 away from others. Close contacts with a confirmed case of COVID-19, should stay home from school, work, and other activities for 10 days following their last exposure. Exposed contacts should be tested for the novel coronavirus (SARS- CoV-2) at 5 days following the last exposure to a confirmed case. If the close contact has a positive result, isolation should be implemented as described above. For the first 90 days after a positive PCR or school-based BinaxNOW test, individuals who have had COVID-19 infections and who have completed their self-isolation periods, do not need to quarantine if they are a close contact of a COVID-19 infectious person. It is recommended that the individual get tested for COVID-19 five days after exposure if asymptomatic, and should isolate and test immediately if symptoms develop. Individuals who are fully vaccinated against COVID-19 and who have had close contact with a COVID-19 infectious individual are not required to quarantine if they meet the following criteria:</p> <ul style="list-style-type: none">• Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)• Have remained asymptomatic since the current COVID-19 exposure <p>It is recommended that the individual get tested for COVID-19 five days after exposure if asymptomatic and wear a mask in public indoor settings for 14 days or until they receive a negative test result. They should isolate and test immediately if symptoms develop. Unvaccinated close contacts of COVID-19 infectious individuals have two options. The primary option is participation in a test to stay program. Individuals opting not to participate in test to stay must quarantine at home to help stop the spread of COVID-19. (From NMPED Toolkit, p.4-6, Nov. 2, 2021)</p>
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Diagnostic and screening testing	Y	District began use of PMG (Physicians Medical Group) with on-site daily testing for the Test to Stay program on Dec 1st. Before that we used Vault testing which is still available.
Efforts to provide vaccinations to school communities	Y	We publicize Covid19 Vaccination clinics on district Facebook, Twitter and website. Continue to get information about vaccines to families. We keep staff informed of vaccination events as well.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Students in need of accommodations such as the wearing of a face shield are provided those accommodations as articulated in their IEPs.
Coordination with State and local health officials	Y	District works with Dona Ana County to provide information to families and with reporting as needed. District collaborates with NMPED reporting hotline, NMENV/OSHA for reporting staff cases, NMDOH for questions and School Health Center staff. We also utilize the RAVE app to coordinate communications across schools in the district and county dispatch.

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?	
Services continue for students whether they are learning in person or at home. Counselors and other support staff are available to all students. Meals are also available to students as needed who are learning at home. We also have started our Test to Stay program which will help to keep students in school by having on site rapid testing.	
How will the LEA address Students':	
Academic Needs?	Students will continue to have access to all of their courses through the use of the Canvas platform and Google Classroom. All teachers have digital access to their classes as needed and teachers use the online environment to support in person learning as well as when students need to learn from home. All students also have access to a Chromebook and hotspots as needed if they do not have internet at home. Additionally, all students have access to a wide range of supplemental programs that are online to support math and language arts to help get them back on track and up to grade level.

Social, Emotional and Mental Health Needs?	Students have access to counselors, SPED case managers, and other support services in person as well as via Zoom or Google Meet if learning from home.
Other Needs (which may include student health and food services)?	Students are provided breakfast and lunch each day as well as meals to take home as needed.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Professional development for staff focuses on social emotional needs as well as instructional needs in synchronous as well as through the asynchronous environment of their Canvas course called "The PD Den" All professional development includes time for connecting and sharing through the use of our House system which is a way for all staff members to work as a team to support each other.
Other Needs?	Celebrations and positive sharing of ideas and activities occurs each week through our district newsletter called "The Den". All staff receive this newsletter and contribute to it as well to focus on the great things happening in our schools.

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 gathered through Board meetings in October and November and through a Zoom meeting on September 9, 2021. This feedback was then used in informing our ARP budget 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 translations to a parent with limited English proficiency, describe the process for orally translating the plan for such parents.	The ARP application is posted on our district website and translation is available as needed. Parents are welcome to call and talk to us about the plan as well, especially if translation or clarification is needed.
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.	If a parent needs the plan in a different version such as an audio version, that will be provided to them in the mode that they need via our support staff.

[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