

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	September 2021

District ID	County	LEA NAME
515	Bernalillo	South Valley Preparatory School

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	Follow and maintain all CDC and PED COVID safe practices including mandatory mask wearing inside the building and encouraged use outside

Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	y	SVP uses cohorts to support limited cross exposure between strands. Signage and stickers support social distancing
Handwashing and respiratory etiquette	y	Additional handwashing sinks have been purchased and are accessible for all students
Cleaning and maintaining healthy facilities, including improving ventilation	y	SVP has upgraded all HVAC units to support MERV-13 filtration, purchased air purifiers for every classroom, offices, cafeteria and open spaces. Increase cleaning services provides a mid-day cleaning of bathrooms and high touch areas.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	y	SVP maintains an isolation room and has protocols in place to contract trace in the event of exposure.
Diagnostic and screening testing	y	SVP encourages all students with symptoms to be tested and will begin the test to stay program
Efforts to provide vaccinations to school communities	y	SVP has provided families with information and opportunities for vaccination
Appropriate accommodations for children with disabilities with respect to health and safety policies	y	SVP ensures that all students with disabilities are provided all appropriate accommodations as needed based on their individual needs
Coordination with State and local health officials	y	SVP works with all state and local health officials as needed

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?
SVP provides a rigorous academic program that is accessible to all students. SVP works collaboratively within our own staff and with community organizations to support the needs of all students. SVP has provided access to instruction in person and remotely, access to computers, hot-spots and free internet service and continues to address food security of our students and families
How will the LEA address Students':

Academic Needs?	SVP provides access to academic instruction in person and remotely in the even that a student must quarantine. SVP provides every student with a laptop at home and an internet hotspot as needed. In addition, SVP will maintain an intervention teacher to support the academic needs of all students
Social, Emotional and Mental Health Needs?	South Valley Prep will maintain a full-time social worker to support the social, emotional and mental health needs of our students. SVP has implemented a schoolwide Social Emotional Learning program to support all students.
Other Needs (which may include student health and food services)?	SVP continues to offer breakfast, lunch and dinner to all students for free. In addition, with the use of No Kids Hungry grant funding SVP has established a food pantry and will continue to provide access to fresh local produce to our families
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	SVP has prioritized all teacher training time to include self-care, social emotional support for staff
Other Needs?	Continued focus on providing structure and a safe place for all students

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	South Valley Preparatory School provided 3 opportunities for parent and community input on identifying needs at SVP. Parents completed an electronic survey via google forms to rank 20 needs based on what they felt was a priority. The top 10 needs identified by the first round of input was then sent out again to be ranked from 1 to 10 with 1 being the biggest need by parents.
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.	South Valley Prep has presented the survey, trainings, letters and information in both English and Spanish and both electronically and printed copies. All information disseminated from the school is done in English and Spanish, the 2 languages identified within our school community.

<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>South Valley Preparatory maintains a Parent Liaison that supports parents understanding of all information being sent out to parents. Any family or parent that has been identified as in need of an alternative format for accessibility is provided the information based on their individual need.</p>
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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.

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