

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

Section 2002(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 schools are LEA’s.

This is a federal requirement and is not the same as the past state requirement for LEA’s 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 **March 31, 2023**

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	March 31, 2023

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:
<p>Masking (optional). At a high COVID-19 community Level, universal indoor masking in schools and ECE programs is recommended.</p>	<p>N Procedures are in place to implement if necessary</p>	<p>The NM Emergency COVID-19 Public Health Order will end March 31, 2023. All LEA's and schools should consult with the New Mexico School Health Manual for guidance and appropriate responses to any Communicable Disease . Schools may continue to contact the PED's Safe and Healthy Schools Bureau for guidance related to COVID-19 or contact their School Health Advocate at Department of Health. Questions? Ashley Garcia</p> <p>Per August 12, 2022 Memo From Dr. Kurt Steinhaus, Cabinet Secretary, NM PED. In response to newly released guidance by the Centers for Disease Control and Prevention (CDC) contained in the Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning, and a corresponding update to the Public Health Emergency Order from the New Mexico Department of Health on August 12, 2022, the New Mexico Public Education is updating the COVID-19 Response Toolkit for New Mexico's Public Schools; The statewide requirement for mask wearing in schools was lifted last school year and will not be changed for the new school year. Mask requirements remain a determination of a local school district or charter school. Procedures are in place to implement if necessary</p>
<p>Modifying facilities to allow for</p>	<p>N Procedures</p>	<p>Signage that includes visuals is in place at all school facilities that encourage and remind of</p>

<p>physical distancing.</p>	<p>are in place to implement if necessary</p>	<p>physical distancing and spacing. If needed the following can be initiated; 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>Y Policy J-4950 Student Wellness and J-5100 Student Health Services and Requirements</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. <p>Handwashing/hand sanitizing should occur numerous times during the school day.</p> <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 of your hands, between your fingers, and under your nails • 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

		<p>them</p> <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 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.
<p>Cleaning and disinfection; improving facilities, including improving ventilation systems.</p>	<p>Y</p>	<p>See RISD Policy Section E Support Services 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 were placed at all sites possible or Ionization systems, and or portable air filtration is provided and maintained.</p>
<p>Quarantine-will be the determination of a local school district or charter school and should be based on the local COVID-19 Community Level.</p>	<p>N</p>	<p>The statewide requirement to quarantine for school staff and students who are not up to date with COVID-19 vaccinations and who are exposed to COVID-19 has been lifted. The recommendation of the CDC is that close contacts of a positive case should wear a well-fitting mask and be tested. The decision for when and whether quarantine will be required is the determination of a local school district or charter school and should be based on the local COVID-19 Community Level.</p>

<p>Diagnostic and screening testing (school district can consider implementing screening testing for students and staff for high-risk activities).</p>	<p>N</p>	<p>As needed the district is prepared to offer on-site testing and encourage screening for staff and students. Diagnostic and screening testing is available through local providers in the community. The statewide requirement for students and school staff to participate in the Test to Stay Program has been lifted. The decision for when and whether testing will be required is the determination of this local school district.</p>
<p>Efforts to provide vaccinations to school communities.</p>	<p>Y</p>	<p>In conjunction with local DOH and local providers during the recent pandemic, COVID-19 vaccination opportunities have been provided for all staff and students (only with approved parental consent and if accompanied by parent).</p> <p>Schools routinely provide through the Nursing department compliance with NM Immunizations, Vision Screenings, Individualized health plans, oversight for student medications, and chronic disease management while at school. Including offering student flu vaccinations only with approved parental consent.</p> <p>Staff Wellness: Providing equitable work environment for all staff with access to information and promoting personal health and wellness. Including vaccinations.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies.</p>	<p>Y I-2350</p>	<p>Accommodations are a part of the IEP or 504 process. Individual Health Care plans are developed by trained school nurses in conjunction with student, family, and health care providers as part of the IEP or 504 process for students with healthcare needs that affect school performance, attendance, access, and/or safety. An IHP is based upon each individual child's health care. The IHP is reviewed, at minimum annually, and revised as needed. The IHP is a document that is attached to the student's IEP or 504 plan. For additional guidance on all special education. https://webnew.ped.state.nm.us/bureaus/special-education/laws-rules-guidance/</p>
<p>Prevention Strategies (monitoring COVID-19 community levels)</p>	<p>N</p>	<p>LEA will consult with NM School Health Authorities including DOH School Health Advocates and consult the NM School Health Manual for guidance. Superintendent and Nursing Supervisor maintain communication with local Health Officials and receive frequent updates on local COVID-19 data and guidance.</p>

		<p>All Roswell staff are required to watch Coronavirus 101- What you need to know video, and are encouraged to view additional Coronavirus videos to develop and expand their understanding.</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? The LEA continues to strive to provide the most highly qualified teachers and school employees for all aspects of student instruction. The LEA has utilized the Learning Management System offered through the NM PED to assist our teachers in providing continued educational services regardless of disruptions beyond our control.

How will the LEA address Students':

<p>Academic Needs?</p>	<p>Through the use of High Quality Locally Adopted curriculum and Professional development including on-going coaching for staff delivering the curriculum student academic needs are addressed. School PLC meetings are used to plan and discuss classroom delivery of Layer 1 instruction, data, accelerated learning, and interventions if needed, Layer 2 and 3 supports and access for all. School 90 day planning is utilized and reviewed, revised, and implemented. Additional staff are in the process of being hired to assist schools and teachers in delivery of small group interventions / acceleration. Roswell ISD utilizes a balanced assessment system which includes curriculum-based screening and formative assessments state-mandated interim and summative assessments. These data are used for the purpose of instructional design, feedback, and progress monitoring. RISD has implemented a CALT (Certified Academic Language Therapist) to support teachers and students with dyslexia or dyslexic tendencies. Roswell ISD has partnered with two literacy-based non-profits to implement a CALP cohort in which 30 teachers will have the opportunity to become Certified Academic Language Practitioners.</p> <p>In partnership with ENMU-Roswell, Roswell ISD has significantly expanded the number of career pathways and industry certification opportunities for high school students. RISD is in the process of implementing Next Step Plans online, with an emphasis on post-secondary career goals.</p>
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<p>Social, Emotional and Mental Health Needs?</p>	<p>With an ever-increasing need for behavioral health and SEL supports, Roswell ISD continues to strive toward expansion of behavioral health services.</p> <p>Layer one supports including continued implementation of</p>
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	<p>PBIS and initial adoption and implementation of Positive Action SEL Curriculum. Roswell ISD has hired three additional social workers to service general education students and is investigating funding sources to support additional social worker for early childhood. There continues to be an increase in the number of children identified through Child Find and an ever-increasing number of early childhood students in need of social work.</p> <p>Roswell ISD utilizes NaviGate 360 as a crisis prevention and documentation platform which house our district's and schools' Safe School Plans. Also housed in NaviGate is RISD's evidence-based threat assessment tool, C-Stag and RISD's suicide assessment protocol, CPR. Counselors, social workers, and administrators have been trained in C-Stag, CPR, and QPR. Most staff have been trained in QPR suicide prevention protocol.</p> <p>Roswell ISD Lead Social Workers have been trained in and have implemented Triple P Parenting courses. These courses are multi-week courses in the areas of Early Childhood, Elementary, and Teen. The courses are designed to teach parents strategies for extinguishing intense behaviors and shaping new behaviors. There is currently a waiting list for parents to enroll; RISD continues to investigate strategies for expansion.</p> <p>Roswell ISD has implemented three community schools and has multiple community partners who assist in supporting students and families within each layer. Those partners include, but are not limited to, Wings for Life, Chaves County CASA, and La CASA.</p> <p>Roswell ISD provides support to all students. Through teachers, school nurses, counselors, social workers, school site administrators, and great partnerships with outside agencies. Including on site School Based Health Centers, LaCasa Family Health Centers https://www.lacasahealth.com/# (including Family Medicine located at 1511 S.Grand Roswell, NM 88203 Phone: (575) 623.3255, Pediatrics and Dental 200 West Wilshire Suite D Roswell, NM 88201 Phone: (575) 249.4200 and Behavioral Health 110 E Mescalero Rd Roswell, NM 88201 575-755-2272) CASA Youth programs(advocacy, family resources center) located at 500 N. Maint St. Suite 310 Roswell, NM 88201 Phone: 575-625-0112 or https://casakids.org/ , Department of Health Office services https://www.nmhealth.org/location/public/#Chaves 200 E. Chisum St. Roswell, NM 88203 Phone: 575-624-6050.</p>
Other Needs (which may include student health and food services)?	Continuous delivery of Nutritious meals through the Student Nutrition department for all students.
How will the LEA address Staff;	

<p>Social, Emotional and Mental Health Needs?</p>	<p>Administrators, Nurses, Counselors, and Social workers are available to staff in emergency situations. They can help make referrals and assist staff in accessing care. Administrators, counselors, and social workers have been trained in C-Stage threat assessments, CPR Suicide Assessment, and QPR Suicide prevention. Trained staff follow protocols within these evidence-based assessments and prevention tools.</p> <p>RISD embeds social emotional and staff wellness resources within the Monday Memo, distributed weekly to staff.</p> <p>RISD's Human Resources department emails current resources related to health insurance.</p>
<p>Other Needs?</p>	

<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>COVID-19 Response Surveys were initiated for all the following groups available in both English and Spanish Students Grades 3-12th, RISD Staff, Community Members, and Parents of RISD Students. The welcome input was then reviewed and addressed in Department meetings, Superintendent meetings with school administrators, and also accessible during Strategic Planning 2022. Multiple opportunities for public input has also occurred through partnerships and advocacy with local boards such as Chaves County Health Council, Roswell ISD School Board Monthly meetings, and Superintendent or Assistant Superintendent's participation in Equity Council meetings, Comprehensive Strategy Board meetings, DWI Council meetings, and Chaves County Behavioral Health Council Meetings.</p> <p>Roswell ISD has collected feedback through community school planning including comprehensive needs assessment, CTE needs assessment. RISD is in the process of developing a teacher needs assessment and a grading perceptions survey, all in partnership with Hanover Research.</p>
<p>Understandable and Uniform Format:</p>	
<p>Describe the process by which the LEA will, to the extent practicable, present the plan written in a language that parents can understand. Of, if it is not practicable to provide written translations to a parent with limited English proficiency, describe the</p>	<p>Roswell ISD can provide a written plan in multiple languages or orally translate so that parents can understand by contacting our Equity & Multicultural Education department at 575-627-2586 or Equity & Multicultural Education - Roswell Independent Schools</p>

<p>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 ADA, will be provided a version of the plan in an alternative format accessible to that parent.</p>	<p>Parents play an integral part in the educational process. Parent training and counseling are provided to parents through the IEP process; these and additional services and support are at no cost to the parent. If a parent needs the plan in an alternative format they can contact the special services department at 575-627-2559 or Special Education - Roswell Independent Schools</p> <p>If you would like additional information regarding the RISD Special Services Department, please allow us to make an appointment with you, either by telephone conference, e-mail, and/or in an office conference setting.</p> <p>Please refer to these related Web Sites or links for additional special education information: https://webnew.ped.state.nm.us/bureaus/special-education/laws-rules-guidance/</p>