

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 Re Entry 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 Version 1	December 1, 2021
Date of Revision	

District ID	County	LEA NAME
009	Colfax	Raton Public 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>

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	Mask/Dress Code Guidance: Face masks are meant to protect other people in case the wearer is unknowingly

		<p>infected but does not have symptoms. Face coverings are required as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the face-covering coughs, sneezes, talks, or raises their voice. All individuals in school facilities and on school grounds must be prepared to put on a face mask or will be provided one when needed. If a mask needs to be changed out, a disposable mask will be provided.</p> <p>All students, staff, volunteers, and spectators must wear face coverings while:</p> <ul style="list-style-type: none">● In a school building● On school transportation● Or at an indoor school-sponsored event <p>Face Mask Criteria</p> <p>Face Covering means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face.</p> <ul style="list-style-type: none">● Face masks are made of two or more layers of cloth.● Face masks with a clear plastic window.● Surgical, procedural, N95, or KN95 face masks that are approved by the federal Food and Drug Administration (FDA). <p>The following face coverings are not allowed:</p> <ul style="list-style-type: none">● Masks that have exhalation valves or vents● Bandanas● Scarves● Neck gaiters or neck fleece● Face shields
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	<p>Dress Code</p> <p>Face masks that have an expression (e.g., phrase, word, or words) or insignia (e.g., picture, symbol, patch, or pin) that contains the following will NOT be permitted:</p> <ul style="list-style-type: none"> ● Alcohol ● Tobacco and/or other drug references ● Inappropriate statements ● Unfounded charges or accusations ● Obscenity ● Defamation of persons discriminatory or false statement, or plagiarism ● Vulgarity ● Subject matter advocating racial or religious prejudice, hatred, or violence ● The breaking of laws and school policies and regulations ● Subject matter promoting sexual or other harassment, or which, itself, may reasonably lead to disruption of the educational process or that is not consistent with the basic educational mission of the schools. <p>This includes, but is not limited to, face masks which, by virtue of its color, arrangement, trademark, or other attributes, is reasonably perceived, or intended, to intimidate, threaten, incite violence, reflect gang affiliation or membership in a group that advocates drug use or other illegal or violent activity.</p> <p>Masks are available for individuals who may need them on buses and at school.</p> <p>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</p>
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		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
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>Social distancing is maintained to the greatest extent possible.</p> <p>Seating charts for all classes are required.</p> <p>Cohorts during lunches are created as needed.</p> <p>Meals may be eaten outside as weather permits.</p> <p>Learning opportunities may occur outside as weather permits.</p> <p>In-person or online learning options are offered for families.</p>
Handwashing and respiratory etiquette	Y	<p>Students and staff practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19.</p> <p>Teachers and staff positively reinforce handwashing and respiratory etiquette District provides adequate hand washing supplies.</p> <ul style="list-style-type: none"> ● Teaches and reinforces handwashing with soap and water for at least 20 seconds. ● Reminds everyone in the schools to wash hands frequently and assists young children with handwashing.

		<ul style="list-style-type: none"> • If handwashing is not possible, hand sanitizer is used containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers are stored up, away, and out of sight of young children and are used only with adult supervision for children under 6 years of age.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<ul style="list-style-type: none"> • Deep cleaning of spaces occupied by COVID-19 infectious individuals • Daily cleaning schedule, particularly for high-touch surfaces • Safe and correct application of disinfectants • Installation of high quality air filters throughout buildings • If possible, run the central air fan continuously • If possible, open dampers to increase airflow • Open windows and doors (be mindful of possible safety considerations) • Deploy box fans or other portable fans and air purifiers with high air circulation capacity in addition to prioritizing the use of these items in classrooms with higher ventilation needs.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>Raton Public Schools will continue to collaborate with state and local health departments, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should isolate, and which close contacts should quarantine.</p> <p>An individual's right to privacy should always be considered. In sharing information with students, families, and staff members, report</p>

	<p>the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student or staff member who is infected. However, in relation to the sharing of information with NMPED Rapid Response members or NMDOH School Health Advocates, the Federal Education Rights and Privacy Act (FERPA) permits non consensual disclosures of Personally Identifiable Information (PII) from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. Additional information regarding FERPA and COVID-19 may be found in the U.S. Department of Education's FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions (FAQs).</p> <p>Person with COVID-19 Isolation:</p> <ul style="list-style-type: none"> ● Standard Isolation: Ends 10 days after date of symptom onset or 10 days after date of test collection for asymptomatic person with COVID. ● Severe COVID-19 Illness Isolation: Ends 20 days after date of symptom onset. ● Severely Immuno-suppressed Isolation: Ends 20 days after the date of symptom onset. <p>Exposed Contact Quarantine: Fully vaccinated - not continuous exposure:</p> <ul style="list-style-type: none"> ● Does not need to quarantine but needs to monitor symptoms for 14 days. ● Recommended to test 5 days after exposure. ● If tested before 5 days and the test was negative, recommended to
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		<p>retest 5 to 7 days after exposure due to DELTA.</p> <ul style="list-style-type: none"> ● If becomes symptomatic, needs to self-isolate and test immediately <p>Fully vaccinated with continuous exposure:</p> <ul style="list-style-type: none"> ● Does not need to be quarantined if remains completely asymptomatic. ● If develops symptoms, must immediately isolate, and get tested. ● Recommended to test 5 days after initial exposure, preferably with a PCR test. Should test again 5 days later and 5 days after a person with COVID-19 finishes isolation when continuous exposure ends. If any of these tests are positive, immediately self-isolate. If all tests are negative, should continue to wear a mask when out in public, as mandated by the public health order. ● Does not need to be quarantined for 10 days after a person with COVID-19 finishes isolation and continuous exposure ends. <p>Not fully vaccinated:</p> <p>Not continuous exposure:</p> <ul style="list-style-type: none"> ● Begin test to stay protocol or needs to quarantine for 10 days after last exposure and continue to monitor for symptoms for 4 days after that. ● Those who quarantine rather than participate in the test to stay protocol are recommended to test 5 days after exposure. <ul style="list-style-type: none"> ○ If tested before 5 days and the test was negative, recommended to retest 5 to 7 days after exposure due to DELTA. ○ If develops symptoms, must immediately isolate, and get tested.
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		<p>Continuous exposure:</p> <ul style="list-style-type: none"> • Needs to quarantine for 10 days from the first date of exposure to a person with COVID-19 who they are continuously exposed to (i.e., family member). This should coincide with the 10 days of isolation for a person with COVID-19. • After a person with COVID-19 has finished 10 days of isolation and meets criteria for recovery, exposed contact must then quarantine for an additional 10 days (20 days total) from the last date of exposure. Last date of exposure is the day the person with COVID-19 completes isolation and is considered recovered. • Continue to monitor an additional 4 days after the 20-day quarantine period. • Advice for testing is the same as for non-continuous exposure (above). <p>Continuous exposure + Person with COVID-19 with severe COVID-19 illness OR severe immuno-suppression:</p> <ul style="list-style-type: none"> • Since a person with COVID has severe illness OR severe immunosuppression and needs to isolate for 20 days, exposed contact living in home will need to quarantine for those same 20 days and then quarantine for an additional 10 days after a person with COVID isolation is over. This is a total of 30 days of quarantine. • This guidance will come into play with exposed contacts who choose not to get vaccinated as well as young children who cannot get vaccinated yet. • PED has questioned kids staying home for 30 days. However, exposure was not a PED exposure
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		<p>but instead a household member exposure.</p> <p>An unvaccinated individual who begins exhibiting COVID-19 like symptoms, and who cannot immediately leave school grounds, should proceed (at the earliest possible time) to an isolation room and should not interact with other students or staff other than the isolation room monitor, until such time as an appropriate family member, school administrator with appropriate PPE, or health care provider with appropriate PPE, is able to transport the individual safely away from the facility. If the unvaccinated student or staff member with COVID-19 like symptoms were to receive an antigen test that provides a negative result, the student or staff member could return home on a bus but should still maintain social distance while on the bus. In case of suspected exposure while at school, exposed contact(s) will be placed in an isolation room.</p>
<p>Diagnostic and screening testing</p>	<p>Y</p>	<p>Any faculty and staff who have not provided evidence of COVID-19 vaccination and work onsite participate in COVID-19 testing each week that student services are provided at school.</p> <p>Student surveillance testing programs to all unvaccinated students on a voluntary basis.</p> <p>Students who participate in athletics and other extracurricular activities are strongly encouraged to participate in surveillance testing.</p> <p>District participation in the Test to Stay Program</p> <p>All adults who have not provided evidence of being fully vaccinated and who enter school buildings during normal school hours are</p>

		subject to COVID-19 screening, which includes a temperature check and questions relevant to COVID-19 exposure, travel, and COVID-19 testing.
Efforts to provide vaccinations to school communities	Y	Advertise community vaccination events Sponsor school vaccination events
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>For students who cannot wear a face mask and have an Individualized Education Plan (IEP) or a 504 Plan, the IEP team or 504 committees should meet to make a determination about possible accommodations based on the totality of needs, including the student's needs and the community's public health needs.</p> <p>In most cases, the IEP team or 504 committees should consider fully remote or fully outdoor learning as the appropriate accommodation. In other cases, such as when the student has a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP team or 504 committees may determine whether a face shield could be substituted for a face mask after receiving medical documentation that would support such a determination. In the event the IEP team or 504 committee allows a face shield to be substituted for a face mask, the face shield must be hooded, or start at the forehead, and wrap around the face from ear to ear and extend to the chin. In extreme cases when a face mask or a face shield cannot safely be worn, the IEP team or 504 committees 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. Additional personal protective equipment (PPE) for the student, other students in proximity to the student, and the</p>

		<p>staff serving the student should be considered.</p> <p>When a student with an IEP or 504 Plan cannot wear a face mask due to a behavioral issue, then the IEP team or 504 committee should convene to develop a fully remote learning option and a plan for teaching the student to wear a face-covering so the student may return to in-person learning as soon as possible.</p> <p>When convening the IEP team or 504 committees to consider remote learning, face shields, or other individualized accommodations, legal counsel and Special Education Director or 504 coordinators will be included to ensure that all state and federal laws are followed, including the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the New Mexico Human Rights Act, Section 28-1-1 NMSA 1978 et seq. In addition, other appropriate school staff will be included to explore all options available to the student to participate in whatever activities are feasible, including outdoor learning, in a safe manner to the greatest extent possible while minimizing and mitigating risks and making other possible accommodations.</p> <p>Students who do not have and are not eligible for an IEP or 504 Plan must wear a face mask in order to attend school in person. The alternatives are fully remote learning or wholly outdoor learning. Unvaccinated students who cannot wear a mask and are participating in wholly outdoor learning must still wear a mask while on school transportation, or upon entering a school building</p>
Coordination with State and local health officials	Y	Raton Public Schools collaborates with local public health officials in compliance with

	<p>applicable privacy laws, including the Family Educational Rights and Privacy Act (FERPA)(20 U.S.C. 1232g), the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.), and PPRA, on such matters as supporting screening testing and diagnostic testing (i.e., for those with symptoms or who have had close contact with someone who tests positive for COVID-19) for students, educators, and staff. For students, teachers, and staff who receive a positive test or diagnosis of COVID-19, collaborations with public health officials are necessary to conduct case investigation and contact tracing and identify close contacts for referrals to diagnostic testing and quarantine. Collaboration with local public health officials also include approaches to promoting vaccination in the school and community.</p>
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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?

To ensure continuity of services, families are provided both virtual and in-person learning options.

Virtual Option

Students in grades 7-12 will have their classes taught by RPS teachers, but they will attend and participate from home. Canvas and/or Apex will be used to deliver the guaranteed and viable curriculum. There will be a combination of activities both on and off of the computer with attendance and grading captured through Canvas and/or Apex participation and completed teacher-assigned activities.

Students in grades K-6 will have their classes taught by Edgenuity teachers, but they will attend and participate from home. Edgenuity content will be utilized as the guaranteed and viable curriculum. There will be a combination of activities both on and off the computer with attendance and grading captured through Edgenuity participation and completed teacher-assigned activities.

In-person Option

Students grades Pre-K through 12 will attend school five days a week, and the RPS guaranteed and viable curriculum will be delivered by direct instruction on the days they are physically present in class. Students are marked present when participating in the physical

classroom on assigned in-person learning days. Canvas will be used for asynchronous learning on days when students are not physically present due to quarantine or extended illness. Fridays will be early release at all schools. Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing effective safeguards to protect the health and safety of students and staff.

The District participates in the Test to Stay program so that unvaccinated close contacts may either be tested for COVID-19 or quarantine at home. Students and staff participating in the test to stay may ride school transportation and participate in instructional activities at school. They may also participate in extracurricular activities, including athletics. Test to stay is only available to those individuals who are exposed to COVID-19 in the school setting.

How will the LEA address Students':

Academic Needs?

Accelerating learning through instructional approaches, tutoring, and expanded learning time.

In-School Acceleration:

The District is providing educators and grade-level teams with time to learn new instructional strategies for acceleration and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices. Instructors (and partners or tutors, as feasible) can provide needed supports for students within the context of grade-level work and within the classroom setting.

The District is using high-quality assessments, such as diagnostic and formative assessments that provide timely information to help educators know where to focus for particular students. Educators should differentiate instruction without tracking students or serving them inequitably. Teacher leaders and district instructional leaders identified critical content (e.g., “priority” or “power” standards) on which to focus. Focus on the most essential knowledge and skills, particularly the content that is foundational to subsequent grade levels is prioritized in the District's 90-day plans.

The District has scheduled weekly planning time for teachers to collaborate in and across grade levels focusing on accelerated learning, teaching priority standards, assessing, and responding to student learning.

	<p>High school students are supported in completing dual enrollment courses, career and college pathways, and credit recovery programs.</p> <p>High Quality Tutoring: High dosage tutoring and enrichment programs are offered for students in grades K-12 (i.e., tutoring that is provided consistently by well trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students), led by a certified teacher or a paraprofessional, and conducted during the school day). Tutoring during the school day may occur during flexible periods, independent practice portions of a class, or as a complement to instruction in partnership with the classroom teacher.</p> <p>After School Tutoring and Enrichment: Targets students needing additional support (including using information provided by diagnostic assessments). Certified teachers deliver the academic instruction. The programs engage the students in using experiential instruction that incorporates hands-on activities, project-based learning, enrichment, and field trips.</p> <p>Summer Learning and Enrichment Programs: Summer learning programs offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Summer Learning Programs will offer credit recovery for secondary students. Programs are voluntary, half or full-day depending on the program and lasting two to three weeks. Included in the time is language arts and mathematics content taught by a certified teacher each day, and includes enrichment activities and experiences.</p> <p>Summer learning programs also focus on meeting the social and emotional needs of students and providing them with engaging and enriching experiences.</p>
Social, Emotional, and Mental Health Needs?	Schools will provide Social Emotional Learning (SEL) strategies to support each student and family with their emotional and mental health. Specific strategies for SEL support will be implemented daily by staff and students. Staff (Teachers, Counselors, Social Workers,

	<p>etc.) support and connect with students through a variety of ways such as whole class, small group, and individual sessions.</p> <p>At the secondary level, advisory is being used to support daily student to adult contact for emotional needs, engagement, and attendance.</p> <p>The District implemented the use of STOPit app to identify, intervene, and provide assistance to at-risk individuals displaying violent, harmful, or other disruptive behaviors. The reporting system allows individuals to anonymously report safety, misconduct, or compliance concerns to help others or connect with a Crisis Counselor from the Crisis Text Line to help themselves.</p>
<p>Other Needs (which may include student health and food services)?</p>	<p>Food Services</p> <p>Breakfast and lunch meals are free for all students. Students will eat meals in their classrooms, outside, or in the cafeteria. Staff will maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating will facilitate distancing. To the greatest extent possible, students should eat outside, sit on only one side of a table and maintain greater than six feet of distance from others.</p> <p>Frequently touched surfaces will be thoroughly cleaned. Surfaces that come in contact with food will be washed, rinsed, and sanitized before and after meals.</p> <p>Staff will 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>Improved ventilation in food preparation, service, and seating areas will be implemented (air filtration systems, open windows/doors).</p> <p>Grab and go meals will be provided for students in remote only instruction.</p> <p>Meal choices may be limited and will be served on</p>

disposable trays.

Snacks will be provided for elementary students. Students participating in after-school tutoring and/or enrichment programs will receive snacks.

Transportation

Bus routes will continue. Bus drivers will implement the following important minimum requirements:

1. Everyone must wear face masks.
2. To the greatest extent possible, a maximum of two students may sit together on a bus seat.

The following are recommendations, suggestions, and other options:

1. NMPED has updated the School Bus Inspection Guide to allow for the installation of aftermarket equipment on all school buses that enhance the safety of the driver and passengers due to COVID-19 as long as they meet all federal guidelines and regulations.

Examples include:

- a. Hand sanitizer dispensers
 - b. Driver shields
 - c. Passenger curtains.
2. Buses will be equipped with extra masks for those students who forget their masks.
 3. Bus drivers and school bus assistants must implement loading and unloading procedures on a school bus, which will include assigned seating.
 4. Bus drivers and school bus assistants must implement loading and unloading procedures on a school bus, which may include assigned seating. If possible, those students who board first should sit all the way to the back, and those who board last should sit in the front. When unloading, the front of the bus should unload first to prevent students from crossing the paths of one another.
 5. Student temperature checks are not required. Temperature checking students may be done at school bus stops (or at school). This can be done by the bus driver or a school bus assistant. Policies will need to be developed on what to do with students who have COVID-19 symptoms.
 6. Schools and districts should encourage families to have a parent or guardian present until the students are picked up to ensure no student is left unattended at a school bus stop. Implement clear policies and procedures for isolating students with symptoms and

	<p>transporting them to their homes.</p> <p>7. Sanitization of a school bus before and after students are transported may be required. Implement procedures for the sanitization of a school bus and determine what staff will complete this type of work.</p> <p>8. Schools and districts must train all bus drivers and school bus assistants on updated policies and procedures related to COVID-19.</p>
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How will the LEA address Staff:

<p>Social, Emotional, and Mental Health Needs?</p>	<p>The District is providing opportunities for educators and staff to be involved in planning and collaboration. Staff contributes substantially to the processes and their voices are valued. School leaders delegate and share responsibilities by creating leadership and PBIS teams to build community and boost positive culture.</p> <p>School leader-to-educator support systems: Principals and mentor teachers can build in time for debrief sessions with all staff members and, when necessary, hold debrief sessions after stressful days. This can be supplemented with unplanned drop-ins into classrooms as a positive touchpoint (e.g., leave a handwritten note highlighting the effective work that was observed). District leaders have begun surveying educators to gather data on wellness, including staff perception on workload and morale. Data is used to identify gaps and to enhance current efforts. Leaders encourage educators and staff to prioritize self-care.</p> <p>District and school leaders highlight weekly priorities via Monday Memos.</p> <p>Peer-to-peer support systems: School leaders set shared staff norms on well-being expectations, such as how and when staff interact with one another (e.g., blackout times for email communication and boundaries for meeting times). School leaders have prioritized educator mentoring programs to build support systems. School leaders may provide weekly school staff support circle time that mirrors the practices in student circles and create new systems for regular staff-to-staff shout-outs via morning announcements or bulletin boards. School district officials should welcome educator-initiated cross-district</p>
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	<p>affinity groups for teachers of color and early career teachers.</p> <p>The District provides employee health benefits which includes access to mental health providers.</p>
Other Needs?	<p>Staff Assignments Reasonable accommodations such as alternate work assignments may be available to an employee, including high risk staff, under the Americans with Disabilities Act (ADA). Leave under the Family Medical Leave Act (FMLA) may be available to an employee who is unable to perform his or her duties due to the employee's or eligible family member's serious medical condition. ADA and FMLA requests may include consideration of the mitigating effects of the COVID-19 vaccine, which have been, and are being, made available to all school staff. Please consult with your Human Resources staff and legal counsel for advice about the process for making determinations about reasonable accommodations under the ADA and/or leave under the FMLA.</p> <p>Emergency Paid Sick Leave Districts and state-chartered schools must provide emergency paid sick leave to employees under House Bill 2 (signed April 9, 2021). The federal government renewed and expanded the Families First Coronavirus Response Act (FFCRA) as a voluntary program for the period April 1, 2021, through Sept. 30, 2021. However, House Bill 2 requires LEAs to implement the provisions of FFCRA through June 30, 2022. (See House Bill 2, lines 22-25 on p. 169 and lines 1–2 on p. 170.) To pay for this mandate, you may use state-appropriated operational funds or available Elementary and Secondary School Emergency Relief funds. (See House Bill 2, lines 1–2 on p. 170.) ESSER funds are also subject to federal statutory use requirements and applicable federal regulations. If using ESSER funds, such use must be listed under “other activities necessary to maintain operation and continuity of services” in the American Rescue Plan application.</p>

	<p>Professional Development: The District is developing and implementing professional development programs focusing on accelerated learning, priority standards, and assessments. The District is also implementing mentoring models, particularly for new and alternative licensure teachers, that emphasize building strong classroom culture, engaging academics, and providing time for ongoing collaboration.</p>
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<p>Public Input</p>	
<p>Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.</p>	<p>Raton Public School's Plan was discussed during stakeholder meetings, emailed to staff, posted on District and school site specific Facebook pages, and on the District webpages. Input was taken into account from all parties and implemented when applicable based on local, state, and federal guidelines.</p>

<p>Understandable and Uniform Format</p>	
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<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>The written Plan for Safe Return to In Person Instruction and Continuity of Services will be provided in English and Spanish. If necessary, the plan will be orally translated for families via phone or video conferencing.</p> <p>English and Spanish paper copies of the plan will be available for stakeholders, staff, students, and families. English and Spanish digital versions will be posted on the District and school site specific webpages and Facebook pages.</p>
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<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>Under the IDEA, the schools are responsible for providing a student with a Free Appropriate Public Education (FAPE). During this period of extended school closure and re-opening, the FAPE obligation includes:</p> <ol style="list-style-type: none"> 1. Reviewing the appropriateness of the Individualized Educational Program (IEP) in effect when a change in service delivery model occurs or when student progress monitoring indicates a lack of progress; and 2. Addressing the need for compensatory education and/or recovery services if there is a loss of FAPE. Depending on the process adopted by the schools to reopen school buildings, these responsibilities may need to be revisited multiple times.
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	<p>If a necessary IEP or 504 services cannot be implemented in the adjusted educational environment, the student’s team will need to determine whether the service can be provided through alternate means, or if there is no feasible alternative, the team will consider whether compensatory/recovery services are necessary.</p> <p>How will RPS Special Services meet Section 504 requirements? Section 504 continues to have a responsibility to ensure that FAPE is provided to each eligible 504 students no matter what the environment. All 504 requirements will be followed.</p> <p>How will Gifted services be provided? Teams will determine the educational needs for students receiving Gifted services in conjunction with an addendum or full IEP. Services will then be followed according to the outlined services on the IEP.</p> <p>SAT /MLSS (Student Assistance Team / Multi-layered Systems of Support) The SAT team continues to have a responsibility to provide interventions and support when students are struggling. The SAT team will continue to communicate with parents and families to keep them informed about their child’s progress.</p> <p>Student Evaluations: Schools will continue with child find activities for children ages three through 21 with known or suspected disabilities. This means that evaluation teams will consider the most appropriate way to conduct evaluations in a manner that is consistent with the current NMPED guidance regarding school services.</p>
	<p>Information contained in Raton Public School’s plan follows the Board adopted Dress Code Policy, Raton Public Schools Re-entry Plan, the New Mexico Public Education’s COVID-19 Response Toolkit, and CDC guidelines.</p> <p>https://webnew.ped.state.nm.us/wp-content/uploads/2021/11/NMPED_COVID19ResponseToolkit_PublicSch1102_PublicVersion.pdf</p>

	https://www2.ed.gov/documents/coronavirus/reopening.pdf https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
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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