

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 9/30/2022

District ID 573

County McKinley

LEA NAME Hozho Academy

Below, please show how the LEA will maintain the health and safety of students, educators, and other staff, the extent to which it has adopted policies, and a description of any such policies, regarding 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

	LEA has Policy?	Describe LEA Policy
Masking (optional). At a high COVID-19 community Level, universal indoor masking in schools and ECE programs is recommended.	Yes ✓ No	Masking is at the preference of the individual.
Modifying facilities to allow for physical distancing.	Yes ✓ No	To the most logical extent possible, classrooms and all common spaces are set up for physical distancing. The school is following the most current guidance of the CDC regarding physical distancing.

Handwashing and respiratory etiquette. Yes
No

Instruction has been provided to all staff and students regarding proper handwashing and respiratory etiquette.

Cleaning and disinfection; improving facilities, including improving ventilation systems. Yes
No

Cleaning and maintenance of the facility are being guided by protocol and guidance from the Center for Disease Control. Teachers are provided with hospital-grade disinfectant to spray down surfaces frequently.

Quarantine is determined by local school districts and state charters using local COVID-19 Community Levels. Yes
No

The school is following the most current guidance/requirements as dictated by the NMDOH/PED

Diagnostic and screening tests can be considered by the LEA for students and staff engaged in high-risk activities. Yes
No

Screening tests are available at the school, and use is at the discretion of the individual/student families.

Efforts to provide vaccinations to school communities. Yes
No

The school is referring families to local medical service providers for vaccination purposes.

Appropriate accommodations for children with disabilities with respect to health and safety policies. Yes
No

Hozho Academy makes medically required accommodations for children with disabilities with respect to health and safety policies, in accordance with IEP/504 plans.

Prevention Strategies (monitoring COVID-19 community levels) Yes
No

The school is continuing to monitor local (city/state) and community levels (the actual school site) of infection and is responding to and adjusting requirements as deemed necessary by the leadership team and board.

How will the LEA 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 will the LEA address students' academic needs?

Hozho Academy continues to provide an extended school day and school year through the Extended Learning Time Program. Hozho Academy strives to maximize learning time and promote a healthy academic environment.

How will the LEA address students' Social, Emotional and Mental Health Needs?

Hozho Academy provides counseling services with two full-time counselors to meet the emotional and mental health needs of our students and staff. We also have small group meetings for students.

How will the LEA address students' other needs (may include student health and food services)?

Hozho Academy implements a rigorous PE/athletic program to promote physical wellness and improve self-esteem and also strives to provide fresh, homemade delicious meals to students and staff.

How will the LEA address staff's social, emotional and mental health needs?

Hozho Academy administrators have weekly meetings with teachers and this is an opportunity to assess the needs of our teachers and the climate of our school staff; this information is used to make decisions to improve our staff's needs.

How will the LEA address staff's other needs?

Staff needs will be addressed on an individual, as-needed basis.

Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.

Hozho Academy has received public input from parents through communication with teachers and through communication directly with administration. Hozho Academy administration meet weekly to address needs as they arise. Parents and general public are also welcome to attend Hozho Academy School Board meetings once per month and there is a dedicated time for public comments where they can offer input.

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.

Hozho Academy communicates with parents and families via weekly newsletters, as well as published the contents of this plan on our school website. Hozho Academy employs several staff members who are bilingual and can accommodate for non-English speaking parents in most cases. If we are unable to accommodate for a certain language we will seek professional services to assist with this.

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.

To date, this situation has not occurred but the plan would be to provide the information in the preferred method of the individual/family within a 1 week period from the time of the request.

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/guidanceusesinvestment.pdf>

ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): <https://oese.ed.gov/files/2021/05/>

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