

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	January 7, 2022

District ID	County	LEA NAME
45	Rio Arriba	Dulce Independent School District

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	Dulce Independent School District (DISD) is following the CDC Covid guidelines supplemented with the Jicarilla Apache

		Nations policies. DISD requires Masks inside all school buildings, on school transportation and school indoor events. Masks are to be worn by all students (age 2 and older), staff, teachers, and visitors, regardless of vaccination status.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	As recommended by CDC, DISD layers multiple prevention strategies to fully re-open our schools safely. Strategies we use are small group classes, alternate classrooms for disinfecting. screening testing, universal indoor masking at all times from all students, staff, and visitors regardless of vaccination, strict policy on hand sanitation and close monitoring of vaccination data provided by the Jicarilla Apache Homeland Security. Dulce High School follows the CDC physical distancing guidance for institutions of higher education. https://www.cdc.gov › community › considerations “Physical distancing is not necessary for fully vaccinated students, teachers, and staff on campus for IHEs where everyone is fully vaccinated”.
Handwashing and respiratory etiquette	Y	DISD reinforces proper handwashing and provides hand sanitizer to older students entering and leaving class. All students are provided with supplies such as Kleenex, and wipes encouraging students to use proper respiratory etiquette. Sanitizing hands upon entering the building, every time they enter a different classroom, before and after eating, and prior to dismissal. Specifically, hand sanitizers will be in each classroom, at entrances and exits of schools, near lunchrooms and bathrooms. Signage on the proper handwashing techniques shall be posted in all bathrooms and in the school. In areas where handwashing cannot be

		accomplished, hand sanitizer containing at least 60% ethyl alcohol shall be provided by the district. Additional hand sanitizing stations shall be installed throughout schools. Handwashing breaks will be scheduled as appropriate.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Custodians and teachers are required to sanitize and clean all areas and surfaces of the entire schools between classes daily. Filters for units will be changed according to manufacturer recommendations. Cleaning high touch points such as doorknobs, bathrooms will be routinely completed. Increased bathroom cleaning and disinfecting on a continued basis. Products used for cleaning meets the criteria for use against SARS-CoV-2 (Covid 19) and EPA standards.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	Dulce Schools, tribe and state entities work with Indian Health Service on Covid cases. Indian Health Services. (HIS) Director is the receiver of the report and follows process of contact tracing, isolation and quarantine status following the NMDOH guidelines. Some cases are handled by the tribe and others by the state, depending on residency. Rapid tests are given as requested and If positive test these test are followed up through the medical staff at the clinic for verification. Self-care pamphlets are available.
Diagnostic and screening testing	Y	The Local Indian Health Service do diagnostic and screening testing with referrals. Exceptional Program and ancillary support providers work with students with disabilities for screenings, testing, and to provide diagnostic needs.
Efforts to provide vaccinations to school communities	Y	Several Local vaccination clinics were provided by DOH, Jicarilla Apache Nation with the help of the National Guard. Vaccinations were offered for both 1 st and 2 nd vaccinations, Booster shots and 1 st and 2 nd shots for 5yr old's to 11yr old's. All staff, students, community members were encouraged to participate. In a small reservation

		of approximately 4000 members close to 7000 vaccines have been administered.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	IEP's and meetings are ongoing for students/parents to provide means of appropriate accommodations for children with disabilities and including the district health and safety policies.
Coordination with State and local health officials	Y	Dulce Schools, Tribal, and state entities are working closely using Covid 19 protocols and guideline for health, safety among students, staff, and communities.

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?	
DISD is committed to providing continuity of instruction to students during the school year, whether via an in person, distance, or blended learning environment. The district has supplied students and staff with the resources to implement high-quality teaching and learning. Robust distance learning includes a combination of synchronous and asynchronous learning that is structured yet flexible to accommodate the diverse needs of students and families	
How will the LEA address Students':	
Academic Needs?	All schools are reopened with modified schedules to support student learning. The district does provide a learning software program that supports those students who parents request for the student to stay home. This is carried out through an IEP or case by case determination. ESSER ARP funds will be utilized to provide students with a full continuum of services for the 2021- 2022 school year. DISD will employ additional staff members to specifically address Students identified to be in need of academic support will be provided with intervention resources and support. Students will be provided with additional intervention instructional resources to support their learning. Additionally, students struggling in the area of Math will be provided with tutors and Coaches who will provide specific math interventions.. Through various assessment tools, the district will evaluate student learning loss and provide remediation through in class support services and extended day programs

Social, Emotional and Mental Health Needs?	Wellness social emotional classes are taught throughout the district. Staff training have been provided to ensure staff are prepared to support students. ESSER ARP funds will be utilized to provide students with a full continuum of services for the 2021- 2022 school year. DISD will employ additional staff members to specifically address the needs of students in the areas of social and emotional learning, mental health, cleaning and disinfecting. Through various assessment tools, the district will evaluate student learning loss and provide remediation through in class support services and extended day programs
Other Needs (which may include student health and food services)?	DISD provides a safe and supportive environment by using a comprehensive prevention strategy for in person learning including Student meals. The meals are provided in individual enclosed containers. Reduced group sizes for all meals.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	Staff have been provided wellness training to assist in supporting their social emotional needs. They are provided with opportunity to meet with wellness workers. Staff members were trained in wellness activities and now provides services for weekly health activities
Other Needs?	Teachers are provided time in PLC to meet and talk with one another to have the opportunity to reflect.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Surveys sent to parents for input on return to school selection (in-person, virtual, or hybrid). At present, majority of Dulce Middle and High School students are in-person with a few on virtual. The Elementary chose to use the hybrid model.
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.	Graphs and charts are used to help visualize the comprehensive plan. Parent meetings are used to present the plan where question and answers session are provided. Ongoing messaging on our school messaging system to provide reminders of our plan and where to find updates to the plan on our school website. The Plan is presented to the Jicarilla Apache Council where it is discussed and passed on to community members. The plan is presented in easy format flyers. The plan was introduced during the Jicarilla Apache presentation to the community. The plan will be

	<p>provided in an alternative format for any parent/guardian who has a disability defined by ADA. This includes providing text alternatives, time-based media, adaptable layout, keyboard accessibility, readable and navigable components to our school website</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>Graphs and charts are used to help visualize the comprehensive plan. Parent meetings are used to present the plan where question and answers session are provided. Ongoing messaging on our school messaging system to provide reminders of our plan and where to find updates to the plan on our school website. The Plan is presented to the Jicarilla Apache Council where it is discussed and passed on to community members. The plan is presented in easy format flyers. The plan was introduced during the Jicarilla Apache presentation to the community. Jicarilla Apache Language personnel provide interpretations to Jicarilla Apache language speakers.</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