

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	

District ID	County	LEA NAME
577	Dona Ana	Raices del Saber Xinachtli Community 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	N	We do not have any of these procedures written in policy, but we do have them published on our website and these procedures have been

		<p>communicated with the families since the beginning of the year.</p> <p>Any person who steps on our campus must have a snug mask on at all times regardless of vaccination status.</p> <p>Mask signage is posted on the outside of the building and throughout the walls in the building, classrooms and bathrooms.</p> <p>The only allowable masks are two or more ply masks. No other type of mask is allowed unless indicated otherwise by a doctor's notice, an IEP or a 504.</p> <p>All children have mask breaks built into their daily schedule. Children keep their mask on during recess because of lack of distance while they are playing. When they are playing their breathing is much stronger therefore expelling many more droplets of saliva and being at greater risk of infections.</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>N</p>	<p>All staff and students must stay six feet apart to the greatest extent possible.</p> <p>Classes are cohorted, they enter through the outer doors of the building minimizing the time they walk through the building.</p>
<p>Handwashing and respiratory etiquette</p>	<p>N</p>	<p>Hand Washing is encouraged throughout the day. We have sinks on the outside of the building and hand sanitizer throughout the school.</p> <p>Students are taught to use the masks properly (over their noses) and to wash their hands while they sing the ABC's.</p> <p>The children remove masks during lunch and scheduled mask breaks throughout the day. That is the only time they remove their masks.</p>

<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>N</p>	<p>All classrooms get cleaned throughout the day. The children eat in their classrooms, the tables get cleaned before and after eating.</p> <p>High touch surfaces get cleaned and disinfected in the morning and at the end of the day.</p> <p>Playground equipment gets cleaned after each recess.</p> <p>All classrooms have MERV 13 filters (that are replaced every 90 days) and box fans.</p> <p>The portables have HEPA air purifiers, box fans and the windows are left open for air circulation.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>N</p>	<p>We do not have any of these procedures written in policy, but we do have them published on our website and these procedures have been communicated with the families since the beginning of the year.</p> <p>We are following the most updated version of the NMPED Covid Toolkit.</p>
<p>Diagnostic and screening testing</p>	<p>N</p>	<p>Premier Medical Group (PMG) is our rapid testing provider. They are scheduled to test every Friday and whenever there is exposure at school.</p>
<p>Efforts to provide vaccinations to school communities</p>	<p>N</p>	<p>We share any vaccination information that the PED and the DOH provides.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p>	<p>N</p>	<p>Accommodations are made for students with IEPs, 504's or sensory cognitive issues.</p>
<p>Coordination with State and local health officials</p>	<p>N</p>	<p>We coordinate with PMG to get the testing, NMPED, NMDOH and our Local school advocate.</p>

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?

<p>Raices del Saber Xinachtli Community School will continue to offer testing for children to minimize the time they are out of school. We will continue to be vigilant with the processes to keep students physically, emotionally and mentally safe.</p>	
<p>How will the LEA address Students’:</p>	
<p>Academic Needs?</p>	<p>We will continue to provide high quality bilingual education across all subjects to all students by providing:</p> <ul style="list-style-type: none"> ● Whole group instruction, teacher modeled lessons ● Cooperative learning, team tasks , project based learning ● Small group instruction ● Independent work ● Metalinguistic and metacognitive analysis <p>Kindergarten through Third grade teachers are enrolled in LETRS training and are learning structured literacy strategies to target deficiencies.</p> <p>Kindergarten and First grade teachers administered the dyslexia screener for their classes.</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>The Xinachtli enrichment addresses many of the emotional, social and mental wellness of the children. During morning time the children are encouraged to pick a color that describes their feelings. They are asked to share so that the teacher can gauge how the child is doing emotionally that day and adjust the day or get help for the child.</p> <p>We engage in positive self-talk, this repetitive practice of Mesoamerican descent is a way to increase self esteem in all children. The children repeat and make hand gestures “I am a butterfly, hummingbird, eagle; wisdom, strength, beauty I am.”</p> <p>The entire school engages in two minutes of quiet time in the afternoon. This gives the children a moment to quiet their minds and reset, reenergize to complete the rest of their day. Learning to quiet the mind has been shown as a significant academic enhancer.</p> <p>Social Services are available through a contracted company for any child that requires services.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>Raices del Saber provides free breakfast, lunch and dinner provided by the National School Lunch Program NSLP</p>

	We provide an early drop off option at 7:30 am. We also provide a free after school program (from 3:00pm -6:00pm) provided by Tloke Nauoke (Americorps Service members and Food Corps service members) and 21st Century Program.
How will the LEA address Staff:	
Social, Emotional and Mental Health Needs?	<p>The staff at Raices also engages in the two minutes of meditation on a daily basis. We salute the four directions, the skies and the earth daily.</p> <p>As a staff, we take care of each other and celebrate birthdays and special occasions. We also support each other through troubles by providing meals and moral support.</p> <p>Early release Fridays provide three hours for professional development and grade level collaboration.</p>
Other Needs?	Principal has an open door policy where teachers are invited to share ideas or concerns. Together we can find solutions to problems that may arise.

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	<p>The Governing Board reviewed and approved the initial plan.</p> <p>Plan is posted on the website.</p> <p>We requested parent feedback through the Concilio de Padres.</p>
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.	<p>All of our staff is Bilingual and can answer any questions that Spanish speakers have.</p> <p>Plan is provided in English and Spanish.</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>When needed we can provide an ASL interpreter. Everyone on staff is bilingual and we can translate at any time. Meetings are being held online and we have computers and hotspots that can be checked out to assist families who do not have the equipment to join. If requested we can hold the meetings at our campus where we have an ADA accessible building.</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