

## CCSD (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 <b>regularly, but no less frequently than every six months</b> (taking into consideration the timing of significant changes to CDC guidance on reopening schools), <b>review and, as appropriate, revise its Plan for Safe Return to In-person Instruction and Continuity of Services through September 30, 2023</b>	
<b>Date of Revision</b>	

District ID	County	LEA NAME
067	San Juan	Central Consolidated 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	All staff and administrators were trained utilizing Covid-19 Safety protocols at the district

		<p>welcome back which was scheduled for 4 days in a conference style format July 26-30, 20201. CCSD Following the <a href="#">NM PED Toolkit</a>; now part of the Public Health Order ; CCSD implemented full mask mandatory before it was mandated by the health order. Everyone is required to wear masks while in a school building, on school transportation, or at a school-sponsored event. The only time the face mask may be off is while eating and drinking during allowed times. It is recommended (not required) that unvaccinated students and staff wear masks while outdoors. Outdoors means being entirely outside the school building; if under a roofed or canopied structure, 25 percent or more of the structure’s perimeter must be wholly open to the outdoors. Students and staff must adhere to the mask requirements (above) upon entering the school building.</p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>Y</p>	<p>Per guidelines in <a href="#">NM PED Toolkit</a>, for all in-person services, teachers will develop and maintain seating charts that ensure social distancing requirements are maintained and that limit the number of student interactions.</p> <p>Social distancing is required for students and staff in schools. Students are to maintain 3 feet of social distance to the extent possible, except when eating, exercising, taking mask breaks, playing wind instruments, and singing or shouting, in which case 6 feet of social distance to the extent possible is required. If schools do not have a means of differentiating enforcement of social distancing requirements based on vaccination status, then all students, staff and visitors are to maintain social distancing requirements. Regardless, schools may require that everyone on campus maintains social distance.</p> <p>Cohorting practices will limit classroom transitions; however, it will remain important for schools to develop procedures and to train students and staff on how to move through campus safely.</p>

<p>Handwashing and respiratory etiquette</p>	<p>Y</p>	<p>Multiple trainings have been provided by <b><u>Covid-19 Task Force Team</u></b>, Nurses and Health Assistant training</p> <p>Health Office staff follow <a href="#">DOH manual</a> and protocols. Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.</p> <p>Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer) and tissues.</p> <p>Require masks for adults and students at all times (when indoors and not eating or drinking)</p> <p>Increasing the number of staff on afternoon duty to ensure students maintain social distancing requirements, wear masks, and exit campus expeditiously.</p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>Y</p>	<p>In addition to the deep cleaning of spaces occupied by COVID-19 infectious individuals, schools are to maintain a daily cleaning schedule, particularly for high-touch surfaces. Schools must ensure safe and correct application of disinfectants and keep out of reach of children.</p> <p>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing in pollen that may exacerbate asthma symptoms) to children using the facility.</p> <p>Ensure installation of high- quality air filters. In addition, all school sites shall have an established and written protocol on inspecting, repairing and providing maintenance on ventilation systems within all school facilities. Inspections were passed for all district schools</p>

		and have met all PED requirements per the <a href="#">NM PED Toolkit</a> .
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	CCSD follows the guidance from <a href="#">NM PED Toolkit</a> . Reporting to DOH, and Navajo Nation. Created Covid-19 Task Force team. The team meets weekly and works closely with IHS and DOH when notified of positive and need to do contact tracing within the district. Adopted procedures by cross walking the Navajo Nation procedures and <a href="#">NM PED Toolkit</a> . Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform testing, contact tracing efforts, and quarantine and isolation practices. Schools that accept voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students and quarantine and isolation practices. Schools that accept voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students.
Diagnostic and screening testing	Y	In the process of obtaining training and test kits through Northern Medical to begin Test to Stay for staff and students.
Efforts to provide vaccinations to school communities	Y	IHS has been able to provide our schools and community with vaccination and testing for the schools on tribal land. DOH has also coordinated with the district in testing and vaccination clinics.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Following <a href="#">NM PED Toolkit</a> in regards to mask wearing and surveillance.

Coordination with State and local health officials	Y	Weekly meetings with PED, DOH and County Emergency team.
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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?**

CCSD is offering virtual school for those students not attending in person. Tutoring during and after school for students struggling or need assistance with academics. Social Workers seeing students in group or individual sessions addressing anxiety, grief, depression. SW is also supporting crisis teams, suicide ideation assessments and follow ups. Addressing referrals for emergency housing, food, and medical issues.

**How will the LEA address Students':**

Academic Needs?	The LEA is currently implementing the MLSS framework district-wide, with in person and virtual support and training for teachers and students. Additionally, having implemented ELTP and K-5+, all sites are implementing Friday programming (we are a four-day calendar) and most are implementing after-school programming.
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Social, Emotional and Mental Health Needs?	Social Workers seeing students in group or individual sessions addressing anxiety, grief, depression. SW is also supporting crisis teams, suicide ideation assessments and follow ups. Addressing referrals for emergency housing, food, and medical issues. They are also providing presentations at schools. Providing staff with SEL and trauma sensitive classroom management. Meet with related service providers, counselors and nurses.
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Other Needs (which may include student health and food services)?	Breakfast and Lunch prep provided for those who are needing support for virtual learners, at parent request.
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**How will the LEA address Staff:**

Social, Emotional and Mental Health Needs?	Providing staff with SEL and trauma sensitive classroom management. Meet with related service providers, counselors and nurses.
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Other Needs?	
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**Public Input**

Describe the process used to seek public input, and how that input was	Community Zoom meetings, Tribal Consultations, Board Meetings
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<p>taken into account in the revision of the plan.</p>	
<p><b>Understandable and Uniform Format</b></p>	
<p>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>	<p>In order to meet the ESSERS III requirements CCSD held 4 community Focus group meetings of which the stakeholders were given the background of ESSERS and their importance in participation of the surveys and groups. In addition, surveys were sent out to teachers and students to obtain their input on 6 questions. Participation in the presentation provided an oral translation (Navajo and Spanish) as needed.</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>Zoom meetings have caption settings turned on, stakeholders are able to let the district know advance if they need accommodations. District will provide all accommodations for stakeholders to gain access to meetings and materials.</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/guidanceuseseinvestment.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](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)