

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
004	Chaves	Roswell Independent 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	N, Procedures in place	Mask Requirements Everyone is required to wear masks while in a school building, on school transportation, or at an

	<p>indoor school-sponsored event. The only time the face mask may be off is while eating, drinking or preschool napping, or allowed mask break times.</p> <p>Adult staff have provided instruction for students and signage that includes visuals is in place at all school sites for all staff, students, and visitors.</p> <p>Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. The types of allowable face masks include:</p> <ol style="list-style-type: none"> 1. Face masks made of two or more layers of cloth. 2. Face masks with a clear plastic window. 3. Surgical, procedural, N95 or KN95 face masks that are approved by the federal Food and Drug Administration (FDA) for use by staff performing medical duties or similar close contact assignments. <p>The following face coverings are NOT substitutes for face masks:</p> <ul style="list-style-type: none"> • Masks that have exhalation valves or vents • Bandanas • Scarves • Neck gaiters (also known as a neck fleece) • Face shields (see further discussion below) <p>Wearing the Face Mask Correctly</p> <ul style="list-style-type: none"> • Wash your hands before putting on your mask. • Put it over your nose and mouth and secure it under your chin. • Try to fit it snugly against the sides of your face. • Make sure you can breathe easily. • Don't put the mask around your neck or up on your forehead. • Don't touch the mask while it's on your face unless removing it to eat or drink, and, if you do, wash your hands or use hand sanitizer to disinfect before touching your mask. <p>Washing Cloth Face Masks</p> <ul style="list-style-type: none"> • Ideally, a cloth face mask should be washed and dried after each use (after a day at school). • Masks may be washed in a washing machine or by hand. Optimally, the face mask is dried in a dryer at the hottest setting or is dried outside with sunlight.
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<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>N, Procedures in place</p>	<p>Signage that includes visuals is in place at all school facilities that encourage and remind of physical distancing and spacing. 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>Students, including preschool students, who rest or nap at school are not to wear masks during their rest breaks and must maintain social distance. Student mats must be spaced at least three feet apart and placed head-to-toe. Students must be supervised by adults during rest breaks.</p>

		<p>Unvaccinated adults are to maintain 6 feet of social distance to the extent possible from other adults and from students. Unvaccinated 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.</p>
<p>Handwashing and respiratory etiquette</p>	<p>N, Procedures in place</p>	<p>School nurses provide CDC handwashing instructional videos to all students. Signage with visuals are placed at all school sites where students will be encouraged and reminded of proper techniques.</p> <p>Handwashing and hand sanitizing (https://www.cdc.gov/handwashing/when-how-handwashing.html)</p> <ul style="list-style-type: none"> • Handwashing and hand sanitizing are essential components to mitigate COVID-19 infections. When soap and water is not readily available hand sanitizer is a viable alternative. Handwashing/hand sanitizing should occur numerous times during the school day to include, but not limited to: • Upon arrival to the school campus (hand sanitizer stations are needed at all student drop off locations to be used immediately upon arrival to school) • Every sixty (60) minutes throughout the school day • Before and after meals • After recess or play • After coughing, sneezing, or picking up trash • After using the restroom <p>Per the CDC, the steps to properly wash hands include:</p> <ul style="list-style-type: none"> • Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap • Lather your hands by rubbing them together with the soap. Lather the backs

		<p>of your hands, between your fingers, and under your nails</p> <ul style="list-style-type: none"> • Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice • Rinse your hands well under clean, running water • Dry your hands using a clean towel or air dry them <p>Per the CDC, the steps to properly use hand sanitizer (with at least 60% alcohol) include:</p> <ul style="list-style-type: none"> • Apply the gel product to the palm of one hand (read the label to learn the correct amount) • Rub your hands together • Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds <p>Respiratory Etiquette</p> <p>All staff and students are to be encouraged and reminded to use proper respiratory etiquette including:</p> <ul style="list-style-type: none"> • Covering coughs and sneezes with a tissue or the inside of the elbow • Using the nearest waste receptacle to dispose of the tissue after use • Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol-based hand rub, or antiseptic hand wash) after having contact with respiratory secretions and contaminated objects/materials • Wear a face covering at all times except while eating or drinking.
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<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>N, Procedures in place</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. The cleaning protocols include a checklist and sign off requirement. Schools must ensure safe and correct application of disinfectants and keep out of reach of children. Improved ventilation include opening windows and doors whenever possible, High efficient filters or MERV-13 filters placed at all sites possible or Ionization systems, and or portable air filtration.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>N, Procedures in place</p>	<p>Staff are required to train on COVID safety, staff are required to submit to daily check in's before reporting to work sites. All school nurses have completed Contact Tracing training and receive on-going support and updates as available.</p> <p>A close contact is defined as someone who over a 24-hour period, has a cumulative exposure of fifteen minutes or longer within six feet of a confirmed COVID-19 case with or without a face covering.</p> <ul style="list-style-type: none"> • Exception: In the pre-K – 12 setting (including transportation), the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) where <ul style="list-style-type: none"> » both students were engaged in consistent and correct use of well-fitting face masks; and » other K–12 school prevention strategies (such as universal and correct mask use, physical distancing, and increased ventilation) were in place in the K–12 school setting. <p>(This exception does not apply to teachers, staff, or other adults in the pre-k-12 setting.)</p> <p>Individuals who are fully vaccinated against COVID-19 and who have had close contact with a COVID-19 infectious individual are not required to quarantine if they meet the following criteria:</p> <ul style="list-style-type: none"> • Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series,

		<p>or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)</p> <ul style="list-style-type: none"> • Have remained asymptomatic since the current COVID-19 exposure <p>It is recommended that the individual get tested for COVID-19 five days after exposure if asymptomatic, and should isolate and test immediately if symptoms develop.</p> <p>All students and staff who test positive or who are close contacts of a person who tests positive are to be quarantined per federal state and local guidelines.</p> <p>All schools have isolation rooms where individuals who have tested positive, are exhibiting symptoms of COVID-19, or who refuse to wear a mask will wait to be transported home. Patients in an isolation room are to be supervised at all times, and supervising staff are to have appropriate PPE, including N95, KN95 or surgical mask, face shield or goggles and gloves.</p>
<p>Diagnostic and screening testing</p>	<p>N, Procedures in place</p>	<p>Staff are required to train on COVID safety, staff are required to submit to daily check in's before reporting to work sites.</p> <p>Access to COVID-19 testing is available to all staff and students at no cost to the individual via on site Binax Now rapid antigen testing, PCR nasal swab testing with our local La Casa School Based Health Center (no appointment necessary), or Vault curative testing. Testing is available for symptomatic and asymptomatic individuals.</p> <p>Per state requirement, all employees who are not fully vaccinated against COVID-19 and have not tested positive within the last 90 days are required to participate in weekly surveillance testing at no cost to the employee.</p> <p>Asymptomatic individuals who have not been exposed to COVID-19 and who participate in surveillance testing are not required to self-isolate/quarantine from specimen collection until their results arrive. However, asymptomatic individuals who test positive for COVID-19 must self-</p>

		isolate for 10 days from the date of specimen collection.
Efforts to provide vaccinations to school communities	N, Procedures in place	RISD will continue to work with the department of health, local healthcare agencies and the La Casa School Based Health Center to offer frequent vaccination opportunities to eligible staff and students.
Appropriate accommodations for children with disabilities with respect to health and safety policies	N, Procedures in place	<p>The need for public health and safety must be balanced with requirements under the Americans with Disabilities Act (ADA) to make reasonable accommodations for people with disabilities. Under the ADA, a public accommodation may not be required when it would pose a “direct threat” to the school community. § 36.208 [Direct threat] of the ADA states as follows:</p> <ul style="list-style-type: none"> a. This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others. b. In determining whether an individual poses a direct threat to the health or safety of others, a public establishment must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: The nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. <p>Moreover, a reasonable accommodation also may not be required when it presents an “undue burden”. § 36.104 [Definitions] of the ADA regulations defines “undue burden” as involving “significant difficulty or expense. In determining whether an action would result in an undue burden, factors to be considered include:</p> <ul style="list-style-type: none"> 1. The nature and cost of the action needed under this part; 2. The overall financial resources of the site or sites involved in the action; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements that are necessary for safe operation, including crime prevention measures;

		<p>or the impact otherwise of the action upon the operation of the site;</p> <p>3. The geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; and</p> <p>4. If applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities.</p> <p>During the COVID-19 public health emergency, all people’s health and safety must be considered. To keep people safe by reducing community spread of COVID-19, wearing a face mask is a state mandate and must be enforced in schools. The following reasonable accommodations for students and staff who have a disability that precludes mask-wearing are permitted:</p> <ol style="list-style-type: none"> 1. Students with an IEP or 504 Plan will have access to fully remote or fully outdoor learning as the accommodation that keeps the maximum number of people safe; 2. For students who have a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP or 504 Plan team may consider whether to allow the student to wear a face shield after taking into account whether PPE and other additional precautionary measures could be used to keep everyone in the school community safe. In extreme cases when a face mask or a face shield cannot safely be worn by a student with an IEP or 504 Plan, the IEP team or 504 committee shall convene to review medical documentation and consider whether individualized accommodations would allow the student to receive in-person instruction in such a way that staff and other students are kept safe.
<p>Coordination with State and local health officials</p>	<p>N, Procedures in place</p>	<p>RISD reports all lab confirmed positive COVID-19 cases per state guidelines and maintains constant communication with state and local health officials including (but not limited to) Maricelda Pisana RN with the DOH and Ashley Garcia RN, Greg Frostad and Anne Marlow-Geter MPH with the NMPED.</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?

The academic disruption caused by Covid 19 has been traumatic for the students, staff, and families of Roswell ISD. The routines, expectations, and norms associated with “in-school” routines, have been vastly different than what most students have ever experienced. It is the goal of Roswell ISD leaders to ensure continuity of services by creating physically, socially, and emotionally safe communities, prioritizing environments that support students and respond to the trauma experienced by many as schools reopen for in-person instruction.

1. Roswell ISD will create an environment that sustains safe, stable, positive, inclusive practices;
2. Roswell ISD recognizes the importance healthy eating on of child and adolescent growth, development, and well-being, and academic performance and will continue to provide meals to at-home virtual learners and in-school learners.
3. Roswell ISD will create a system which includes personal outreach and responds to students who have been absent or not actively participating in remote learning since the beginning of the pandemic. These systems will include re-engagement and additional outreach for students experiencing homelessness, students with disabilities, English learners, students in foster care, migratory students, Native American, Latinx, and Black youth, and LGBTQ+ youth.
4. Roswell ISD will utilize partnerships within the community, such as local nonprofits, to respond to and support re-engagement of students, credit recovery, behavioral health, trauma informed practices, and family engagement.
5. Roswell ISD will continue to build technology infrastructure to support at-home and in-school learning, understanding that significant disparities in access to technology existed at the onset of the pandemic. Roswell ISD recognizes that, even as schools are reopened, some families might be more hesitant to send their students back to school for a variety of reasons. Roswell ISD will implement systems of personal outreach to understand why students are choosing not to return to in-person learning.
6. Roswell ISD will address the impact of lost instructional time through high quality core instruction, implementation of evidence-based interventions, at-home and in-person learning options, and flexible scheduling.
7. Roswell ISD will address the mental health needs of students and staff by further developing community partnerships and hiring additional social workers, and through development of integrated supports systems following community school model.
8. Roswell ISD will stabilize the educator workforce by implementing strategic and ongoing new teacher and principal support systems, layered supports for instructional staff, and through innovative recruitment strategies, including “grow-your-own” educator development systems.

How will the LEA address Students’:

Academic Needs?	<p>Roswell ISD will address the academic needs of learners through:</p> <ol style="list-style-type: none"> 1. Learning acceleration – providing opportunities for students to learn at grade level rather than through tracking or remediation. 2. Tutoring programs – evidence-based programs provided through partnerships with federally funded partners i.e.,
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	<p>TRIO, GearUp. Evidence indicates tutoring is most impactful conducted during the day, by highly trained tutors.</p> <ol style="list-style-type: none"> 3. Out-of-School time learning utilizing diagnostic tools to target students needing additional support; conducted by certified teachers or highly trained tutors; engaging students in project-based or experiential learning activities and field trips 4. Expansion of career technical education utilizing workforce data, comprehensive needs assessment, community partnerships, and career exploration opportunities 5. Expansion of early childhood initiatives to include access to 3Y programming for typically developing peers and partnerships with local private early childhood providers 6. Expansion of community partners for innovative summer programming that includes local support through non-profits and government agencies. 7. Establishment of Early Warning Systems, Indicators, and Multi-Level System of Supports to strengthen schools' abilities to provide timely and specific interventions; 8. Allocation of resources that address inequity among populations of color and populations experiencing poverty, including access to gifted, talented and advanced programming; strong teacher leadership, dual enrollment, arts education, and high quality tutoring. This might include transportation services to further remove barriers to access to opportunities, especially early childhood or career technical and dual enrollment academies. 9. Professional development learning opportunities that include high-quality curricular and instructional design; science of learning, graduation improvement i.e., Mission Graduation, Johns Hopkins EWS, evidence-based mentorship and coaching, co-teaching models, flexible scheduling, and collaborative opportunities. 10. Professional development for school and district leaders, including high quality principal induction processes, mentorship, and collaborative opportunities. 11.
<p>Social, Emotional and Mental Health Needs?</p>	<p>Student and educator well-being is a critical priority for school and district leaders. Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health.</p>

	<p>Roswell ISD will create a framework for meeting students social and emotional needs by prioritizing:</p> <ol style="list-style-type: none"> 1. Student daily check-in systems 2. Adoption of evidence-based social-emotional learning curriculum 3. Further developing partnerships with local behavioral health specialists and hiring additional social workers and/ or counselors 4. Establishing safe, positive, and stable environments 5. Explicitly teaching critical social, emotional, and academic skills 6. Further developing a protocol and system that identifies students in crisis, i.e., threat assessments, QPR training and assessments, and digital platform for immediate and timely response to crisis. 7. Actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students 8. Ensuring access to school counselors and trusted staff members 9. Establishing building-level wellness teams to address the SEL needs of both students and staff. 10. District wide approach to multi-level system of supports framework such as positive behavior intervention supports, relationship building (Capturing Kids Hearts) and restorative justice, mediation evidence-based practices.
<p>Other Needs (which may include student health and food services)?</p>	<p>Food services will continue to be provided for students in quarantine and students who have selected at-home virtual learning options.</p> <p>Additional school-based health services through community school.</p> <p>Additional behavioral health support through local nonprofit and behavioral health agencies.</p>
<p>How will the LEA address Staff:</p>	
<p>Social, Emotional and Mental Health Needs?</p>	<p>Supporting educator well-being is a critical priority for school and district leaders; Covid-19 has exacerbated pre-pandemic challenges in the educator workforce. The most common reason educators cited for leaving school employment in the last year is stress. Research shows that educator well-being is closely connected to educator retention and effectiveness in providing student support. It is important to remember that many educators are coping with grief, elevated levels of</p>

	<p>anxiety, and loss. Connections and relationships that are important for students are equally important for educators.</p> <ol style="list-style-type: none"> 1. Roswell ISD will continue to expand opportunities for mentorship and support. 2. Roswell ISD will develop peer-to-peer support systems and establish norms such as “black-out” times for email communication and boundaries for meeting times. 3. Roswell ISD will continue to utilize community partnerships to develop intentional space for educators to recharge, including incorporating a focus on adult wellness and sustainability. This may include building intentional spaces for staff to recharge and reset daily work. 4. Roswell ISD will develop transparency in district and mental health supports, i.e., who to contact, and what supports are available. District staff will visit buildings frequently to check on staff and offer supports 5. Roswell ISD will work with community groups and school-based health to develop plans such as reduced gym fees, on-campus wellness fairs, free wellness checks.
Other Needs?	

Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	Four COVID-19 Response Surveys were posted on Roswell ISD web page to solicit input in the month of August. Surveys were in both English and Spanish. Surveys were to Students in 3 rd – 12 th grade, RISD Staff, Community Members, and to Parents of RISD students. A second survey was posted for response in September. Responses were compiled and taken into consideration for the revision of the safe return plan as well as the ARP application. Superintendent Luck held two public forums to seek public input for the safe return plan as well as for the ARP application. Superintendent Luck had a translator available during both forums. Robo Calls went out to announce the posting of surveys and public forums.
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	The LEA Plan for Safe Return to In-Person Instruction and Continuity of Services and the ARP application will be posted in English and in Spanish on the Roswell ISD web page.

<p>translations to a parent with limited English proficiency, describe the process for orally translating the plan for such parents.</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>The SpEd, Title, and Bilingual offices will hold public meetings starting in the Fall to inform, seek public input, and to answer questions about programs and funding of ARP. If accommodations are needed, they will be provided.</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/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