

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 <u>no less frequently than every six months</u> (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 30, 2022

District ID	County	LEA NAME
076	Taos	Taos 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
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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	TMSD is in the process of adopting a school board policy regarding Masking. Face Masks are optional, unless an individual is COVID positive. Masks are required for Day 6-10 post COVID upon returning. New Mexico Public Education Department COVID-19 Response Toolkit as replacing and superseding any previous-released guidance. The fundamental principles of the Toolkit are to protect student and community health and to prioritize in-person learning.
Modifying facilities to allow for physical distancing.	Y	Social distancing is no longer required and it is at the site principal's discretion. Schools are asked to maximize physical distance as practical. Necessary and appropriate measures are taken to ensure that the safety of students and employees is a primary consideration in the development and maintenance of school buildings, school grounds, and other facilities of the district, and in the planning and implementation of all school programs and activities.
Handwashing and respiratory etiquette.	Y	Handwashing: Students and staff will wash hands or use hand sanitizer regularly throughout the school day. As a precaution against transmitting the COVID-19 virus through shared texts, students should wash and/or sanitize their hands before and after using shared texts. Signage on the proper way to wash hands is placed throughout the school. Taos Municipal Schools believes that good health habits foster benefits for children and adults that last a lifetime, as well as creating an optimum environment for effective teaching and learning. Respiratory etiquette: All students and staff are provided guidance on how to keep

		respiratory droplets from spready while sneezing or coughing.
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	Deep cleaning and disinfecting of facilities occur daily. Schools and buildings are thoroughly cleaned once a day in accordance with CDC recommendations. Door handles, light switches and restroom fixtures are disinfected and cleaned several times a day. Ventilation systems operate properly and increase circulation of outdoor air as much as possible. The safety of students and employees is a primary consideration in the development and maintenance of school buildings, school grounds, and other facilities of the district, and in the planning and implementation of all school programs and activities.
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	Taos Municipal School will maintain information on all individuals in our facilities. If an individual tests positive for COVID-19 or starts symptoms is Day 0, they quarantine for 5 days and can return on day 6 with mandatory mask wearing for those additional 5 days. They have to be fever-free for 24 hours without fever reducing medication and significantly improving symptoms. New Mexico Public Education Department COVID-19 Response Toolkit as replacing and superseding any previous-released guidance. The fundamental principles of the Toolkit are to protect student and community health and to prioritize in-person learning.

<p>Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).</p>	<p>Y</p>	<p>Taos Municipal Schools is providing test at home kits to all staff, students and families if supplies permit. We are also providing test kits for the test to stay program for unvaccinated staff and students. We are also offering home test kits to vaccinated staff 5-7 days after exposure, if requested. New Mexico Public Education Department COVID-19 Response Toolkit as replacing and superseding any previous-released guidance. The fundamental principles of the Toolkit are to protect student and community health and to prioritize in-person learning.</p> <p>Upon discovery or being informed that a student attending a district school has been diagnosed as having a communicable disease, the schools will endeavor to protect the health and safety of all students while concurrently safeguarding the legitimate interests and right to a free public education of the infected student.</p>
<p>Efforts to provide vaccinations to school communities.</p>	<p>Y</p>	<p>Taos Municipal Schools provides updated information to students, staff and families where vaccination events are being held in the community. The District will continue to promote vaccination to unvaccinated individuals in the school community. TMSD is not requiring surveillance testing for unvaccinated staff or students. However, if school authorities have reasonable cause to believe that a student has or is a carrier of a communicable disease, such student may be required to submit to an appropriate medical examination.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies.</p>	<p>Y</p>	<p>All health and safety protocols will include students with disabilities while following IEPs or 504 plans. They will meet as an individual IEP team to determine each students' needs while encouraging mask wearing and providing other alternatives as needed.</p>

<p>Prevention Strategies (monitoring COVID-19 community levels)</p>	<p>Y</p>	<p>Taos Municipal Schools continue to educate on handwashing, sanitizing the facilities as needed and staying home when ill. New Mexico Public Education Department COVID-19 Response Toolkit as replacing and superseding any previous-released guidance. The fundamental principles of the Toolkit are to protect student and community health and to prioritize in-person learning.</p>
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<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</p>	
<p>How the LEA will Ensure Continuity of Services?</p>	
<p>The COVID-19 pandemic has brought upon numerous challenges, but more so opportunities to reimagine the educational landscape. Schools have been able to focus instruction on critical standards, as well as implement more high-leverage formative assessment practices. The district has been able to make strides in the use of technology, and cutting-edge programs to help students reclaim unfinished learning through accelerated learning opportunities. Our lines of communication and partnerships with parents and guardians has improved, with greater creativity, accessibility, and utilization of resources. Through innovation, partnerships, and commitment, we strive for continuous improvement in our efforts to improve student achievement outcomes through the quality of learning and instruction.</p>	
<p>How will the LEA address Students':</p>	
<p>Academic Needs?</p>	<p>Student's academic needs will be met through a variety of systems, programs and policies. All students have been issued a mobile device. All curriculum can be accessed online via CANVAS platform and other learning platforms. We are currently providing in-class learning and the option of attending the Taos Tiger Connect On-Line Academy. Specialized programs are continuously monitored and refined as necessary to be responsive and flexible to the unique and diverse needs of our students. We strive for equity for all students by including differentiated instruction at all levels</p>
<p>Social, Emotional and Mental Health Needs?</p>	<p>Taos Municipal Schools has hired an SEL Coordinator for the District. We provide social work and counseling services as needed. Partnerships with local mental health providers such as Taos Behavioral Health. The District</p>

	<p>Social Emotional Learning (SEL) program aims to continuously build the SEL capacity of all adults and students in the district. This includes adult training, in-school programs, and community partnerships. Through positive and intentional relationship building, we support our students in learning and applying knowledge, skills, and a growth mindset toward being a healthy,</p>
	<p>well-rounded, emotionally regulated, responsible, and caring individual.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>Taos Municipal Schools has hired a Family Engagement Coordinator and a Homeless Liaison and other school personnel to assist families with food, shelter, clothing, mental health services, etc. We also have a nurturing center in two of our school buildings. We also partner with El Centro Clinic to provide health services at Taos Middle School and Taos High School. Our Food Services Department provides nutritionally balanced for students each day, including our Seamless Summer program.</p>
<p>How will the LEA address Staff:</p>	
<p>Social, Emotional and Mental Health Needs?</p>	<p>The Employee Assistance Program (EAP) provides counseling services for TMSD employees for personal concerns that are affecting their work. A staff re-charge/relaxation room has been created at each of our school sites.</p>
<p>Other Needs?</p>	<p>The physical safety and health of our employees and students are primary considerations in the operation of any site within the Taos Municipal School District. TMSD is committed to provide a safe and healthy workplace..</p>

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Taos Municipal Schools have conducted virtual ARP and COVID-19 forums to provide opportunities to members of the public to share information and express their opinions and perspectives for consideration in decision making. ARP plans and COVID-19 plans were approved by the local school board where the public had the opportunity to provide input. Phone calls and robo-calls were sent out to parents. Information is also shared on our website.
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 plan is currently being translated to Spanish, the most frequently used language in our community other than English. Additionally, the district provides translation and interpretation services at no charge to the school or parent. Interpreters will also be available to translate the plan. The TMS Enhanced Re-Entry Plan has been posted on the school website. Our Family Engagement Coordinator, Nurturing Center and Native American Liaison are available for translation as needed.
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.	Any person who requests, will be provided a copy of the plan that is alternative format that is accessible to that person.

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) Correct wearing of masks, when appropriate.
 - (B) Modifying facilities to allow for physical distancing where practical (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 testing.
 - (G) Efforts to collaborating with providing 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/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97_d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf