

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.

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 9-12-2022

District ID	County	LEA NAME
057	Roosevelt	Portales Municipal Schools

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	Masks are not required, but may be worn depending upon parental or individual preference. The District recommends people who have been exposed wear a mask for ten (10) days after exposure to help prevent spreading the disease. Individuals who are positive for COVID 19 must wear a mask for five (5) days after the initial five (5) day isolation period.
Modifying facilities to allow for physical distancing.	Y	Only essential visitors are allowed beyond the reception areas. Classrooms are arranged to allow for at least three (3) feet of social distancing. Recess times and dismissal times are staggered to allow for more social distancing. More outside seating is being purchased to provide for more use of outside classes and seating for students during breakfast and lunch and other times of the day.
Handwashing and respiratory etiquette.	Y	Handwashing/sanitize is practiced throughout the school day. Signs in restrooms remind students and staff to wash hands. PMSD utilized ARP funding to purchase additional hand sanitizers throughout each building. Students are encouraged to maintain social distancing and have the option to wear face coverings throughout the school day if so desired.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	During the summer of 2021 the PMSD utilized ARP funding for PPE and replaced all HVAC RTU units that were not MERV 13 filter compliant with units that use MERV 13 filters (over 160 units). The District replaced almost all water fountains with bottle fill fountains.

		<p>Custodians and teachers routinely clean “high traffic” areas throughout the day. Teachers are provided sanitizing sprays and wipes to help them to clean door knobs, keyboards, desks, etc. throughout the day. P.E. teachers have access to sanitizing equipment, sprays, and wipes to clean equipment after each use. Elementary P.E. teachers in most instances have P.E. items for each student to use individually. Those items are cleaned prior to the next set of student use. Custodians clean “high traffic” areas such as restrooms, door knobs, water fountains, etc. throughout the day. The District continues to use ARP funding to purchase any needed PPE for distribution to staff and students.</p>
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	<p>Students or staff who are positive for COVID-19 must isolate for five (5) days after the onset of symptoms and may return without further testing if fever-free for twenty-four (24) hours without fever reducing medication. A mask must be worn for five (5) days after the initial five (5) day isolation. Students and staff who have been exposed to a positive individual do not need to isolate and may remain at school by participating in the District’s Test to Stay program. Individuals who choose not to Test to Stay must isolate for five (5) days after exposure.</p>
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	Y	<p>PMSD does not routinely require surveillance testing of staff or students. However, anyone who would like weekly surveillance testing can request testing by speaking to a school nurse. Students and staff who are showing symptoms of COVID-19 are required to test or isolate for at least five (5) days from the onset of symptoms and return wearing a mask for five (5) days. Home tests are also available for parents and staff upon request.</p>
Efforts to provide vaccinations to school communities.		

Appropriate accommodations for children with disabilities with respect to health and safety policies.	Y	<p>PMSD students with disabilities are required to comply with current health and safety guidelines in place for all district students; however, the specific needs of these students are reviewed to determine appropriate individual accommodations in the areas of need for their health and safety.</p> <p>Accommodations considered in various combinations include but not limited to: Alternative instructional setting that may be on or off campus, live or recorded instruction on Google Classroom, instructional packets, hands-on manipulatives provided to families. Ancillary services will be provided at the SSS office or in school areas that are less populated, and, as appropriate, via teletherapy. SPED evaluations and testing are completed at the school site with consideration of the student. If needed, these assessments can be completed with the same accommodations as for ancillary services. Since students may be affected with COVID or its variants at different times throughout the school year, accommodations begin and end as the needs arise.</p>
Prevention Strategies (monitoring COVID-19 community levels)	Y	<p>The District's Head Nurse works closely with State, Regional, and Local DOH officials. The Head Nurse routinely meets with the local Emergency Management Office to learn of new recommendations and issues and to discover any new supports that might be available.</p>

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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?

PMSD will ensure continuity of services to students by following the guidelines of the most recent PED Toolkit when students are attending school for in-person learning and students while quarantined. Students will continue to receive services and support with academics by using Google Classroom. Chromebooks have been assigned to students for quick and safe distribution should those students need them for working from home. In September, 2022, the District will distribute Chromebooks to students who do not have computers at home. These students may keep these Chromebooks at home for the school year. Families that cannot afford or don't have access to internet services will be provided a Hotspot for use during the school year. District School Liaison and Family Engagement Specialists may deliver Chromebooks, Hotspots, school communication, and assignments as needed. Transportation will be provided to students and families if needed to attend IEP meetings, teacher conferences, and to attend appointments for mental health services.

How will the LEA address Students':

Academic Needs?	Chromebooks have been assigned to each student (one to one device) for quick and safe distribution. Hot Spots are available to students in need. District Family Engagement Specialists and Home Liaison deliver and collect assignments, packets, home-school communication, books and materials to students and families as needed. Should a school closure occur due to COVID-19, assigned Chromebooks can be picked-up as directed by each school and delivered if necessary. The District purchased Chromebooks and hotspots for students who currently do not possess a computer device or have internet access. Students may check these devices out and keep them at home for regular school use or use if a closure occurs.
Social, Emotional and Mental Health Needs?	In addition to the current staff serving the social, emotional, and mental health needs of our students and staff, Portales Municipal Schools utilized ARP funding to hire an additional three social workers, one Family Engagement Specialist, and one elementary school counselor. Counselors, Social Workers, and Family Engagement Specialists make contact with students including home visits if necessary and are available to all students with social, emotional, and mental health needs. The district social workers and counselors can make referrals and provide transportation to scheduled mental health appointments as needed.
Other Needs (which may include student health and food services)?	District Liaison and Family Engagement Specialists will deliver Chromebooks, Hot Spots, classroom assignments, communication letters from school, and meals as needed. Transportation is available for students to attend mental

	<p>health appointments as needed. Family Engagement Specialists, Counselors, Social Workers and Staff support our students and families with information on local resources that may assist with food insecurity, utilities, food distribution, dental programs with our partners at La Casa Family Health Center, and adult English as a Second Language Classes. PMSD has utilized funding through ARP to house a student resource center to assist with personal hygiene products and clothing if needed.</p> <p>Beginning with the 22-23 school year, the District implemented SACHEL Pulse. The program provides surveys to help District personnel identify students who may be in need of SEL support. All students will participate in the survey unless objected to by the parent or guardian. Social Workers and counselors will use the survey data to provide needed information and resources.</p>
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Counselors at each building are providing resources to support teachers and staff which include stress relief strategies and yoga for staff members.
Other Needs?	PMSD is providing five (5) paid FMLA days for teachers and staff who must be quarantined or must care for family due to COVID-19.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	The invitation to offer input for the ARP Plan application for Stakeholders was delivered via email to all parents and staff, Facebook, and the district website. Information is distributed to the local radio station and newspaper. The latest public forum for Stakeholders was held on June 20, 2022 at 3:00 at the Central Office Board Room.

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 District ARP Plan is presented in both English and Spanish. All correspondence to Stakeholders is provided in the two languages. PMSD will have a person with the capability to translate at each public input meeting or may orally translate the plan to any parent upon request.
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 the parent.	An individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aide or service to view the ARP Application, may contact the Superintendent of Schools' Office for additional assistance. Public documents can be provided in various accessible formats.

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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.

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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/guidanceuseseseinvestment.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