

## **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 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**

**September 27, 2022**

<b>District ID</b>	<b>County</b>	<b>LEA NAME</b>
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:
Masking (optional). At a high COVID 19 community Level, universal indoor masking in schools and ECE programs is recommended.	N	Face mask wearing is optional.
Modifying facilities to allow for physical distancing.	N	<ul style="list-style-type: none"> <li>* Seating charts for all classes are required.</li> <li>* Meals may be eaten outside as weather permits.</li> <li>* Learning opportunities may occur outside as weather permits using the outside classroom spaces.</li> </ul>
Handwashing and respiratory etiquette.	N	<ul style="list-style-type: none"> <li>* Students and staff practice handwashing and respiratory etiquette (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19.</li> <li>* Teachers and staff positively reinforce handwashing and respiratory etiquette District provides adequate hand washing supplies.</li> <li>* Teaches and reinforces handwashing with soap and water for at least 20 seconds.</li> <li>* Reminds everyone in the schools to wash hands frequently and assists young children with handwashing.</li> <li>* 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.</li> </ul>
Cleaning and disinfection; improving facilities, including improving ventilation systems.	Y	<ul style="list-style-type: none"> <li>* Deep cleaning of spaces occupied by COVID-19 infectious individuals</li> <li>* Daily cleaning schedule, particularly for high-touch surfaces</li> <li>* Safe and correct application of disinfectants</li> <li>* Installation of high quality air filters throughout buildings</li> <li>* If possible, run the central air fan continuously</li> <li>* If possible, open dampers to increase airflow</li> <li>* Open windows and doors (be mindful of possible safety considerations)</li> </ul>

		* 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.
Quarantine- will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level .	N	Quarantining is up to the individual testing positive for COVID-19.
Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).	N	The District does not participate in the “Test to Stay” program.
Efforts to provide vaccinations to school communities.	N	* Advertise community vaccination events * Sponsor school vaccination events
Appropriate accommodations for children with disabilities with respect to health and safety policies.	N	District continues 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.
Prevention Strategies (monitoring COVID-19 community levels)	N	Raton Public Schools collaborates with local public health officials in compliance with 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.
--	--	--

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	
<b>How the LEA will Ensure Continuity of Services?</b>	
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. 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.	
<b>How will the LEA address Students':</b>	
Academic Needs?	<p>Accelerating learning through instructional approaches, tutoring, and expanded learning time.</p> <p><b><u>In-School Acceleration:</u></b></p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Instructors (and partners or tutors, as feasible) can provide needed support for students within the context of grade-level work and within the classroom setting.</li> <li>* 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.</li> <li>* Educators should differentiate instruction without tracking students or serving them inequitably.</li> <li>* Teacher leaders and district instructional leaders identified critical content (e.g., "priority" or "power" standards) on which to focus.</li> </ul>

	<ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* High School students are supported in completing dual enrollment courses, career and college pathways, and credit recovery programs.</li> <li>* The District has partnered with the Center for High School Success for additional supports for high school students.</li> </ul> <p><b><u>High Quality Tutoring:</u></b></p> <ul style="list-style-type: none"> <li>* 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).</li> <li>* 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.</li> </ul> <p><b><u>After School Tutoring and Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>* The after school tutoring and enrichment programs are designated for targeted groups of students requiring additional support (using information provided by diagnostic assessments).</li> <li>* Certified teachers deliver the academic instruction.</li> <li>* The programs engage the students in using experiential instruction that incorporates hands-on activities, project-based learning, enrichment, and field trips.</li> </ul> <p><b><u>Summer Learning and Enrichment Programs:</u></b></p> <ul style="list-style-type: none"> <li>* Summer learning programs offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year.</li> <li>* Summer Learning Programs will offer credit recovery for secondary students.</li> <li>* Programs are voluntary, half or full-day depending on the program and lasting two to three weeks.</li> <li>* Included in the time is language arts and mathematics content taught by a certified teacher each day, and includes enrichment activities and experiences.</li> <li>* Summer learning programs also focus on meeting the social and emotional needs of students and providing them with engaging and enriching experiences.</li> </ul>
--	--

Social, Emotional and Mental Health Needs?	<ul style="list-style-type: none"> <li>* Schools will provide Social Emotional Learning (SEL) strategies to support each student and family with their emotional and mental health.</li> <li>* Specific strategies for SEL support will be implemented daily by staff and students.</li> <li>* Staff (Teachers, Counselors, Social Workers, etc.) support and connect with students through a variety of ways such as whole class, small group, and individual sessions.</li> <li>* At the secondary level, advisory is being used to support daily student to adult contact for emotional needs, engagement, and attendance.</li> <li>* 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.</li> <li>* The District has partnered with the Cook Center for Human Connections to provide monthly virtual sessions focusing on mental health topics and unlimited family coaching.</li> <li>* The District has partnered with the Center for Community Innovation for additional student supports.</li> </ul>
Other Needs (which may include student health and food services)?	<p><b><u>Food Services</u></b>  Breakfast and lunch meals are free for all students. Students will eat meals in their classrooms, outside, or in the cafeteria.  Frequently touched surfaces will be thoroughly cleaned. Surfaces that come in contact with food will be washed, rinsed, and sanitized before and after meals.  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. Improved ventilation in food preparation, service, and seating areas will be implemented (air filtration systems, open windows/doors).  Snacks will be provided for elementary students. Students participating in after-school tutoring and/or enrichment programs will receive snacks.</p> <p><b><u>Transportation</u></b>  Bus routes will continue.</p>
<b>How will the LEA address Staff:</b>	
Social, Emotional and Mental Health Needs?	*The District is providing opportunities for educators and staff to be involved in planning and collaboration. Staff

	<p>contributes substantially to the processes and their voices are valued. School leaders delegate and share responsibilities by creating leadership and PBIS/SEL teams to build community and boost positive culture.</p> <p><b>School leader-to-educator support systems:</b> 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><b>Peer-to-peer support systems:</b> 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 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.  * The District has partnered with the Cook Center for Human Connections to provide monthly virtual sessions focusing on mental health topics and unlimited family coaching  * The District provides PD in social-emotional learning for staff and students.</p>
Other Needs?	<p><b>Professional Development:</b> The District is developing and implementing professional development programs focusing on accelerated learning,</p>

	<p>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>
--	--

<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan.	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.
<b>Understandable and Uniform Format</b>	
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>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>
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>Under the IDEA, the schools are responsible for providing a student with a Free Appropriate Public Education (FAPE).</p> <ol style="list-style-type: none"> <li>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</li> <li>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. If a necessary IEP or 504 services cannot be implemented</li> </ol>



	<p>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><b>How will RPS Special Services meet Section 504 requirements?</b>  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><b>How will Gifted services be provided?</b>  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><b>SAT /MLSS (Student Assistance Team / Multi-layered Systems of Support)</b>  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><b>Student Evaluations:</b>  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>New Mexico Public Education Department Back to School Information:  <a href="#">COVID-19 Toolkit August 2022</a></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/guidanceeuseseinvestment.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](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97_d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)