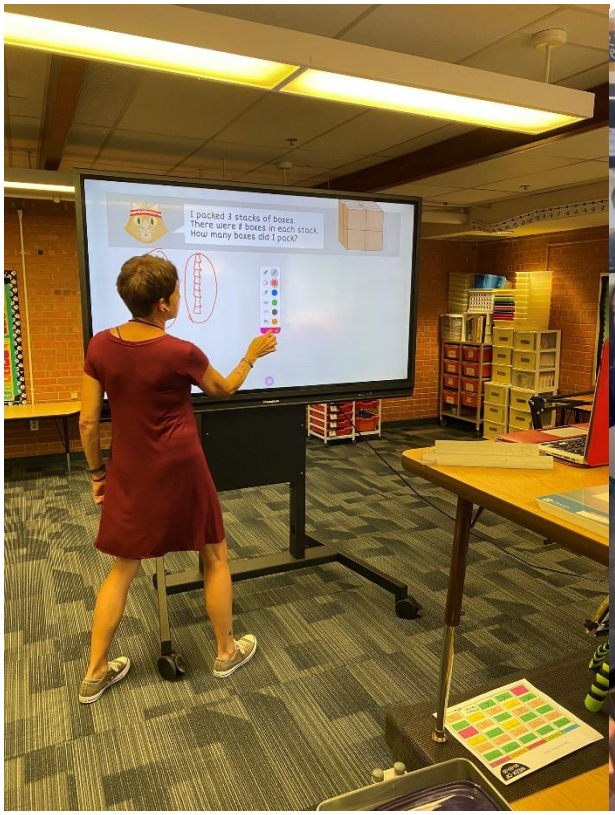
Albuquerque Public Schools

Instructional & Operational Reentry Plan SY20-21
Remote Learning Supplemental Update

Meeting the COVID-19 Challenge with High Leverage Learning



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Important Updates

The APS Board of Education in a meeting on August 19, 2020 extended remote learning through the first semester of SY20-21. The original reentry plan provided guidance for green or full entry, yellow or hybrid, and red or remote models. The plan also included guidance for reentry from the New Mexico Public Education Department focusing on a hybrid model. However, the reentry plan is a living document, meaning that with varying circumstances the plan will change and be updated. In addition, as with every plan, initiative or program APS designs, students are at the center and equity is the lens through which the plan was created. **The latest updates in this document are as of 8.28.20.**

As Superintendent Elder mentioned in his reentry message:

> *The Albuquerque Public Schools Reentry Plan is a roadmap for these tumultuous times. It was developed by teams of APS teachers, principals, and district administrators to guide teaching, learning, and safety during the school year. Though it is thorough, the plan in no way provides all of the answers you will need in the coming months. Things are changing fast and often. Even as you hold this guide in your hands, the situation you face may look different. Gaps will need to be filled, decisions will need to be made, courses will need to be changed.*

- The plan is dependent on public health orders. What was ordered on a Monday may be different on Wednesday of the same week.
- School schedules shall include five days of synchronous and asynchronous learning.
- In order to fulfill Individualized Educational Plans (IEPs), the Special Education Department will allow for small groups of some students to return to in-person learning.
- According to NMPED guidance, students shall receive at least three hours of synchronous learning per day.
- APS is offering a full online only school, eCademy for Kindergarten-12th grade which may include more online learning time due to the unique set up.
- APS will continue to collaborate with national, state and local organizations, the Governor's Reentry Task Force, and school districts from the Council of the Great City Schools to create the Instructional and Operational Reentry Plan updates.
- APS will continue to consult with medical professionals at the University of New Mexico, Department of Health and School-Based Health Centers to determine the safest ways to contain the spread of COVID-19.
- APS will continue to follow the current COVID-19 Safe Practices, Public Health Orders, and NMPED requirements

For a more comprehensive Instructional and Operational Reentry Plan with additional information, resources, examples, and models for educators and schools, please go to aps.edu.

Academic Strategic Plan

APS Academic Strategic Plan (ASP)

"Relationship, Respect, Resilience, Rigor & Readiness"

Vision: Educating and Supporting Students in a relational environment of engagement, respect, equity, and diversity.

Mission: Providing High Impact, Culturally and Linguistically Responsive Instruction in a safe and healthy environment for every student.

CORE VALUES

- Safety & Health
- Equity of Access
- High Leverage, Culturally Responsive Instruction
- Professional Development
- Communication

GOALS

Sample Schedules

ELEMENTARY SCHOOL

ELEMENTARY SAMPLE

	SAMPLE STUDENT				
	M	T	W	TH	F
8:00-8:25 25 MINUTES	CLASS MEETING	CLASS MEETING	CLASS MEETING	CLASS MEETING	CLASS MEETING
8:25-9:55 MATH/ SPECIALS	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP
	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE
9:55-10:15 RECESS/MOVEMENT BREAK					
10:15-11:45 ELA/ ELD INSTRUCTION/ SPECIALS Teacher meets with small groups. When not in a small group with their teacher, students complete work independently.	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP
	ASYCHRONOUS OFFLINE/	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE
11:45-12:15 LUNCH AND RECESS					
12:15-1:30 SCIENCE/ SOCIAL STUDIES/ SPECIALS	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP	SYNCHRONOUS ONLINE WHOLE GROUP
	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE	ASYCHRONOUS OFFLINE
1:30-1:40 CLOSING ROUTINE					
1:40-2:00 RECESS/MOVEMENT BREAK					
2:00-3:00	ASYNCHRONOUS OFFLINE READING AND WRITING	ASYNCHRONOUS OFFLINE READING AND WRITING	ASYNCHRONOUS OFFLINE READING AND WRITING	ASYNCHRONOUS OFFLINE READING AND WRITING	ASYNCHRONOUS OFFLINE READING AND WRITING

Special Education students participate with general education peers, the schedule may vary based on the IEP

DIRECT TEACHING: SYNCHRONOUS WHOLE GROUP

STUDENT WORKING OFFLINE/

TEACHER WORKING OFFLINE

OPPORTUNITY FOR STUDENT/PARENT/TEACHER CONTACT

MIDDLE SCHOOL

6 PERIOD SCHEDULE

	SAMPLE STUDENT				
PERIOD	M	T	W	TH	F
PD/ COLLAB/ OF HRS. 800-930 (90 MIN)	ASYCHRONOUS OPPORTUNITY	OFFICE HOURS	ASYCHRONOUS OPPORTUNITY ADVISORY 900-930 (30 MIN)	OFFICE HOURS	ASYCHRONOUS OPPORTUNITY OFFICE HOURS 845-930 (45 MIN)
1ST/2ND 930-1045 (90 MIN)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE
3RD/4TH 1100-1230 (90 Min)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE
1230-115 LUNCH					
7TH/6TH 115 - 245 (90 MIN)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE
OFFICE HOURS 245-300 (15 MIN)	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS

SYNCHRONOUS MEETING TIME
STUDENT WORKING OFFLINE
TEACHER WORKING OFFLINE
OPPORTUNITY FOR STUDENT/PARENT/TEACHER CONTACT

7 PERIOD SCHEDULE

	SAMPLE STUDENT				
PERIOD	M	T	W	TH	F
PD/ COLLAB/ OF HRS. 800-915 (75 MIN)	ASYCHRONOUS OPPORTUNITY	OFFICE HOURS	ASYCHRONOUS OPPORTUNITY	OFFICE HOURS	ASYCHRONOUS OPPORTUNITY OFFICE HOURS 845-915 (30 MIN)
1ST/2ND 915-1030 (75 MIN)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE
3RD/4TH 1045-1200 (75 Min)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE
1200-1245 LUNCH					
5TH/ADVISORY. 1245-130 (45 MIN)	INTERVENTION/ENRICH SYCH INTERVENTION/ENRICH ASYNCH	INTERVENTION/ENRICH SYCH INTERVENTION/ENRICH ASYNCH	INTERVENTION/ENRICH SYCH INTERVENTION/ENRICH ASYNCH	INTERVENTION/ENRICH SYCH INTERVENTION/ENRICH ASYNCH	ADVISORY (30 MIN) ASYCHRONIOUS OPPORTUNITY
7TH/6TH 145 - 300 (75 MIN)	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE	SYNCHRONOUS ONLINE ASYCHRONOUS OFFLINE

SYNCHRONOUS MEETING TIME
STUDENT WORKING OFFLINE
TEACHER WORKING OFFLINE
OPPORTUNITY FOR STUDENT/PARENT/TEACHER CONTACT

HIGH SCHOOL

Sample 5 Day Learning Schedule with office hours

Start Time: 7:30am | End Time: 2:30pm * (note change from normal school year)

Synchronous Learning happens in real-time with live, interactive classes, small and large group instruction/discussion occurs, and students and teachers meet.

Asynchronous Learning happens at different times. Students may view pre-recorded lessons, complete pre-assigned individual work, conduct independent research/reading/writing assignments, and/or create presentations. Schools shall follow the 50:50 model for Synchronous Vs. Asynchronous Learning Monday-Friday for each class period

PLCs are to meet during their regularly scheduled periods on Tuesday/Thursday or Wednesday/Friday Planning/Prep time is where it is indicated on master

Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Zero Hour 6:40-7:25	Zero Hour 6:40-7:25	Zero Hour 6:40-7:25	Zero Hour 6:40-7:25	Zero Hour 6:40-7:25
1st Period 7:30-8:15	1st Period 7:30-7:55	1st Period 7:30-7:55	1st Period 7:30-7:55	1st Period 7:30-7:55
2nd 8:20-9:05	1st Period 7:55-8:15	1st Period 7:55-8:15	1st Period 7:55-8:15	1st Period 7:55-8:15
3rd 9:10-9:55	2nd Period 8:20-9:05	3rd Period 8:20-9:05	2nd Period 8:20-9:05	3rd Period 8:20-9:05
Advisory 10:00-10:30	2nd Period 9:05-9:50	3rd Period 9:05-9:50	2nd Period 9:05-9:50	3rd Period 9:05-9:50
Break or time for long assembly 10:30-11:00	Open Office Hours 9:55-10:25	Open Office Hours 9:55-10:25	Open Office Hours 9:55-10:25	Open Office Hours 9:55-10:25
5th 11:05-11:35				
Lunch **11:40-12:10**	4th Period 10:30-11:15	5th Period 10:30-11:15	4th Period 10:30-11:15	5th Period 10:30-11:15
6th 12:15-1:00	4th Period 11:15-12:00	5th Period 11:15-12:00	4th Period 11:15-12:00	5th Period 11:15-12:00
7th 1:05-1:45	**Lunch** **12:00-12:30**	**Lunch** **12:00-12:30**	**Lunch** **12:00-12:30**	**Lunch** **12:00-12:30**
Office Hours 1:45-2:30 Open office hours all classes	6th Period 12:35-1:20	7th Period 12:35-1:20	6th Period 12:35-1:20	7th Period 12:35-1:20
	6th Period 1:20-2:05	7th Period 1:20-2:05	6th Period 1:20-2:05	7th Period 1:20-2:05
	Open Office Hours 2:05-2:30	Open Office Hours 2:05-2:30	Open Office Hours 2:05-2:30	Open Office Hours 2:05-2:30

INSTRUCTIONAL PLAN

Meeting the COVID Challenge with High-Leverage Learning

Purpose
In order to address the substantial impacts of educational and family disruptions caused by the current national health crisis, Albuquerque Public Schools was especially strategic and intentional in responding to students' learning needs in the 2020-2021 school year. In this instructional plan, five strategies were identified to address this challenge:

1. Acknowledging the impact of educational disruption and addressing the "COVID-19 slide."
2. Defining essential standards in order to define grade-level pre-requisites that may need to be re-taught and focused essential grade-level standards to target for mastery.
3. Embedding SEL and relationship building into classroom routines and core content.
4. Providing an interim assessment schedule and strategy to monitor student academic progress and adjust instruction.
5. Outlining focused academic interventions and data collection systems for students who are not making adequate academic progress.

COVID-19 Slide
The "summer slide" has been a commonly held understanding in educational settings for decades. This extended period without traditional academic instruction has been more than doubled currently due to school closures in early March. Nationwide modeling has been done to anticipate the size of the learning gap that will be created. Most models describe an increase in lost reading and writing achievement, but the most dramatic impacts are seen in math instruction with some students reverting to where they were in October of the previous year. Acknowledging this means that we cannot begin the school year at the same point in the curriculum that we have in the past and expect learning to happen for most students. This gap is not only impacted by the closing of schools but also stressors in the home and varying access to distance learning opportunities. We can expect that existing learning gaps in vulnerable populations will be widened.

After losing valuable weeks of instruction within the school year, we could not afford to let the summer months go by without providing learning opportunities for students. Local television is uniquely positioned to provide the most equitable access to all New Mexico household including those, which may lack technology, or internet access. The district produced eight weeks of instructional programming, which was broadcast in partnership with New Mexico PBS. These 4 hours per day of programming focused on grade differentiated elementary education. Core instruction in reading and math was supplemented with Science, Fine Arts, and social emotional learning. Daily programming in Spanish was also provided. The success of this programming is the basis for an additional five weeks of programming broadcasted in the same time slot from mid-June through mid-July.

Support for secondary students needing to recover credit for coursework was provided through online curriculum via eCademy Magnet High School. Additional teachers have been trained in managing distance education in the Edgenuity platform in order to expand the availability of courses to meet any increased demand.

Defining Essential Learning
The loss of weeks of instruction this year has brought to the forefront how precious and limited a resource time is. In anticipation of the possibility of one or more similar interruptions next year, it is important to create a common expectation of instructional priorities. There is every possibility that a considerable

amount of time will need to be spent re-visiting content that would normally be delivered in the previous grade level. There will also be an increased need to attend to the need for students to feel emotionally safe and connected in the wake of the trauma of the COVID crisis. Within the time available for instruction, it may not be possible to "cover" all the standards that would normally be addressed. It is more important that the most essential standards be addressed at a level of depth to ensure mastery and a solid foundation of learning.

Content area teachers collaborated to define 50% of the grade-level standards as "essential". These standards would constitute the bulk of instruction and assessment. An additional 25 percent of the standards would be considered "very important" and be integrated to the level possible. The remaining 25 percent of the standards would be considered "important" and be introduced as students developed mastery of the previous two levels or provided as enrichment for students who required additional challenge.

Supporting Social Emotional Learning

In planning for next year, we must assume that academic learning cannot take place fully with creating an environment of emotional safety and connectedness for students. This can be a challenge if there is a necessity to begin the year in a distance-learning environment at a time when teachers normally focus on relationship building and establishment of a classroom culture. Schools will need additional tools to adapt to this new environment while continuing to meet student needs.

- The Behavior Support Specialist Team has developed online professional development sessions and resources for building connected and respectful environments in an online setting.
- All secondary schools will have weekly advisory meetings with students.
- The Office of School Climate in collaboration with the Special Education department has developed classroom lessons designed to teach and support the development of social emotional skills.
- The counseling department provides individualized supports to students as well as in class lessons.

Measuring Learning Progress

In order to adjust instruction appropriately and measure student progress, a system of aligned assessments must be well defined. The beginning of year (BOY) interim assessments will be delivered in an earlier window than usual in order to gauge learning loss and adjust instruction to fill gaps. Schools incorporating iReady interim assessments will also have additional reports available that identify weak prerequisite skills. This information can be used to target interventions for individual students. Between interim assessments, schools are encouraged to develop common grade-level and content area assessments and performance tasks and work collaboratively to identify student instructional needs. Academic Improvement Plans will be put in place for students who are not making adequate academic progress. Students with more significant academic challenges or who are suspected of a disability will be referred to SAT.

Teachers are encouraged to communicate frequently with families about student progress and ways that academic growth can be supported at home. An asset based approach is advised, identifying what a student can do rather than what they are deficient in.

Focused Academic Interventions

Students who are struggling with Tier I instruction should be provided additional support through:

- District supported Tier II intervention curriculum such as: ST Math, Fundations, Read180, Math180
- Additional guided practice
- Work with interventionists
- Targeted practice though instructional tools associated with interim assessments

RECOMMENDATIONS FOR ALL STUDENTS

Overview

Both national and school district modeling predicts that students will return in the fall of 2020 with significant learning gaps and deficits. Rather than taking an accelerated learning approach which implies teaching more and faster, we have chosen to approach the challenge with a thoughtful and intentional approach to identifying the most essential skills and content and the most effective pedagogies for teaching those things. Recognizing one-size-fits all approach does not work, this document presents recommendations within which adjustments must be made to meet the individual needs of schools and students. A high-leverage approach to learning also differs from a remediation approach.

*The Five Rs are part of the overall strategic plan: Relationship, Respect, Resilience, Rigor and Readiness. Two of the five Rs refer to the work of Curriculum & Instruction through Dr. Pamela Cantor. The next three Rs refer to the district work of social emotional learning, culturally and linguistically responsive classrooms, and college and career readiness.

Remediation	High-Leverage Learning
Deficit-based mindset about students	Asset-based mindset about students
Focuses on gaps	Focuses on opportunities to integrate learning
Backward movement leads to a sense of futility and lack of progress	Strategically prepares students for success in the present
Focuses on covering all missed and new content	Focuses on mastering essential standards
Reteaches every missing skill *just in case*	Skills are introduced in a meaningful way *just in time*
Skills are taught in isolation without direct application	Skills and content are integrated into prior knowledge and applied immediately

The Solid 7: Teacher Actions to Beat The COVID-19 Slide

1. Pay attention to the new 3R's* first.
2. Focus on mastery of essential learning.
3. Be thoughtful and intentional in the use of time.
4. Rely on high-leverage teaching strategies.
5. Plan for learner variability.
6. Monitor student learning closely.
7. Engage the team to support students.

1. Pay attention to the New 3R's* First

The start of school is a time to establish a classroom culture that focuses on students' physical, emotional and identity safety. **Here** is a video by Dr. Pamela Cantor that addresses trauma informed instruction and its impact on student learning. She advises looking at the "New 3 R's" Relationship, Routine and Resilience as a way to mitigate the effect of trauma.

- **Relationship:** The deciding factor for whether a stress experience is tolerable or toxic is the presence of caring and supportive relationships. **Here** are some resources.
- **Routine:** Create norms and routines that introduce predictability and safety at a time of great uncertainty. **Here** and **here** are some resources.
- **Resilience:** Help children solve problems, regulate emotions and control reactions to stress. **Here** are some resources.

The Teacher Learning Network Behavior Support Specialist Team is there to support teachers with specific student situations. A support ticket can be put in **here**.

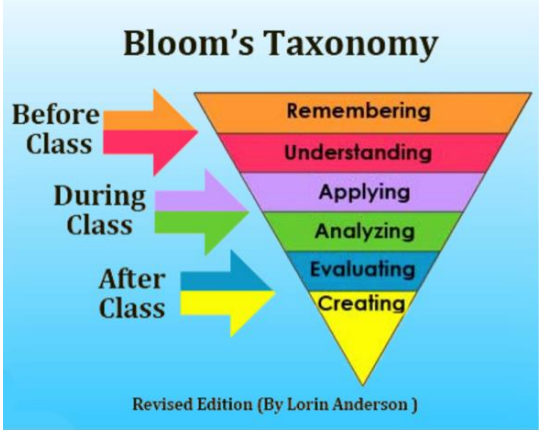
*APS has added Respect, Rigor, and Readiness to the 3Rs to support strategic plan instructional core values and the needs of all students.

2. Focus on Mastery of Essential Learning

The initial impulse may be to "catch up" and to teach faster. This will result in fragile learning that does not provide a foundation for future learning. Instead, mastery-learning techniques allow students to progress at varying rates with frequent check-ins and feedback until they have a thorough understanding of the content. Read a brief explanation **here**.

If we are to spend more time teaching something and potentially have less time to do it, it is important to prioritize learning goals. "Mastery" is different from "coverage", but it produces longer-lasting results. The pedagogy associated with mastery learning encourages teachers to provide multiple opportunities for students to demonstrate proficiency in a skill or content before moving on. The Curriculum & Instruction department has identified essential standards in ELA and math for grades K-8. They are posted **here**.

3. Be Thoughtful and Intentional in the Use of Time



In a remote learning situation, the limited time available in a face-to-face setting is valuable and should be used for activities requiring higher-order thinking, communication and collaboration skills. Activities that involve independent practice, watching a lecture, or reading can be done asynchronously. **More info here**

4. Rely on High-Leverage Teaching Strategies

Eight strategies or pedagogical approaches are areas of agreement from both **John Hattie** and **Robert Marzano** as having a significant and measurable impact on student learning. Most of these practices are familiar to us but may have lost focus in our instructional design. The eight high-leverage /high yield strategies are:

a) Be clear about what you want your students to learn. **More**
b) Use explicit instruction- I do, we do, you do. **More**

c) Build on prior knowledge. **More**
d) Give frequent, goal-oriented, actionable feedback. **More**
e) Give multiple exposures & chances to practice. **More**
f) Apply knowledge and skills to real-world dilemmas. **More**
g) Create opportunities for cooperative learning. **More**
h) Build self-efficacy. Success creates confidence creates success. **More**

5. Plan for Learner Variability

Every student is unique and we need to meet him or her where they are to provide him or her with what they need if we expect academic growth. Beyond differing learning needs, the current health crisis has impacted students differently and disrupted many home situations. We need to factor all of this into our plan and respond in an agile way as student needs and differences emerge.

Here is a model that looks at the interaction of content, cognition, social-emotional learning and student background with strategy recommendations. Sections of this document contain specific recommendations for students with an IEP, English learners and pre-K children.

In addition, it is important to remember that students have a unique cultural identity, which they bring with them, and it is important that we as educators understand, value and represent diversity in our instruction and choice of materials. **Here** are some links to resources to support cultural responsiveness.

6. Monitor Student Learning Closely

District Assessments: Regular interim assessments with special attention to analyzing performance on essential standards- Recommendations are **here.**

Classroom Assessments: Recommend common formative assessments by grade and content that integrate performance tasks. Recommend frequent checks for understanding using strategies such as exit tickets and questioning. Examples of formative assessments here.

Grades: Letter grades given for grades 6-12. Elementary schools will continue to use SBPR. Recommend grades based on larger assignments with opportunities to revise and incorporate actionable feedback. Grades represent student proficiency rather than compliance and are frequently updated in Synergy.

7. Engage the team to Support Students

Maybe more than ever before, it is essential that we partner with families to support student learning.

- Communicate frequently about learning progress.
- Encourage extending norms and routines into the home.
- Help them be at-home learning coaches.
- Help parents navigate the school system and locate needed resources.
- Problem-solve together.
- Remember to share good news too

LITTLE RED TOOLBOX

Learning has changed for teachers as well as students. There is a steep learning curve associated with the transition to teaching utilizing technology and remote teaching pedagogy. Many professional learning and technical assistance resources have been developed within the district and across the nation that are helpful, but it is often a struggle locating this information when it is needed. The Curriculum and Instruction department is developing and index of links called the "Little Red Toolbox" designed to be a one-stop shop for nuts-and-bolts information related to teaching in an online setting. This index will include resources developed by the Educational Technology, Special Education, Language and Cultural Equity an Title I departments as well as resources provided by publishers and other districts. This resource should be available on the C&I web site soon after Labor Day.

GRADING

While the instructional setting may have changed dramatically for most teachers, grading policies and processes will remain much the same. Letter grades given for grades 6-12. Elementary schools will continue to use SBPR. Recommend grades based on larger assignments with opportunities to revise and incorporate actionable feedback.

As with face-to-face instruction, teachers are encouraged to develop grading rubrics for lengthier assignments and to work with peers at their school to come to a common definition of high-quality student work.

Teachers utilizing the Edgenuity curriculum will not have an automatic sync between the Edgenuity gradebook and Synergy. Term grades will need to be manually input in Synergy at the end of designated grading periods.

ATTENDANCE

Students are expected to attend remote instruction, as provided by their school, each day. For days in which students participate in a remote (Red) learning program, schools are required to track student participation, but will not be required to report this data to NMPED in the same manner as in-person attendance.

Attendance during remote learning is based on the extent to which a student has engaged in remote learning within a one week time period. This is not indicative of the amount to which the student understands the content, nor their grade in the class, but instead, is a measure of a student's engagement in remote learning. Engagement is measured by the number of contacts that the student has demonstrated to their teacher. Contacts are benchmarks or indicators that objectively show that a student is engaging in the remote learning process.

This process can be done by identify both synchronous and/or asynchronous learning activities as well as the number of engagement/contact indicators students should demonstrate in order to take advantage of the opportunity to master the instructional content for the week. Note: Attendance is about the amount of student engagement in the learning, not the mastery of the content.

Identifying and Sharing Types of Student Engagement/Contact Indicators

Teachers/schools will set their own expectations for the types of engagement/contact indicators they will use to track attendance.

It is recommended that teachers (including special education teachers, and substitutes) work together across grades, subject matter, and school-wide to develop their own consistent list of student engagement/contact indicators. Having a range of examples provides an equitable approach, especially if students do not have access to the internet or otherwise cannot fully engage in learning online only.

Examples of various types of student engagement/contacts during remote learning:

- Attending scheduled classes (as applicable)
    - Logging into Google Meets, See Saw, Google Classroom, and other on-line learning platforms
- Accessing assignments (on-line or via other methods)
    - Logging into See Saw, Google Classroom, and other on-line learning platforms
    - Contacts with Teachers via other modes (e.g. phone, in-person, email, etc.)
- Engaging in/spending time on learning, including during asynchronous learning time (regardless of content mastery).
- Accessing teacher/school learning supports
    - Contacts with Teachers/EAs during office hours, and support sessions
- Handing in assignments (on-line upload, email, in-person)

Once a list of student engagement/contact indicators is developed, it is recommended that teachers include in their weekly scope and sequence for their instruction, daily opportunities for students to demonstrate engagement It is important to consider students whose remote learning cannot be online (in part or whole) for whatever reason. It is recommended that teachers/schools provide students and families with a rubric to measure attendance. Teachers use their own informal processes (i.e. Grade Book, google sheet, etc.) to track student contacts.

Student engagement/contacts for students need to be added up weekly and each teacher must enter the final attendance code into Synergy each Monday for the previous week.

Communicating with Families and the Community

Once teachers/school have determined what is considered a contact, this information needs to be communicated clearly to both students and families so there is an understanding of expectations and tracking.

Sample communication for families:

The purpose of attendance is to track when a student may need more support in their learning. During remote learning, attendance is about how your student is demonstrating their engagement in the learning process, we call these "contacts". In my class contacts will include: <insert what will be used for contacts here>. Please talk to your child about the attendance and engagement "contact" expectations for their class.

Taking and Entering Attendance

Remote learning attendance should be considered within a one-week period. However, teachers may choose to track student engagement contacts daily through their own informal process (such as making notations in their Grade Book). Ideally, teachers will have at least one contact/engagement indicator for each student daily.

By end of workday (by 4:00 pm) each Monday, teachers need to enter remote learning attendance into Synergy for each class and student. Attendance will be based on the number of student engagement contacts during the previous week (Monday through Sunday).

How to enter attendance in Synergy

When entering attendance in Synergy, click on the field for the student under the correct date/row, and record, enter one of the following absence codes (based on the number of the contacts the student demonstrated for the prior week):

1. C1 for present for 1 contact (One click = Present for 1 contact)
2. C23 for present for 2–3 contacts (two clicks = Present for 2 or 3 contacts)
3. C45 for present for 4-5+ contacts (Three clicks = Present for 4 or 5+ contacts)
4. CNC for zero contacts, not present (Four clicks = No contact)

School administrators should monitor staff data entry of attendance for remote learning each Monday.

Identifying and Monitoring Students at Risk Due to Remote Learning Absences

Teachers and school Attendance Teams will access SIS reports to monitor students who have had low numbers of contacts in one or more weeks, and will provide outreach and intervention as appropriate. The information below provides the minimum threshold for identifying students requiring outreach and intervention at those students with five or less contacts (out of 8 minimum) within any two-week period. However, schools are encouraged to define other attendance thresholds and provide students and families with outreach and intervention based on the acuity of the student's absences.

Schools should identify which staff will provide outreach and intervention to students and their families at each attendance threshold.

Attendance Supports/Interventions During Remote Learning

Remote learning absence code data must be recorded in the Synergy database attendance tables but will not be counted towards Chronic Absenteeism. However, students are expected to participate in remote learning as scheduled, and schools should provide interventions and supports to ensure student participation. Contact/engagement indicators data is used to support student learning and engagement with instructional content. Schools must monitor which students need additional supports to benefit from the curriculum and should proactively reach out to students who demonstrate low participation in instructional activities, and to their families, to offer assistance. Schools should monitor those students who are not participating or engaging with remote learning activities and provide supports as appropriate. Note: NMPED may request that districts and schools report who these students are for possible statewide interventions and support.

Whole School Prevention

All students should be included in whole school prevention strategies.

Whole School strategies establish a culture of attendance in schools. Some activities that schools may consider include establishing:

- Welcoming socially-emotionally safe school climate.
- Positive relationships between school staff, students, and families.
- Support for all families to facilitate learning at home.
- Access to learning supports, technology equipment, connectivity, and skills.
- A culture of continuous improvement.
- Active engagement of families and students in planning and problem solving.
- A schedule of classes and when/how they are held.
- A clear understanding of learning expectations including what is considered to be a Remote Learning Attendance "Contact".
- Virtual enrichment activities and clubs.
- Virtual Home rooms and/or Advisory.

Individualized Prevention, Outreach, and Intervention

Attendance Threshold

Students whose remote learning attendance consists of 5 or less contacts (out of 8 minimum) for any 2 weeks in a row should receive additional outreach and intervention support.

Staff Providing Support

An array of school staff can provide outreach and intervention to these students, including: Attendance Team members, teachers, school administrators, specialty school staff (technology, counselors, family liaisons, community school coordinators, etc.).

Outreach and Intervention Activities

- With students and families:
    - **Complete an Individual Remote Learning Attendance Plan**
        - Emphasize to family and student the need to prioritize engagement in learning.
        - Facilitate access to resources (e.g. food/other basic needs, health/telehealth, etc.)
        - Include a discussion of attendance data, concerns, possible natural consequences, and offer support and resources in order to reduce barriers and faciliate attendance
        - Tailor supports, resources, and interventions to specific student/family situation
    - Provide personalized outreach and communication to families when students are absent
    - Conduct individual wellness checks and ask about barriers to remote learning
    - Provide additional technical support and training for the family and students as needed
- In classrooms:
    - Provide clear, concise and consistent communication about schedules and expectations
    - Establish predictable daily/weekly routines, rituals and celebrations
    - Foster community building to create belonging and connection
- In schools:
    - Provide recognition of improved attendance
    - Regularly monitor attendance data to activate supports and identify trends.

Taking and Tracking Attendance

Interventions

- **School-Wide Expectations**
    - Schools will develop a School Attendance Plan, which will be submitted as directed by/to the New Mexico Public Education Department. Plans will include processes, strategies, and staff assignments that both school wide activities as well as targeted outreach and intervention to students based on their chronic absence rate.
    - Plans will include Whole School Prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason.
    - Schools will implement their School Attendance Plan utilizing the (new) four (4) tiered model of attendance supports. (see attached)
    - Schools will designate staff, who will be responsible for monitoring and connecting with, and coordinating interventions for groups of assigned students (no more than 100 per person).
        - Designated staff will track assigned students' in person attendance, and adequate progress of distance learning and will support the following face to face and distance learning expectations:

REMOTE LEARNING GUIDELINES AND RESOURCES

What is Synchronous Learning?

Synchronous learning happens in real time. This means that a student, their classmates, and or the teacher interact in a specific place at a specific time in whole group, small group, or individual conferencing with the teacher. Synchronous learning can happen in the brick and mortar classroom or in a digital environment, such as GoogleMeets. Activities that occur synchronously would include; lecture, demonstrations, collaborative peer work, guided practice, or feedback and conferencing.

Synchronous Learning Activities (In school as possible, via web tools when not)

- Begin with specific training for **how to** use devices at home and at school for learning
- Direct instruction
- Guided practice
- Direct feedback and conferencing
- Collaborative peer group work
- Highly interactive between teacher/student, student/student
- Intervention and enrichment in small groups
- Assessment/grading: learning via demonstration of standards mastery more than completion of work
- MS elective rotations on campus, HS extra/co-curricular/electives on campus

What is Asynchronous Learning?

Asynchronous learning happens at different times. This means that a student works on meaningful activities that are connected to the classroom on a flexible time frame. Asynchronous learning can happen through online activities, such as viewing a digital source such as a video, website, or digital book; researching; creating a representation of learning, or practicing a skill. Asynchronous learning can also include a wide variety of activities including; independent practice, reading an article or book, making a physical model that represents learning, or interviewing a family member. Asynchronous assignments should be directly connected to the learning objectives addressed in the synchronous environment.

Asynchronous Learning Activities (can occur in or out of school)

- Independent work
- Independent practice
- Extends classroom experiences
- Front-load new information to prepare for classroom experiences
- Student research projects (individual more than groups) i.e. project-based learning, problem-based learning
- Firm due dates
- Purposeful accountability
- Assessment/grade learning via demonstration of standards mastery more than completion of work
- Students can watch videos of lessons online
- Should not be traditional teaching methods, just online, needs to be different
- High interest, engaging (i.e. not using Seesaw to take pics of worksheets),
- Incorporate movement
- Engage families (recognize parents are sometimes working at home too)
- Pacing
- Less is more
- Quality content, standards aligned
- Materials: teachers shouldn't have to make it all up (i.e. Mystery Science)

- Templating, much similarity
- Effective digital learning strategies
- Give teachers resources
- Elementary examples of what kids can do at home with district program resources: i.e. what's available to support Benchmark, Fundations, and Stepping Stones at home
- Middle examples: i.e. what's available to support EngageNY,
- Menu of options

REMOTE	
Highly Recommended (District-wide)	**Suggested (School-based)**
• Clear, frequent, and on-going two way communication with students and families (needs district guidelines) • Specific hours/minutes of instruction per week/day • District-supported platforms (Google Classroom, SeeSaw) • When Google Meets are scheduled students must be in attendance (tighter at HS than K-8) • Learning at home should focus on some collaboration time • Reorganized work day/work week examples. • Continuation of online tools of iStation, iReady, Ready • Master scheduling of synchronous instruction to meet the needs of EL and Special Education • Provide materials for EL and Special Education • Back-up resources and expectations for students with unreliable technology access • Allowing Special Education students to attend school for face-to-face instruction while all other students are learning remotely	• Synchronous, direct instruction, recorded for access later for families • For quality, efficiency, and sanity, teachers should closely collaborate with their colleagues • Scheduled "office hours" for small groups • Opportunities for classmates to connect with each other using a google suite tool. • Self-paced learning and practice • Teacher flexibility to create Google Meets on 2 or 3 occasions when parents can attend with students. (e.g. 3 pm, 7 pm Tuesday) • Build in opportunities for self-assessment and quizzes • Opportunities for PK-3 students as well as some categories of Special Needs students and ELs to be instructed face-to face on campus if possible

• Clear and ongoing two-way communication with students and families about structure, supports, and progress.
  ○ Clear and brief directions are vital when communicating remotely. If you can present an example of how you would like something done via video or document that is the best. Consider how you will build in opportunities for students to ask questions since they cannot raise a hand virtually. Provide rubrics so students can self-assess progress.
  ○ Clearly outline when learning will be assigned each week and when the teacher will be expecting the work completed and allow for self-pacing given the unique needs of each student (i.e. lesson loaded on Monday and due the following Monday).
  ○ Be clear about how and when to reach out to you with questions
• An opportunity in which the student can access the material and complete the work on their own, with differentiation based on Special Education, EL identification and layered continuum of supports.
• Clear and ongoing feedback from teachers to students about progress, effort, and next steps.
	• **Optional** synchronous ("real time") instruction with the teacher through Google Meet. This can be recorded and sent to all students/families for asynchronous ("not real time" or "anytime") review.
	• Scheduled "office hours" for small group**s**.
	Licensed instructional staff:
	• Content loaded into Google Classroom with linked text (i.e., videos, readings).
	• Use of tech tools EdTech Websiteor the C&I Website to deliver content and/or activities.
	• Opportunities for classmates to connect with each other using a tech tool.
	• Personalized communication with students and families, designed to support continued relationships.(i.e. family emails, pre-recorded video messages)
	• Opportunities to integrate SEL and Wellness activities.

This may be differentiated; formats could be a recorded message, a video, an email, or a phone call. Tools to consider include Google Classroom message, SeeSaw, Synergy. • Staff are expected to use Google Meet, not Zoom for optional class meetings. TSD has Google Meet Premium, which allows for 250 participants at once and unlimited time in meeting and recording.	

eCademy K-12 Online Magnet School

In response to the rapidly changing educational landscape brought upon by COVID19, APS is providing full-time online school for all grades. APS recognizes the limitations of full-time online school and the extensive research base that describes the outcomes of this model. Providing options for families to meet the health and safety needs of students with health issues and for families who prefer that students learn at home for the school year is priority. As such, identifying strategies to mitigate the traditionally poor outcomes of full time virtual schooling for our eCademy K-12 online school is imperative. First, the pupil/teacher ratio (PTR) for grades K-8 will be the same as face-to-face schools so that educators to provide ample personalized attention and support for every student. Second, eCademy teachers are local, New Mexico certified teachers, not teachers in another state. APS will ensure that each eCademy student in grades K-8 has a device and internet access. Finally, each family with elementary and middle school student in eCademy K-8 will have clearly delineated roles and responsibilities to ensure that students have adequate at-home support.

APS is offering a full time online learning option in all grades for:

- Students who are medically high-risk categories and should not be in face to face school environment
- Students who prefer an online format
- Families who prefer not to send their student to face to face school until a vaccine is available

ASSESSMENT

APS is proceeding with planning for, and eventual administration of, all normally available and administered college-related assessments (SAT/ACT/PSAT/NMSQT).

- The goal is to offer students in each high school, the voluntary option of coming in to their school to take these assessments at the same time as other students in the nation, in a safe, socially distanced manner.
- APS understands that there has been confusion about capacities, health orders, and other uncertainties, but we are committed to supporting students. Assessment staff will be reaching out to STCs and other typical staff at each testing site to work with schools to compile safe testing plans for all sites, and work through any approval processes (Governor, PED, Board, Leadership) necessary.
- SAPR will review data and assist with estimation of testing needs.

TECHNOLOGY

While the instruction at various schools might look a little different from school to school, the district has several digital solutions for communication lines, teaching and learning and student support.

- APS uses Google Classroom, Google Meet and Seesaw as learning platforms for secondary and elementary levels, which provide a venue for communicating, collaborating, and teaching and learning.
- APS evaluates educational technology software and applications to ensure that students with or without disabilities can access the materials and that all programs comply with the Children's Online Privacy Protection Act (COPPA).
- Student privacy is a top priority for APS, for more information on APS's privacy policy please go to APS.edu: https://www.aps.edu/about-us/disclaimers/privacy-policy For more information on COPPA: https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule

Use of Schools Device at Home

- APS has created a tips and tricks on a page document to be handed out with the distribution of devices. This includes how to login to your Chromebook and iPad how to connect to Wi-Fi and how to contact the APS service desk.
- To see the document: https://sites.google.com/aps.edu/educational-technology/edtech-at-home. APS Educational Technology will conduct an internet safety webinar and post the webinar to the APS Educational Technology website: https://sites.google.com/aps.edu/educational-technology/home

Copyright and Student Privacy

- APS Educational Technology has copyright guidelines written in student language on the Educational Technology website that explains copyright. Another resource is through the University of California at http://copyright.universityofcalifornia.edu/use/teaching.html.
- While not all educational technology companies are sensitive to student privacy APS puts a high priority on student data privacy, APS Educational Technology evaluates all software and applications to make sure that the programs protect our students' data and privacy. All approved applications are then whitelisted for teacher and student use. Ferpa/Sherpa is a great resource center aimed at answering student data privacy, which is divided into three specific audiences, educators, students and parents at: https://ferpasherpa.org/

IT Support

APS has set protocols for providing IT support.

- For Teachers: APS teachers can call the APS helpdesk at (505) 830-8080 or put in a self-service ticket at servicedesk.aps.edu.
- For Student/Families: Students have the ability to now call or put in service tickets with their Student ID at (505) 830-8080 or servicedesk.aps.edu. For other information and troubleshooting teachers, students and families can access the Chromebook Help Center at https://support.google.com/chromebook
- When teachers, students or families/parents submit a tech request APS asks to have the following:
    - a detailed description of the issue,

- the student's or teacher's name and student or employee ID of the person using the APS device
- A callback or valid email if there are further questions.

If teachers or families need tech support beyond the business hours of 8:00am and 4:30pm, they can email at servicedesk.aps.edu and a helpdesk technician will be in touch with them as soon as possible.

Usernames and Passwords

APS provides usernames and passwords to essential technology programs (previous and new) that students require access. APS has student and staff policies and procedures on how to reset and password requirements that can be found on the APS website:
https://www.aps.edu/technology/aps-user-password/student-passwords

APS uses a single-sign-on that students and staff have been using before the closure of school at my.aps.edu. The document that will be given upon check out of an APS device has the directions to logon to the single-sign-on if students do not remember how to logon. My.aps.edu includes links and information to classes and codes for online learning, educator safety and student and staff resources
APS does not recommend one-to-one live video conferencing for instruction.

Distance Learning

Parameters for Teachers

- Teachers will prepare for remote learning by: Determining which remote learning option is best for them in collaboration with their community.
- Providing instructional resources and materials through digital means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with students and support their learning remotely.
- Participating in digital professional learning and attending virtual learning sessions intended to support remote learning.

Consider the following:

- Establish a set schedule and routine for educators.
- Set up an appropriate and adequate working environment.
- Learn more at Google Teach from Home Hub: https://teachfromhome.google/intl/en/ for using Google for Education applications.
- Educational Technology Asynchronous resources https://docs.google.com/document/d/1hqRoYvX-BC5KGnewEErLGGx_2ql0X6WoLRgB8mFbIqc/edit?usp=sharing
- Visit the Educational Technology website for live streamed webinars and self-paced courses: https://sites.google.com/aps.edu/educational-technology/elearning
    - Remember professional dress attire during videos and video conferencing
    - Model digital etiquette including during video conferencing
    - Muting the mic before entering a session
    - Keeping the background clutter free
    - Pay attention to lighting
    - Minimize background noise
    - Unmute mic only when speaking
    - Use online meeting chat features to field questions

A link to support teachers working with diverse student populations through distance learning: https://www.iste.org/explore/Toolbox/30%20-tools-for-diverse-learners

Communication Tools

Platform	Appropriate Level	Capabilities/ Strengths & Features	How-to Video/Info	Misc. Information
Synergy Parent and Student Vue	All Levels – Basic communication tool	This is a way for the teacher to communicate with parents and students that families and teachers have use throughout the year	Getting started and logon page https://www.aps.edu/students-parents/parentvue-studentvue	Compatible With any device and with mobile app through IOS and Android Free app download available from: Google Play, App Store (Apple), Chrome Web Store, Android
Google Chat	All levels- up to 8000 users in one room	Direct messages and group conversations, helps teams collaborate easily and efficiently. With secure, virtual rooms— Chat makes it simple to track progress and follow up tasks. Chat currently supports 28 languages	Chat how to: https://support.google.com/hangouts/answer/3115553?co=GENIE.Platform%3DDesktop&hl=en	Included in G suite for Education
Google Meet	All Levels-limit of 250 people with option of 10000 to stream	Google Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens as they connect.	Meet how to: Google Hangout Meet	Departments must whitelist this feature for both students and staff. Can record and archive the meeting

Learning Platforms

Platform	Recommended Grade Levels/Content Area	Strengths and Features	How to Video/Info.	Free Until:	Compatible with:
Seesaw	Elementary (K-5) Specials (PE, Art, Music, etc.)	Students can show what they know using photos, drawings, text, PDFs, and links. It is simple to get student work in one place and shared with families; nothing is shared without teacher approval. Safe and secure; becomes a digital portfolio for students.	Getting Started (create a class, add students/ parents, and add activities)	Basics free forever	Available for use on the web using a computer or Chromebook: Download from: Google Play, App Store (Apple), Chrome Web, Amazon Kindle
Google Classroom	Grades 3-12	Google classroom allows you to have easy access to post & share products from Google Docs and Google Drive. Instant collaboration between students & teachers outside the classroom. It is a simple	Create a Class Adding Students and Guardians How to Add Materials	Always free for G Suite users	Available from any Chrome Browser Download from: Google Play, App Store (Apple), Chrome Web, Amazon Kindle

		set up & you can easily track a student's progress.	Linking Grades		
Edgenuity LMS	Grades 9-12	Online Credit recovery and original credit through APS's Magnet school eCademy	Contact your School counselor for more information		Web based application Works best on the Chrome Browser

EDTECH CONTINUOUS LEARNING RESOURCES

- Ongoing website updates with supplemental resources for students and guardians
- Parents/Guardians and Students: https://sites.google.com/aps.edu/educational-technology/edtech-at-home
- Educators: https://sites.google.com/aps.edu/educational-technology/elearning
- Special Education: https://docs.google.com/spreadsheets/d/1vBdoKCC17LZRqvgs0jGSQEKCEpInJ2uNurSWuCkanZw/edit#gid=0
- Webinars scheduled for Professional Development for Teachers on distant learning tools. https://docs.google.com/presentation/d/1oZuRaHmMoJiA9DPgwhF-KPQP_q4GHUQO7ewjVMUZPfA/edit?usp=sharing
- Educator resources for teachers and support staff. These resources include communication videos and documentation, links to APS digital learning tools (enterprise tools), other free EdTech Resources tips for distance learning, and many more self-paced learning / PD options for staff.
- Continuous service of Benchmark, Pearson EasyBridge, Google Classroom and Adobe Creative Cloud for end users.
- GoGuardian filtering and student safety policies to Chromebooks to allow for safe online learning at home and tracking of physical devices.
- GoGuardian Parent app for increased family engagement with student internet browsing
- Provide training and support with School Messenger to School Administrators.

INSTRUCTIONAL MATERIALS

Our needs for instructional materials will vary depending on school and teacher choices. Classroom sets of textbooks may be checked out to students, if principals so choose. Schools may also choose to use consumable and digital resources throughout remote instruction. The District has a matrix of district-supported core instructional materials differentiated by grade level, content and instructional setting (Appendix B).

It is important to remember that our choice of materials and resources is a vital way that we recognize, represent and validate student identity. **Here** is a link to resources that represent diverse viewpoints as well as our Culturally Responsive Library.

Teachers and students have access to a wide variety of online materials. Most of the available online materials have been available. The District has purchased additional online curriculum to support teachers during the remote plan.

New curriculum includes:

Curriculum	Student Population and Subject Area	Grades
Edgenuity (K-8 New)	All Students	K-12
Edgenuity Trailblazer	Tier II	K-5
Get Ready	English Language Development (ELD)	6-12
Class Hero	Bilingual Math	K-8
Quaver	Elementary Music	K-5
Smart Music	Secondary Music	6-12
Benchmark Leveled Reader Library	English Learner (EL) and Bilingual Students	K-5
eBooks	Culturally & Linguistically Responsive & Social Emotional Learning (CLR/SEL)	K-12
AIMS	Social Emotional Learning (SEL)	K-12

Edgenuity

APS is offering teachers the opportunity to choose to use Edgenuity digital curriculum for the 2020-21 school year. The purpose is to support teachers with developed online content for teachers who prefer not be develop their own. Teachers who use Edgenuity will have access to Google tools and should plan to interact frequently with students in small groups via GoogleMeets.

Resources for learning about Edgenuity implementation, processes to sign up, guidance from Special Education on the appropriateness of Edgenuity for students with IEPs, and guidance for EL students is forthcoming.

Since Edgenuity will be the curriculum for eCademy AND for teachers in comprehensive schools, the following chart clarifies the differences between Edgenuity implemented by eCademy, implemented by teachers in neighborhood schools when the school is on RED, and implemented by teachers in neighborhood schools that have teachers that use Edgenuity curriculum.

Parents of elementary school students will receive information on the role of the Learning Coach. The student's caretaker can fulfill this role. In APS, the teacher/student ratio for online Edgenuity classes is the same as in face-to-face classes, so parents should expect a much higher level of interaction with the teacher than described in the Learning Coach materials. In addition to the daily class meeting, teachers will meet with small groups of students throughout the day to support social and emotional learning, re-teach difficult concepts, extend and enrich learning, support English learners, provide Special Education modifications, and facilitate student discussions.

Teachers who decide to use Edgenuity are expected to agree to the following:

1. Commit all year beginning in August; continue to use Edgenuity as core through all changes in red, yellow, and green.
2. Elementary: commit to all core courses.
3. Follow all courses in sequence with appropriate pacing.
4. Start slow in the first few weeks, build stamina.
5. Apply training in LMS management.
6. Provide small group synchronous instruction minimum of twice per week per subject.
7. Using the scope and sequence of Edgenuity, create collaborative project based learning experiences for at-home (in red) and in class (in yellow).
8. ELA: Insert culturally relevant resources throughout the course.
9. Provide parent support in front-line technology troubleshooting and implementing the Learning Coach role.

10. Closely monitor student progress and frequently communicate with parents.
11. Provide meaningful feedback on student work to help them improve.
12. Create and maintain a classroom culture and relationships through class and small group meetings.

School Decisions:

1. Fundations (K-2) per school implementation plan in small groups taught live via GoogleMeets. **(Highly recommended)**
2. Not all teachers in the school, grade level, or department have to make the same choice.

Title I has also purchased the Trailblazer intervention option for Tier II.

Culturally and Linguistically Responsive Classrooms and Instructional Materials

Overview

For several years, Language and Cultural Equity (LCE) and Library Services and Instructional Materials (LSIM) have, in collaboration with the broader Office of Equity, Instruction, Innovation and Support, worked to surround APS students with books and instructional materials that reflect, represent, respond to, and celebrate their often-intersecting identities -- race, ethnicity, religion, gender, sexual orientation, disability status -- and experiences.

As we move forward, we have an unprecedented opportunity to begin to redress the long-standing inequities our students experience when only given the opportunity to learn from materials that exclude, marginalize, or portray falsely and inaccurately their race, ethnicity, religion, gender, sexual orientation, disability status, or other identities.

APS will redouble efforts to surround students with culturally and linguistically responsive materials, at home, in their libraries, and in their classrooms. APS will also work to make these materials an integral part of remote learning, by:

1. Purchasing high-quality and engaging culturally and linguistically responsive ebooks and consumable paperbacks (focusing on areas such as SEL, Social Justice, reading for pleasure and exploration, and ebooks in both English and Spanish).

2. Strongly encouraging -- and providing support for -- teachers to use these books as their primary texts in classes like Social Studies, with traditional textbooks as supplements.

APS will continue to work with NMPED on professional development opportunities to create culturally and linguistically responsive classrooms.

RECOMMENDATIONS FOR SPECIFIC CONTENT AREAS:

FINE ARTS

- Fine Arts Education is essential for all
- Fine Arts Education supports the social and emotional well-being of students and contributes to emotional balance and stability during traumatic events
- Fine Arts Education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way and contributes to a healthy and inclusive school community
- Fine Arts Education is part of a well-rounded education for all students as understood and supported by APS Board of Education and by state policymakers

District Fine Arts Programs K-12 (dance, drama, music and visual art)
The NM Core Arts Standards focused on for SY 20/21 will be four anchor standards:

1. Creating –maintaining and advancing artistic skills, self-expression and processing, identity and personal best
2. Connecting – social emotional health, reflecting on the meaning in artistic works and connecting meaning to the outside world (community, county, world), building and maintaining connections and relationships with peers
3. Performing/Presenting – realizing, interpreting and sharing artistic works
4. Responding – understanding and evaluating how the arts convey meaning

Additional focus of all APS Fine Arts classes:

- Inclusivity of diverse cultures and societies
- Antiracism
- Social Emotional Learning
- Cross-curricular support and connections

Scheduling Considerations:

- The fine arts administrators are available to provide guidance to principals on scheduling art, music and drama classes
- Creative scheduling of smaller classes throughout the day
- Transition time between fine arts classes as per the APS/ATF Negotiated Agreement
- Schedules should allow equitable access for all students enrolled in a fine arts program to have access to instruction

Performing Arts Teaching and Learning Guidelines K-12: Students will be offered multifaceted ways to express their ideas, knowledge and understanding of drama, music and/or theatre arts. Utilizing both virtual live performance and video technology, the students will build an understanding of both audience appreciation and Performing Arts skills through rehearsing, sharing individual and small group performances in real time, creating virtual performances that exemplify understanding of the NM Core Arts Standards, and peer collaboration. A virtual model will require clearly defined expectations, student outcomes and provide students with the opportunity to become stronger self-directed learners. Using a virtual model of teaching and learning for performing arts, will continue to provide students a learning environment, which will build relationships with both the teacher and peers.

Curriculum: Smart Music, Quaver and Drama Works will be utilized to create, deliver and/or supplement the NM Core Arts Standards-based curriculum.

Visual Arts Teaching and Learning Guidelines K-12: Students will be offered a number of ways to express their ideas, knowledge and understanding of their specified classes in visual arts, such as: general art, ceramics, photography, drawing and painting, etc. Utilizing online critique opportunities outside of the classroom, the students will build an understanding of each other's work and opportunities to showcase it through virtual art shows that reflect an understanding of the NM Core Arts Standards. Implementing the virtual model will require clearly defined expectations and student outcomes and provide students with the opportunity to become stronger self-directed learners. Using a virtual model of teaching and learning for visual arts will continue to provide students a learning environment that will build relationships with both the teacher and peers. Student may be asked to research a topic and be prepared to share examples to add to artwork in process. Class time will be for demo, critique, and feedback to support continued to work on projects and assignments maybe longer in duration depending on the grade level of the student. Instruction will be based on lessons using supplies from the general supply list, student class fees or simpler materials in order for equity and possible adjustments for materials from home. Materials for virtual learning could be delivered beforehand at "Grab and Go" lunch sites.

Curriculum: Davis Art Online can be utilized to create, deliver and/or supplement the NM Core Arts Standards-based curriculum.

Fine Arts Social Emotional Learning K-12: Social Emotional Learning (SEL) continues to be a focus in fine arts classrooms across the district. Fine Arts classrooms are the ideal setting for forming and maintaining relationships, making appropriate choices, managing emotions, recognizing emotions in oneself and others, and practicing empathetic behavior. Embedded in Fine Arts classrooms are SEL procedures such as predictable, consistent and structured routines and positive, immediate and frequent feedback. SEL can be explicitly taught through modeling, discussions, and building relationships with students and their families. SEL involves making an explicit cognitive shift where kindness and empathy reign over judgement. It is critical that social emotional learning hold a more prominent place in both our Fine Arts classrooms and our lives to help us better cope with things that are out of our control and to extend grace to all. We are committed to providing high-quality remote learning instruction for students in both SEL and the arts.

FINE ARTS AND SOCIAL EMOTIONAL LEARNING					
	NM CORE ARTS STANDARDS				
SOCIAL EMOTIONAL LEARNING		**Creating**	**Performing/Presenting/ Producing**	**Responding**	**Connecting**
	Self-Awareness	One's feelings, thoughts, personal traits and challenges as well as recognizing the impact of one's thoughts and feelings influences the creative process	Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths and challenges influence the manner in which artistic work is performed/presented/produced	Awareness of one's thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively	An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in artistic work
	Self-Management	Managing emotions, thoughts and behaviors is an	Artists develop strategies for managing behaviors, and recognize and	Analyzing, interpreting and evaluating artistic	Through engagement in the artistic process,

		integral part of the generation, refinement and completion of creative ideas	develop skills necessary to perform/present/ produce refined artistic works that convey meaning	works/processes develops the ability to better identify, understand and apply essential skills needed to achieve one's goals	artists develop strategies for managing one's emotions, thoughts and behaviors
	Social Awareness	Artists may consider the thoughts, feelings and perspectives of others, and the influence of these factors varies based on an artist's intent	Artists consider a variety of viewpoints and make choices about the selection and performance/presentation /production of artistic works by considering cultural, historical and social perspectives of the intended audience	Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works	Life experience informs artistic expression raising awareness of societal interactions and a variety of perspectives (personal, cultural, societal and historical)
	Relationship Skills	Artists utilize conflict management skills when working collaboratively to fulfill an artistic vision	Maintaining professional communication, sustaining healthy relationship, and fostering collaboration can greatly enhance the performance/presentation /production of an artistic work	Artists rely on feedback and critique from others in response to an artistic work. Artists utilize appropriate criteria to analyze/assess and evaluate the performance/present ation/production of an artistic work	The arts provide a community and outlet for students to individualize their personal experiences, ideas and interpretation in order to resist inappropriate social pressure and learn to appreciate diversity
	Responsible Decision-Making	Artists rely on problem solving, critical thinking and personal perspective when making creative choices	Artists develop practices for decision-making that enable them to realize their creative work in constructive ways	Artists consider the impact of critical thinking and the perspective that is used to create an artistic work	Societal, cultural and historical exposure/analysis in the arts can be used as a conduit to implement and model effective problem solving and critical thinking skills

Adapted with permission from https://selarts.org/

More information is available regarding specific Fine Arts Disciplines (Appendix C).

LAB SCIENCES

Rationale: APS Curriculum and Instruction Department (C&I) created this guidance to support the use of as many teaching tools as possible while ensuring the safety of teachers and students. The Curriculum and Instruction District Science Team collaborated with Risk Management, District Legal supports and lab safety experts in the creation of this guidance document.

1. C&I understands that distance learning makes student engagement more difficult than usual and that laboratory activities are, often, the most engaging part of science courses.

2. State law requires the use of laboratory activities:

> NMAC 6.29.1 "In every grade, inquiry-based laboratory components are at the core of the science program, and shall be woven into every lesson and concept strand. For required science units in grades nine through twelve, "laboratory component" means an experience in the laboratory, classroom or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques and models. Throughout the process, students shall have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results and discuss their findings."

C&I interprets "or with data collected by others" to include data sets, virtual simulations and video demonstrations that involve data.

3. The College Board has retained their standards for hands-on labs in all AP Science courses. The Course Audit states "If the coronavirus pandemic is preventing your school from providing onsite access to a laboratory environment, instruments, and materials, the 25% instructional time spent on the hands-on lab requirement can be met in the following ways:
    a) Virtual labs
    b) Simulations accompanied by student work (data collection, data analysis, etc.)
    c) Labs that can be safely conducted at home

C&I supports Science education and understands that laboratory activities are an integral part of high quality Science learning. C&I also understands that laboratory activities performed at home, in a distance learning environment, pose unique safety concerns. For those reasons, the following guidance for laboratory activities has been developed.

During remote learning, at home, full time:

- Data sets, virtual simulations such as PhET or TUVA, and video lab demonstrations should be used when possible.
- When hands-on lab activities enhance learning, teachers are encouraged to model the activity through demonstrations.
- Student use of open flames and corrosive chemicals must be avoided. It is also important to note that all quantities of chemicals should be kept to a minimum to protect people and property.
- Neighborhood "field studies" may be utilized at the high school level. At middle school and elementary levels, these activities should only be used with parent/guardian supervision.
- When teachers are modeling laboratory activities, all normal safety precautions such as wearing eye protection and proper clothing, room ventilation, fume hoods for hazardous vapors, etc. must be taken.
- Lab Safety Contracts may be used to teach safe laboratory procedures, but should not be considered as a legal protection.

CAREER AND TECHNICAL EDUCATION

The Association for Career and Technical Education (ACTE) has a number of **online resources** identified by pathway. The New Mexico Department of Workforce Solutions also has a number of career guidance **resources online**.

Students pursuing credentials need to monitor any changes to credential requirements and opportunities for remote learning. Many events that have traditionally been a focus of CTSOs may also move to an online format.

PHYSICAL EDUCATION

Physical Education is more important than ever for the physical and emotional health of our students. SHAPE America, the Society of Health and Physical Educators has compiled recommendations and **resources** for teaching in a distance setting.

SCHOOL LIBRARIES

Recommendations for Remote Instruction SY 2020-2021

Introduction

This fall of 2020, as we work to support our students, Remote learning with the best library instruction, resources, and support possible, we want to encourage APS Libraries to start with three core values -- relationships, reading, and learning. These three values -- which cannot and should not be separated from a continuous focus on equity, Cultural and Linguistic Responsivity, and a commitment to working collaboratively with students and families -- will help us build a new kind of school library program, one that operates effectively in a virtual environment.

- **Relationships** - school librarians build relationships. School librarians work with students throughout their time in elementary, middle, or high school. School libraries are safe spaces. Students are able to be themselves in different ways in the library, and have their individual interests valued, nurtured, and prioritized. Now more than ever, we need these relationships to be strong and thriving, because students need their librarians and their libraries to continue to be sources of support, refuge, and inspiration. This can -- and does -- happen in virtual library environments.
- **Reading** - school librarians help students develop a love of reading, and the ability to read for pleasure, joy, engagement, distraction, information, and much more. Now more than ever, we need students to be readers. We all need solace and distraction right now, and a place for our minds to relax, explore, and be safe and free. Reading gives this to students, and librarians give reading. This can -- and does -- happen in virtual library environments. (With proper planning and precautions, we can also work to connect students with physical books; see below.)
- **Learning** - school libraries teach students to learn and to think. Instead of a specific curriculum, school librarians teach students to ask good questions and find good answers. Digital citizenship is crucial for online learning environments. Now more than ever, we need all humans to be learners and thinkers, with a clear understanding of how to be a responsible participant in the online world. Students need to be able to read, evaluate, and use digital resources. In their libraries, with their

librarians, our students practice the art and science of figuring things out, and discover the joy of questioning, knowing, and sharing. This can -- and does -- happen in virtual library environments.

Physical Materials

As school librarians focus on their core priorities of relationships, reading, and learning in the remote learning environment, physical books and other materials may also have a role to play, in some circumstances.

While it is not required, library book circulation is allowed. Each librarian and school should make the decision that is right for them and their circumstances. We encourage exploring ways to safely circulate library materials. School librarians can teach students to place holds online, through the library catalog, or use other strategies such as book menus. Various methods may be considered for picking up and returning library books.

Because not all schools may be able to offer library book circulation, we will also explore options to connect students with physical books, including distributing books that students may keep and finding alternative locations for book pickup and/or return, as resources and safety considerations allow.

Librarians who are interested in circulating library books or distributing books their students may keep should contact Library Services for support, and work with their school administrations to align their plans with school plans and processes for safe distribution of materials.

Recent research indicates that a quarantine period of four days, for library materials, may be sufficient.

Flexibility, Collaboration, and Plan Evolution

This document contains recommendations for the fall 2020 semester, which will be spent entirely in Red/Remote mode. All recommendations are made with the awareness that each APS library is unique and located within a unique school community, and are designed to be flexible and evolve as our librarians gain expertise and develop new ideas.

APS librarians who develop alternative plans should submit them to Library Services for review. If the plans meet APS health and safety guidelines, along with instructional priorities, they will be added to the official recommendations list. We hope this will help us all learn from each other and benefit from the knowledge APS librarians gained this spring and will continue to gain as we proceed through this next year.

If any of the initial recommendations prove to be unworkable or unsafe, they will be removed from the official list.

Library Services will continue to provide support and guidance to the APS librarians, as more information becomes available and the situation evolves.

Initial Recommendations for APS Libraries: Remote
Instruction and virtual support: • Librarians focus on core values of relationships, reading, and learning. • Librarians help students access and check out eBooks. • Librarians create both asynchronous and synchronous content, with the goal of providing learning opportunities that work with school schedules and support students and families.

- Librarians support teachers in a variety of ways -- collaborating on lessons, recording storytimes or other short videos, which could be used during in-person instruction, helping teachers gather resources for both asynchronous and synchronous virtual instruction, assisting with copyright, etc.
- Librarians encourage reading and a sense of community through methods such as virtual story times, online book clubs, "lunch bunch" Google Meet sessions, social media, email Reader's Advisory, and more.
- Librarians encourage students to use tools, like Destiny Discover, to access ebooks and other digital resources from our library collections.
- Librarians are encouraged to share their ideas for building community in a virtual space with their fellow APS and New Mexico school librarians.

Physical book circulation or distribution:

- Students place holds* on library books in the Destiny library catalog (alternatively, schools may distribute paperbacks purchased to be consumable, discards, or donated books, for students to keep and not return; the quality and potential for engagement of donated books or discards should be assessed and considered)
- On a schedule determined by the librarian and the school community, librarians schedule time in the library to pull books and prepare them for students to pick up.
- Librarians should work with their schools to develop distribution methods that work for their school community.
- When books are returned, they are placed in quarantine for at least four full days.
- **This option should be completely voluntary, as librarians may have health concerns for themselves or vulnerable family members.**

*While this document notes that librarians will teach students to place books on hold, librarians may need to create how-to videos for parents/guardians of younger children, or work with teachers and/or parents/guardians to select library materials for younger students or students for whom placing online holds is difficult or stressful.

RECOMMENDATIONS FOR SPECIFIC STUDENT GROUPS:

EQUITY AND ENGAGEMENT

Equity is the lens through which initiatives, programs, resources, and supports are provided to students, families, educators, administrators, and departmental staff since the inception of the Office of Equity, Instruction, Innovation, and Support (OEIIS). APS is a culturally and linguistically responsive, diverse community committed to educational equity for all students. Equity at aps provides various levels of support and assistance to students, families, and schools that are appropriate to specific needs.

The Core Values of equity include Culturally Responsive Curriculum and Training, Equity-Centered Focus, Asset-Based Approach, and Intersectionality. For the past three years, the district has worked on making a difference through a district-wide systemic alignment. The district has focused on a framework of equitable access to high quality culturally responsive instruction for all students, aligned instructional and assessment practices in regular and special education, bilingualism and biliteracy, and opportunities for all to develop critical racial, ethnic, and cultural competencies.

The Equity and Engagement Department provides expertise and support to district administration, teachers, other district personnel, families, and community members related to federal, state, and local requirements for nondiscrimination promoting equal opportunity and fair treatment. Equity maintains and disseminates

current knowledge and understanding of relevant developments, trends, policies, and issues within matters related to Equity and Engagement in a K-12 educational setting. To accomplish this mission, Equity and Engagement focuses its efforts into three areas: (1) District Wide Support; (2) Zone Support; (3) Internal and External Departments and Organizations Support.

The Department

In the fall of 2019, the New Mexico Public Education Department (NMPED) requested that all New Mexico school districts establish an equity council that will help inform the district's actions and solutions in direct response to Martinez/Yazzie. This local-level team is responsible for addressing key areas related to Martinez/Yazzie through four deliverables:

1. Readiness Assessment,
2. Equity Plan and Framework (Appendix D)
3. Culturally and Linguistically Responsive (CLR) Framework and Instructional Materials (see page).
4. Funding Report.

The District has an Equity Council and the Yazzie-Martinez Committee within the greater council. The Yazzie-Martinez Committee was established January 2020 with plans to begin setting forth and creating its structure spring 2020. However, due to COVID19, the Council was not able to fully implement until mid/late summer 2020. Starting in August 2020, the Council is meeting bi-weekly to create its structure, learn, begin reviewing and establishing the four deliverables and setting its expectations and goals for SY20-21. Based on NMPED guidelines, the Council is composed of no more than 15 members representing the school district, school staff, students, parents, family members, community members and members of Nations, Tribes or Pueblos. At least half of the total membership represents the groups identified in the Courts' ruling – students with disabilities, Native American students, students who are English learners and economically disadvantaged students.

REFUGEE AND NEWCOMER PROGRAM

The focus of the program is on building supports directly in refugee communities as well as utilizing the strengths and expertise of the local refugee population. The program has increased existing academic and community support services in three APS schools that have the largest refugee enrollment: La Mesa Elementary, Van Buren Middle and Highland High, and also has allowed for services for newcomers/refugees anywhere in the district. Academic growth data, attendance data for refugee students. Growth in learning English. Newcomer teachers, specialists and case managers, who have experience with refugee populations, and speak over twelve languages from throughout Africa, the Middle East, and Asia, will continue to work together to address unmet needs, provide referrals to existing services, and foster family engagement.

Refugee & Newcomer Supports partners with over 20 APS departments and community partners on professional development cross-training and student support services including:

- Assisting with translation and interpretation services for students and families, for example:
  - Food and Nutrition Services on breakfast and lunch menus
  - Families Connected Videos
- Presentations to APS staff and community on socio-cultural and historical backgrounds of refugee students and families

- Refugee 101 trainings for teachers, counselors, nurses, principals/assistant principals, family liaisons, and front desk staff
- Threat assessment training
- Working with LCE on creating a specific Refugee and Newcomer "TELL" training

SAT

The Student Assistance Team (SAT) is a problem-solving team comprised of general educators and other specialists. The purpose of the SAT is to assist regular education, school-aged students who need extra support in the classroom in order to be most successful. Our goal for SAT is to accurately identify and implement instructional or behavior interventions to support student success and facilitate referral to Special Education evaluation for students who are not making adequate progress in spite of intervention.

The SAT department continues to monitor the student currently in SAT had been in SAT previously in the year. The data is disaggregated into three categories: academic, behavior only, and academic and behavior referrals. In addition, SAT Liaisons perform an analysis of the likelihood SAT will result in Special Education Testing. It is more unlikely than not that a SAT referral will lead to Special Education testing district-wide across grade levels. However, at the middle school and high school levels, SAT referrals more likely lead to Special Education Testing. C&I Student Assistance Team (SAT) Liaisons are working to support and provide training for SAT at schools district-wide.

Each school has a SAT whose purpose is to support the progress of students struggling with the general education curriculum despite the use of differentiated instruction and universal interventions. The SAT develops Tier 2 interventions for at-risk students who are not responding to the Tier 1 core program in the general education environment for students who might need supplemental, strategic, and individualized support. Initial evaluation for special education (Tier 3 interventions) is appropriate when the SAT recommends the same or agrees with a parent request. SAT Liaisons worked with the Special Education Department to develop common document forms and align practices to efficiently serve students across the district.

SAT worked with Special Education on the district policy and procedural directive approved by the Board of Education in June 2020. SAT and SFCS will continue to work in conjunction with Special Education in SY19-20 to design and implement a district-wide MTSS/MLSS action plan. APS will monitor closely the guidance from NMPED and the ESSA compliance framework. SAT also works extensively with Section 504 and collaborates with Special Education.

- SAT team and Special Education are developing cohesive process and forms for a seamless transition from Tier II to Tier III.
- Threat Assessment Department and Special Education are revising manual and forms.

SAT will to continue to support students in a remote learning model.

MT(L)SS

Pursuant to the Every Student Succeeds Act, a Multi-Tier System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs with regular observation to facilitate data-based instructional decision-making. The New Mexico Public Education

Department (NMPED) defines a Multi-Layered System of Supports (MLSS) as a coordinated and comprehensive intervention framework to organize schools and school systems to support student learning by identifying and supporting students' academic and behavioral needs and by recognizing and providing resources teachers, health and wellness staff, and school administrators require for full implementation. The goal of MLSS is to support high-quality instruction and intervention, healthy students, and safe learning environments. APS participated as a pilot school district in the NMPED MLSS implementation of the dyslexia screener, structured literacy, and the MLSS framework.

Characteristics of an MT(L)SS School

Instruction	Attendance	Behavior	Health	Family Engagement
Layer 1: Universal Interventions (all students)				
• Rigorous instruction • CCSS-aligned scope and sequence, lesson plans • Instructional expectations monitored through observations and walkthroughs • Evidence-based core curriculum • Culturally and linguistically responsive instruction • Common formative and summative assessments • Coordinated and ongoing teacher and principal PD	• School-wide attendance incentives • School-based attendance team	• School-wide social emotional learning (PBIS, Zones of Regulation, AIM, Restorative Practices, etc.) • Updated student handbook • Behavior norms are explicitly taught and reviewed regularly • Positive to corrective feedback ratio is above 5:1	• School has an updated site safety plan • Established health and wellness policies and procedures	• School site provides reciprocal family engagement opportunities that meet the needs of the school as well as the community • Families take an active role in shaping school policies and initiatives
Layer 2: Evidence Based Targeted Interventions (some students)				
• Plan for intervention • Teachers are trained in providing in-class interventions	• Use of EWS data to provide attendance support • Attendance contracts	• Use of EWS data to provide behavior support • Small groups meet with counselor or social worker • School staff are trained to identify behavioral concerns that impair a student's social and behavioral development	• Relevant staff members are aware of students' health needs and know how to respond • Health and wellness teams meet regularly	• Resources are available to meet individual family needs such as ESL/GED course offerings, SAT/IEP workshops, etc.
Layer 3: Intensive, Individualized Interventions (few students)				

• Lit Strats/Math Strats courses have clear instructional expectation and are targeted to students' needs • Dedicated interventionist	• Attendance contracts include contact with social workers/ counselors, and families	-Individualized behavior interventions such as token systems, direct behavior instruction, behavior contracts, self-monitoring tools • Staff receives PD to provide intensive behavior interventions	• School staff receives specialized training in meeting unique health needs	• Information and resources are available for families with intense needs depending on the needs of the community. • This may include behavioral health referrals, food pantry availability/information, general access to resources, etc.

The district has a task force comprised of district stakeholders including multiple departments within OEIIS, Special Education, Principal Support Specialists, and the Office of Accountability and Reporting. The Task Force established criteria of creating four tiers of support. The APS MT(L)SS program manager works with the 24 elementary schools representing all four learning zones participating in the NMPED pilot program. Pilot schools participated in the mandated Dyslexia screener process and began work on a structured literacy plan.

As part of the pilot program, schools filled out a self-assessment to determine their trajectory in implementing MT(L)SS. Due to the data results, the district will be concentrating on three key areas: support literacy development, professional development and a non-evaluative feedback cycle, support in identifying evidence-based interventions for all layers—particularly 1 and 2. MT(L)SS is working across departments throughout the district and identifying professionals with expertise in providing interventions that support whole-child growth. The task-force will develop lists of evidence-based interventions for all layers and for all components of a whole child instructional framework. Many of the district supports already in place equip schools to have some level of infrastructure conducive to the implementation of MT(L)SS. All 24 pilot schools receive Title 1 funding and in turn already engage in many best practices required of Title 1 schools, particularly concerning the family engagement piece. Most pilot schools are at full implementation status regarding how they engage and empower families in their communities.

A strength that was evidenced by the MT(L)SS self-assessment is the social emotional learning capacity within the 24 pilot schools. School administrators rated themselves highly for social emotional learning systems and structures within all three layers of interventions. Finally, because of the work in Curriculum & Instruction and Assessment, schools have access to a common core curriculum, common assessments, and have the resources and support for full or close to full implementation of the MT(L)SS components that align to these areas. Title I has also begun the work of aligning interventions in Tiers II, III, and IV with Special Education.

Early Literacy Program and Professional Development for First Grade Teachers

In SY2020-21 all first grade teachers will participate in a module-based series called "Structured Literacy and Dyslexia 101-Kickoff" implemented at the district/school level through:‒https://nmped.mrowl.com/ professional development platform. The professional development is 8 hours and will be completed in the first semester. In addition, teachers will continue literacy professional development with an intensive two-year professional learning journey with eight units of in-depth learning through a blended model of online training paired with real-time distance professional learning led by certified LETRS® trainers (Language Essentials for Teachers of Reading and Spelling). Each LETRS® unit is estimated to take 10-12 hours to complete. This includes online training, reading of the text, and application in the classroom to include guided reflection on practice. This professional development will support teachers in developing additional

skills to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language and the use of classroom-based assessment to meet student learning needs.

To support the Early Literacy initiative, individuals from Curriculum and Instruction, Title 1, Language and Cultural Equity, Special Education, and MT(L)SS will develop an Early Literacy hub where principals, Teacher Leader Facilitators, and teachers can access best practices in completing the professional development and utilizing the content to improve Early Literacy Instruction.

TITLE I

ABQ Reads
The site coordinators are working with kindergarten teachers to provide virtual sessions to meet reading, writing and phonemic awareness needs of students.

Read 180/System 44/Math 180
Materials have been picked up by implementing schools for Read 180 and System 44. Teachers have completed the first 2-hour session on Getting Started with Read 180, Math 180 and System 44. Title I has scheduled two more 2-hour sessions to be delivered on August 24th and August 31st for Read 180 and Math 180. System 44 has sessions on August 25th and September 1st

Reading Intervention PD
August 24th Title I Reading Resource Teachers are hosting Google Meet PD sessions with Title I schools' Reading Interventionists. They we will be setting up a shared Google Drive for resources and intervention supports, providing teachers with each other's email addresses so that they can contact one another for support, and we are setting up individual "therapy" appointments (virtual Fall Site Visits). We are planning September PD, and are talking with Benchmark ELA Trainers to help provide an overview on how to implement Benchmark Tier II Intervention Programs in a virtual setting. Resource Teachers continue to work with other departments on the Structured Literacy/Dyslexia Overview, and are planning how to bring this information to the Title I Reading Interventionists.

Title I Private Schools
Title I Resource Teacher supporting private schools is preparing for the Title I Administrator Orientation which is on Thursday, August 27 via Zoom. She is working on creating a calendar/timeline of important dates and the agenda so schools can pick up PPE supplies and student materials. Since APS is in a Red or Remote Learning Model, Title I teachers are only able to work remotely with schools and students.

Title II Private Schools
Title I Resource Teachers are updating all PD Request Forms which will be sent to administrators as a Google Link. Professional development requests and Professional Services Agreements are being processed to support beginning of the year PD. Reentry and PD plans are being requested and reviewed to ensure the Title II Teacher Leader Facilitators are returning to the safest environment possible.

Title I Neglected and Delinquent
Title I Resource Teacher is creating a questionnaire to be completed by new sites requesting Title I funding that will assist in determining site eligibility. Budget transfers and orders are being processed. Distance tutoring is being provided at Amistad.

CARES Act, ESSER Funds
Title I Resource Teachers have been working with APS Finance Dept. and NM PED to identify sites and determine allocations for the CARES Act, ESSER Funding. Participating schools will be funded on total enrollment and not poverty. Four different Consultation Meetings will be held the week of August 24. There are a total of 37 private schools participating with 11 being new to federal programs. The private school allocations total $ 2,019,619.00. Allocations range from a low of $810 (Cornerstone Christian Academy with 3 students) to a high of $ 311,106 (Albuquerque Academy with 1153 students). Title I Resource Teachers are creating the Application and the Request Forms that the schools will use to submit CARES Act requests.

Family Engagement
Currently Title I Family Engagement consists of Family Liaisons helping families navigate the APS Re-Entry Plan with ParentVUE/Student VUE registration, Grab & Go meal tickets, Technology distribution, and other Family Resources. The Title I team is busy supporting the Liaisons.
Title I Family Engagement in partnership with other APS departments are beginning to dialog on how to align our services and establish an all-encompassing "One Stop-Shop" web page for families to access pertinent information.

Math Intervention PD
Title I Resource Teachers will be providing a support session for how to implement AddVantage Math assessments & instruction virtually for teachers from various Title I schools. They are also preparing to implement AddVantage Courses on-line using virtual course resources provided by Math Recovery and continue adding virtual resources to our Canvas resources.

STEAM Team (Science, Technology, Engineering, Art and Mathematics)
Title I is working with Explora and other entities to support families and teachers during these tumultuous times. Explora and Title I work with a team called STEAM Community of Practice. We created a survey to gauge what teachers and administrators need for support this semester. During the past spring, we offered targeted sessions and mini-kits to teach coding, and hands on science virtually. Title I also sees a need to help organize and get Mystery Science resources sorted and delivered to schools. Schools have access to Mystery Science, however, the consumables are in the warehouse configured for the "old science kits."

MCKINNEY-VENTO HOMELESS STUDENTS
McKinney-Vento staff will continue to provide outreach and support to families experiencing homelessness. Using COVID safe practices: social distancing, mask, drop and go, etc. our staff will be making home visits, phone calls, and completing needs assessments for each qualified family.

The primary focus is ensuring that students are enrolled in school, have their devices and internet access, are connecting with teachers online, have needed supplies, and can access the grab and go meals. McKinney-Vento will continue to take referrals through our online referral link: https://albuquerque-public-schools.formstack.com/forms/aps_mckinney_vento_student_referral_form and process as quickly as we can.

By mid-fall, McKinney-Vento will begin tutoring at the shelter locations the district is working with to provide tutoring to 1-2 students/parents at a time. Through this, we can assist parents with gaining an understanding of the online tools and resources being used as well as assist with any academic challenges' students might be having while maintaining less than five people in a space.

STUDENTS WITH IEPs

Purpose

As we plan for the reentry into the 2020-2021 school year, it is essential we look at what we did as we completed last school year. With the closure of schools, we faced the challenges of meeting students' Individualized Educational Program (IEP) goals with distance learning. This document is created to provide guidance on best practices drawn from these trying times from many resources including key advocacy groups such as the Council for Exceptional Children (CEC), the Office of Special Education Programs and Rehabilitation (OSERS), the New Mexico Public Education Department (NMPED), as well as other large urban school districts such as Los Angeles Unified, Denver Public Schools and more, and Council of Great City Schools. Included in this document are recommendations to the NMPED from the Governor's School Reentry Task Force.

We know that in the best interest of our students with disabilities, it is that we look at the supports and successes we experienced during the closure because of COVID-19. State and schools were informed there are no waivers for many requirements under IDEA. As such, school districts across the nation grappled with how best to meet the needs of students with disabilities. Districts across the state and across the nation reached out to learn from one another. This document pulls together some of the information learned from successes.

School Leadership

During this extraordinary time, it is imperative that principals ensure their schools are reaching our most vulnerable students. We ask that principals brainstorm with staff to develop best practices for engagement, delivery of materials, and accommodations and modifications to meet the needs of students with disabilities so they can successfully access the general education curriculum. We ask that principals involve staff in developing inclusionary education opportunities through co-teaching models proven to work. (Marilyn Friend's research is a good resource here.) When educators are thrown into inclusion without participation in the decision, too often the special education teachers are used as EAs. We ask that principals also include special education staff in all decisions related to the health and academic success of students with disabilities. Finally, we ask that principals focus on supporting the emotional needs of students and staff during these uniquely stressful times. We recognize that when everyone in the school takes ownership of every child's success, outcomes can be amazing.

Child Find

Schools should continue Child Find activities, including steps to identify, locate, and evaluate students as students with disabilities eligible for special education throughout the school year whether we are experiencing full or partial closures. Aligned to the New Mexico Technical Evaluation and Assessment Manual (NMTEAM) guidance, schools should review existing information about the child, medical information, parent-provided evaluations, and obtain rating scales as well as any other assessments or tests being administered face to face or virtually. All CDC guidelines for safety will be followed to minimize the spread of the virus.

If a determination of eligibility can be made, the school should convene an Eligibility Determination team (EDT) (face to face, online, or telephonically) to determine if the student is eligible and is in need of specially designed instruction and if so, develop an IEP to be implemented.

If at any time, a determination of eligibility cannot be made due to the need to obtain additional information in order to complete the evaluation, the school must determine and plan for an alternative way in which to obtain the needed information.

IEP Meetings

During the closure, IEP meetings were still required for students with disabilities. Teachers and school staff did their best to reach families. Some were unable to make those connections and as such, will need to be scheduled as soon as possible once school resumes. Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis. Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation regarding the current pandemic is as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

- According to the guidelines from the U.S. Department of Education, we must continue to understand that IEPs may NOT be universally modified. Schools should take into consideration alternate methods for providing educational services to children with disabilities ages 3-21 who are receiving IEP services, such as, teleservices, learning packets, face-to-face services and/or online lessons. We will need to adjust, as our response to the virus may determine how we will need to operate.
- One of the positive aspects of the current pandemic situation is that many meetings were held virtually or through teleconferencing. This was convenient for many families as they did not have to find childcare for other family members or did not have to travel to the school for the meeting. Many families may wish to continue to hold these meetings in this format for safety reasons this school year.
- Many parents were provided with a draft copy of the IEP so they had time to review it and were able to develop their questions and concerns before the IEP. This led to IEPs being completed in a shorter amount of time compared to the past and is a practice that many feel should be continued as we move forward.
- As we return to the new school year, it is important to ensure connections are made with families and those connections lead to updating important contact information. That way, if we have to move to distance learning for safety reasons, families will be contacted in a timely manner.
- When teachers and related service providers are able to establish baseline data on student skills, IEP Teams can determine what actions need to be taken to mitigate any loss of skills, if that is the case.
- It is important to assure families services will continue and students' needs are being addressed.
- When holding student IEPs, it is important that consideration of compensatory education be evaluated and determined whether it is necessary.
- Because of the uncertainty of COVID-19, it is important to discuss changes to instruction due to hybrid models to accommodate social distancing, online instruction due to school closures, and accommodations and modifications to meet the needs of the student for the various platforms they may experience.
- The IEP is the roadmap for each student with a disability. In these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning, as well as what accommodations and methodology of learning allows the greatest access.

Instructional Services (Essential Learning)

All students are expected to experience some loss of skills because of the closure of schools for COVID-19. It has been estimated that many students will have experienced significant gaps in mastering standards for the previous grade level. APS's Office of Equity, Instruction, Innovation and Support (OEIIS) has made

a determination that teachers will need to be able to address losses in previous grade level standards and place a laser focus on 50% of essential standards for the current grade level to get students where they need to be. As special educators, we know all too well how students have gaps in mastering standards from previous grades. We may be able to help our general education peers develop strategies as they grapple with meeting the needs of all students. Even in the best of circumstances, our students with disabilities experience potential loss of skills necessary to close the achievement gap. It is imperative we continue to connect with students' families during these extraordinary times. How do we prepare for various delivery of service formats? School participation may look different from in the past because of COVID-19.

Precautions will be taken to prevent the spread of the virus and will cause those variances. It is anticipated that we should be prepared to attend school as in the past (brick and mortar) with precautions such as extra hand washing, the wearing of masks and extra time being provided for sterilizing equipment and classrooms. We are also preparing for serving students in a hybrid model where we will see a smaller group of students a couple days per week and expect them to utilize online learning the rest of the school week. It is also important to plan for school closure periods during this school year, should there be flare-ups of more individuals coming down with the virus. To be prepared for all possibilities, it is essential that teachers, EAs, and related service providers do their best to plan for these.

Staff and students have experienced trauma during these times and, as such, a focus on trauma informed instruction should be at the forefront of everything we do when the school year begins. Schools must ensure that students with disabilities have access to the same or equitable learning platforms as their regular education peers to the greatest extent possible no matter the format school is being provided.

We are partners in developing student skills for success. Students will need to be educated in proper strategies to mitigate the spread of the virus. Reinforce the need to continue to follow recommendations on mitigation through engaging activities, helping students understand the responsibility we all have.

Small Group Instruction

Face-to-Face Recommendations		
Special education classrooms meet face-to- face following CDC social distancing recommendations	Focus should be on essential standards and IEP goals	Essential to build social-emotional support throughout the instructional time. Should be the focus for the first weeks of school.
Special and Gifted education teachers can take the opportunity to co-teach with related service providers and/or general education teachers	Build in time to support online learning with direct instruction on how to access with technology	Build in time to support online learning with direct instruction on how to access with technology
Students will have to meet their general education requirements; each educational team will need to determine how they will build in instructional time for each student with an IEP	Provide general education teachers accommodations and modifications to their lesson plans for the students with disabilities and students with giftedness eligibility when team or co-teaching	Schedule 1:1 personal support and small group instruction for your students in need of additional support

Provide daily or weekly feedback to families on students' work	Once rapport has been established - identify students' academic needs at the BOY using high quality, standards-aligned diagnostic tools. Measure the impact of learning loss, if any and implement strategies to respond.	Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students.

On-Line Recommendations		
Activities should reinforce skills and concepts taught during face to face instruction	Snap and Read, Co-Writer, and Bookshare are tools students can use to complete work	Use i-station/i-Ready lessons for ELA and Math
EAs can sit in the virtual setting to support student needs, reinforce skills, etc.	Use visual supports to teach skills such as videos, TED-Ed talks, and online manipulatives	Provide graphic organizers to help students manage their work, visual schedules
Provide expectations for the work students are expected to complete during this time with modifications as needed	Provide UDL- various assignment options to show content knowledge	Schedule 1:1 personal support and small group instruction for your students in need
Use EAs where appropriate to support the learning	Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students via Google.	Gifted education teacher can provide support and materials to students in Talent Pool or those students needing further enriching opportunities.

Independent Work Recommendations		
Could be workbook activities designed to practice the skill learned with the curriculum pertaining to IEP goals/objectives.	Build reinforcement activities for face-to-face	Snap and Read, Co-Writer, and Bookshare are tools students can use to complete work
EAs could be the point of contact for daily check-in with students and available to provide support	Develop an at home kit for reinforcing skills (i.e. dry erase boards/markers, alphabet boards, number charts, etc.)	Develop projects that students could complete during their independent work time using checklists
Provide office hours for students to meet with you regarding challenges they are experiencing	Provide office hours for families to connect	Gifted education teachers can provide opportunities for in-depth independent study.

Remote Instruction

Core Instruction Supports

- Continue to work on students' IEP goals and provide access to the general education curriculum
- Provide learning packets before shutdown so students have access to their materials
- Address social emotional learning needs with online options for routine check ins, etc. using district curriculum - i.e. Zones of Regulation/ Unthinkables
- Continue to deliver lessons that support the face-to-face instruction online

- Focus should be on essential standards (as appropriate) and IEP goals
- Schedule 1:1 personal support and small group instruction for your students in need

Accommodations and Modifications

- Prepare ahead for the online platform and understand what worked and what can be improved upon for access to those platforms
- EAs can support participation in these activities
- Develop clear guidance for students to understand what works for them

District Classrooms (IGS, SES, SCS, VI, HI)

If we are providing services for students in a small group setting, IGS, SCS, SES, VI, HI and some D-level service classrooms may meet daily if they are able to follow CDC guidelines for social distancing and appropriate Personal Protective Equipment (PPE) is used to mitigate the spread of COVID-19. If possible, it may be advantageous to loop students with their previous teachers for a sense of familiarity and knowledge about what strategies work. Clearly define how staff can honor physical distancing recommendations, yet while meeting student's medical, personal, or support needs. Accommodate younger students, students with disabilities, including students who are deaf and hard of hearing, who will have difficulty communicating and making social connections if coverings hide facial features that show emotions or prevent lip reading. Review the information below to help prepare.

Health and Safety

Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)

- Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance). Follow guidelines provided by the nursing staff.
- Consider how the school will address students with disabilities who refuse or are not able to wear masks. How can you protect the staff and other students in the classroom?

Considerations:

- Outline site procedures for students with symptoms who arrive at school.
- Obtain shield masks for students who need to have the visual supports/and for students who refuse cloth, around the ear masks. (possible sensory issues)
- Educational assistants who have underlying health conditions - what is their protocol?

Planning for Students who are Medically Fragile and/or Immune Compromised

- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibility to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school.
- Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to peers.
- Determine any special or unique needs for students with disabilities related to planned district or school-wide procedures and protocols related to the following:
    - Daily health screening and temperature checks
    - Virtual supports may be necessary for students, when appropriate
    - Prepare home packets students may use if school closures take place based on data and student goals
    - Prepare and utilize EAs as support during any distance learning opportunities
    - Restroom use as well as diapering and toileting
    - Paths of travel

- Use of campuses for recess or recreational activities
- Cleaning and disinfecting

Considerations:

- What do parents want and expect from staff - to meet their child's needs while on campus? Communicate with families early and often.

Physical Distancing
Establish any necessary flexibility for specific student populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.

- Establish flexibility and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure students remain in the least restrictive environment.
- Discuss how school staff and providers will conduct assessments while practicing physical distancing.

Considerations:

- Scheduling lunch and access to outside activities
- Classroom layouts - keeping students' personal items (backpacks, etc.) contained, desk placement, 1:1 instruction.

Social-Emotional Support
According to Collaborative for Academic, Social, and Emotional Learning (CASEL), there is a growing body of research proving social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom, every afterschool and summer learning program if we are to prepare all our students for college and careers. The COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social emotional well-being for all. Schools will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision-making. When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, are experiencing different routines, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

Considerations for all teachers:

- Before school starts, how will you engage with families and provide activities to help families feel comfortable on the school campus?
- How will you integrate SEL practices?
- How will you provide daily trauma-informed check-ins with students?
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How can we positively communicate the need for physical distancing in the classroom? Children naturally hug, touch, etc. when playing. Consider finding ways to positively reinforce good practices.

- How will we handle students and/or families' varied understandings of physical distancing measures?
- Consider age-appropriate lessons on the science behind infection. Such lessons may also be used when addressing students who express concern when seeing other classmates' exhibit signs of allergies or other non-contagious symptoms.
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site? What, if any, exceptions can be made in such circumstances?
- How can we support movement to ensure children are expending adequate energy?
- As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Consider building in transition activities that allow for movement.
- Discourage sharing of items and space. Mark areas with tape to help students understand social distancing.
- How do I integrate SEL practices into instructional planning?

How does your school promote safety and consistency in the classroom?

- Establish and implement daily routines for both in-person and remote delivery.
- Include stress management or mindfulness practices in daily classroom routine.
- Consider the impact of stress and trauma when assessing and supporting students.
- Use restorative circles (in-person and virtually).

Assessment-Baseline Data

It is essential we develop a baseline understanding of where our students are when entering the school year and continue progress monitoring. Measure the impact of learning loss, if any, and implement strategies to respond. We need to understand what strategies are working and what we need to improve to close the achievement gap for each of our students with disabilities. Special and Gifted Education teachers can use district and/or state approved assessments, such as iStation, iReady, SAT suite of assessments, Unique Learning, PCI or other measures laid out with the child's IEP to determine where students are in their learning. Teachers should determine loss or gain of academic or behavioral skills with the tools they utilize within the classroom (i.e. FBA/BIP, SPIRE pre-post testing, WADE, etc.)

Considerations:

- How will assessments take place in an online classroom?
- How will one-to-one assessments look in a social distancing classroom?
- How will teachers use data to find Talent Pool students or students in need of enrichment?

Opportunity for Inclusionary Practices

During the closure of schools this past spring, many Special and Gifted Education teachers and related service providers experienced great success in supporting their students within the general education online classrooms. It is our hope educators will explore the opportunities and benefits of supporting many of our students with a continuation of these practices. Teams will need to determine what worked and how to improve practices to support the learning of all. If we are limiting movement within school buildings, it may prove optimal to group students in their general education classrooms so the special education teachers and related service providers can push-in to work with their groups of students.

Related Services (OT/PT/SLP/SSW)

- All related service providers should use their professional judgment to determine how to appropriately provide services to meet a student's IEP goals.

- Allow for flexibility in service delivery with the hybrid, online or face-to-face models and collaborate with educational/related service staff whenever possible.
  For example:
    - Consider co-treating with other related service providers during face-to-face or online models.
    - Consider the inclusion model for services to minimize movement of students around the school.
    - Request to be a co-teacher on the online-classroom platform to post activities and resources for students, families and teachers to access.
    - Participate in Google Meets with teachers and/or via break out groups within the Google Meet.
- Schedule school sites and classrooms to minimize travel and movement within the school day and week.
- Monitor student learning/progress through:
    - Rubrics from district
    - Teacher input
    - Parent input
    - Student input
    - Data collection
    - Baselines
- Learning targets will be based on students' individual IEP goals.
- Develop a relationship with parents to collaborate with scheduling sessions, implementing activities to address IEP goals at home, train and educate.
- Instruction/Independent Learning Time
    - Instruction may utilize a variety of settings, platforms, tools, and co-treatments.
    - Related service providers through online classroom platforms can support students' independent learning where resources, assignments and handouts can be posted for them to access.

Utilizing Technology

According to EdWeek, COVID -19 is shaping technology use. Increasingly, teachers are using technology as a tool to provide educational services. Online instruction is evolving with more students having access to devices than before the pandemic. A new level of troubleshooting technology problems arose as teachers helped students and families access their Google classrooms, with varying success.

As we begin the school year, it has become obvious there is a great divide in opportunities for students when it comes to access to technology. Many teachers and related service providers were challenged in meeting with their students because students and their families lacked experience with technology. When we have the opportunity to sit face-to-face with our students, we should teach them how to access the online platforms we will need to use this school year. Schools should consider hosting opportunities for families to connect and experience those technologies to learn how to best help their children. Develop creative opportunities for students to interact with their peers using technology. Determine what is working and what has not worked to make plans for success.

Many times creating Universal Design for Learning lessons involves the use of technology to accommodate or modify learning. Teachers, EAs and related service providers should educate themselves about the tools APS offers to all students such as Snap & Read, Co-writer, and Bookshare. (APS to provide training to staff at the start of the year.)

Accommodations and Modifications

Special Education and Gifted Education teachers should help general education teachers with the accommodations and modifications for curriculum when they are co-teaching. Utilizing the principles of Universal Design for Learning (UDL) helps to achieve access for not only students with disabilities, but for all students. UDL is a way of thinking about teaching and learning, which helps all students. This approach provides students with flexibility in the way they access the material they are learning, motivating them through engagement, and providing them with opportunities to show what they have learned in alternative forms. When teachers develop their lesson plans with these principles in mind, students are more likely to find success.

- Principle 1: Provide multiple means for access (i.e. auditory, visual, etc.)
- Principle 2: Provide multiple means of expression (opportunities to show learning with videos, slides, song, pictures, etc.)
- Principle 3: Provide multiple means of engagement (students can work together in small groups; students are provided multiple options and have the autonomy to make choices for their own learning)

Many students are able to complete assignments when they are able to use UDL tools, such as Snap & Read (translate, level reading, hear the written material), Co-writer (word bank built around students' vocabulary or teacher driven options, translation options, reads words to students so they are able to verify words, speech recognition, motivation for finishing assignments), and Bookshare (over 200,000 titles, access to students' textbooks and stories, pre-loaded books for students based on their grade level and book lists typically used). These UDL tools are the most utilized by APS students but are not the only tools available.

Special Education Teacher Resources

- SEL team has sample lesson plans for district classroom teachers
    - Click on the Google DCSSRT Site Link below (using the codes to get into all our Google classrooms) for resources, activities and lesson plans for all special education settings; SES/SEL, SCS, IGS and CC.
    - https://sites.google.com/aps.edu/dcssrt/home
    - IGS Google Classroom: kjiau3i
    - SES (SEL) Google Classroom- 5ihuhdq
    - SCS Google Classroom-6ul5inv

- Learning Opportunities
    - School staff can learn how to use UDL tools at their own pace with online courses available through Canvas. To access the Canvas platform, go to my.aps.edu and look for Canvas.
    - Staff can access the resources available on the Special Education intranet.

How Special and Gifted Education Resource Teachers will Provide Support to Teachers

Special and Gifted Education resource teachers will continue to support teachers by providing training, holding office hours for troubleshooting issues, and being available to consult. Please access consultation forms as usual. It appears as though all PD and curricula training will need to be held virtually to mitigate the spread of the virus. Once format can be established, PD and curricula training will be posted on the Intranet and in PowerSchool.

Special Ed in the RED

Providing limited special education services in-person to students who have demonstrated not having benefited or who cannot engage in remote learning due to their disability related needs.

Priority Students: D Level/Setting 3 segregated/district program classroom K-12 (and C1-C4 and CBTS) students -and must meet at least two factors below:

Factors to Consider:

- Based on data from COVID-19 closures from March - May, students were unable to access or benefit from remote learning opportunities due to their disability
- Functional communication systems are not compatible with remote learning platform or are learning to use AAC devices
- Severe or significant regression. Skills that cannot be recouped in a reasonable time period (yes to ESY on the IEP)
- Severity of disability/medical condition
- Behaviors that limit participation (attentiveness, readiness skills, need for physical prompting)
- Requirement of hand-over-hand assistance
- Critical learning period - emerging skills that are at risk for loss

NOT factors for consideration:

- Administrative convenience/scheduling needs
- Behaviors that can be addressed via plans or systems that can be put in place remotely
- Parent/Teacher/Student convenience
- Daycare needs

Process:

1. Teachers and related service providers identify students from their caseload that are not making progress in the remote learning model or cannot access remote learning opportunities.
2. Sponsor teacher consults with the family regarding a Special Ed in the Red option.
3. The conversation regarding the possibility of Special Ed in the Red services should be documented on a Record of Conference form and uploaded into "Historical Docs" under the current IEP in Synergy. Families do have the right to decline these small group, in-person learning opportunities.
4. Sponsor teacher lets their principal and head teacher know about the students that are participating in small group in-person instruction from their classroom. The head teacher will upload these student names in a Google Doc shared with head teachers from the Special Education Dept.
5. An IEP Team could be convened if the IEP would require any changes in regards to time, methodology, goals, etc. If switching from remote learning to the Special Ed in the Red model doesn't change the IEP, then an IEP is not necessary.

LOGISTICS

Transportation: A change order will be submitted by the sponsor teacher indicating days and times in which the student is attending small group instruction in the comment box on the transportation form.

School/Classroom Assignment: Every attempt will be made to provide small group, in-person instruction at the student's home school but if staff is not available an alternate location will be assigned for the small group, in-person instruction. If the student is in an alternate location for small group, in-person instruction they will continue to be in remote instruction in their home school for access to their peers and for specials/electives.

Schedule: K-12 and transition students that require this small group, in-person instruction
Up to 5 days per week, Monday through Friday (follow school calendar for vacation/holidays)
Up to 3.25 instructional hours plus 30 minutes for breakfast and grab and go lunch pick up

Sample Schedule - (schools will follow their own bell schedule)
Students arrive via bus/parent at 8:30am
Breakfast and check-in 8:30-8:45am
Instruction 8:45am - 12:00pm (3.25hours)
Grab and Go Lunch and Dismissal/Bus 12:00 - 12:15pm

Ratio: Per PED guidance, school buildings can remain open for a limited set of students and staff in order to continue in-person educational services for students with special needs at a maximum 5:1 student to teacher ratio. Included in the "5" are educational assistants. Should the PED guidelines change, the ratio may change but shall not exceed 8 students per teacher per FTE.

Timeline:

- Implementation of Special Ed in the Red will begin as early as September 8th but may be delayed due to school, teacher and EA assignment
- Continuing until Semester 2
- Special Ed in the Red will be monitored throughout

Related Services: Therapies may be remote and/or in-person

Safety Measures:

Parents will screen students prior to coming to school (temperature and checklist)
Students will wear masks unless a physician statement indicated that they cannot
PPE required for all staff (masks, gloves, gowns, shields, disinfectant, sanitizer) will be provided by the district

Personnel Considerations:

- Teaching Staff and Educational Assistant Staff
- Nursing Staff
- Related Services Staff
- Transportation - Bus Drivers and Routers
- Food Service In-School - breakfast and lunch (grab and go) service
- Administrative oversight while in school
- Custodians - daily cleaning

EVALUATIONS

COVID-19 Safe Practices for Educational Diagnostic Evaluations

Required Health and Safety Materials and Supplies for Face-to-Face Evaluation:

- Thermometer
- Disposable face masks/coverings
- Disposable face shields
- Disposable brown paper bags (lunch bag)
- Disposable medical gloves
- Sneeze Guard (at least 24"x24" with bottom cutout/pass-through slot)
- Hand sanitizer (at least 60% alcohol)
- Disinfecting spray/wipes
- Paper towels
- Spray bottles (if needed to mix cleaning solution)
- Tissues
- Small single use disposable 2-4 ounce cups for water

- Hand soap

Cleaning and Disinfecting Practices

- Use a diluted household bleach solution if appropriate for the surface: 5 tablespoons (1/3 cup) bleach per gallon of water, or 4 teaspoons of bleach per quart of water. Follow the manufacturer's instructions for application and proper ventilation. Do not use if product is past its expiration date. NEVER mix bleach with ammonia or other household cleaners.
- Use hand sanitizer with an alcohol solution of at least 60% alcohol.
- Clean hands with soap and water for at least 20 seconds.
- Clean all hard surfaces with appropriate disinfecting spray/disinfecting wipes in the assessment area before and after each student's assessment session.
- Consider removing soft porous materials such as stuffed toys, pillows, etc.
- At the completion of an assessment session, clean all items used or touched. You may also have to clean items during testing session especially if evaluator and student share them.

Health Questionnaire for all individuals involved in Face-to-Face Evaluations:

In the past 24 hours, have you experienced any of the following:

- Fever of 100.4 degrees Fahrenheit
- Fatigue
- Frequent, Dry Cough
- Aches and Pains
- Sore Throat
- Diarrhea
- Headaches
- Shortness of Breath
- Loss of Smell or Taste
- Have you recently been in close contact with anyone who has exhibited any of these symptoms?
- Have you recently been in contact with anyone who has tested positive for COVID-19?

Evaluators, students and their families are expected to stay at home if they are ill.

Guidelines for 2020-2021 Face-to-Face Evaluations: Evaluators include Educational Diagnosticians, School Psychologists, Speech Language Pathologists, and Neuro-motor Therapists

- Due to social distancing requirements and CDC safety precautions, ALL evaluations will occur at diagnostic centers (NEDC, NWDC, or SEDC); no school-based evaluation will be conducted.
- In order to limit the amount of staff and students present at once, APS will develop and implement a weekly "slot" or test session schedule.
- Site supervisors
    - Assigned a maximum occupancy for each building/wing based on number of offices; centers may vary based on each facility or building make up.
    - Buildings and/or wings will be divided using the following ratio (slot/session to office):
        - 1 (slot/session) to 4 (offices) or
        - 2 (slots/sessions) to 8 (offices)
        - Not to exceed maximum occupancy
    - Sessions will occur per building/wing
        - one morning (8:30 am) slot/session
        - one afternoon (1:00 pm) slot/session
    - The site supervisor will develop a master schedule to include weekly slots per diagnostic center per building/wing.
- Center Data Technicians
    - Schedule all slots/session.

    - Reminder call the day before the evaluation
    - Review a questionnaire with each student and family regarding their health, the day before to the evaluation appointment as well as the day of the evaluation
    - Check students temperature upon arrival
    - If they exhibit symptoms on the questionnaire or a temperature above 100 degrees Fahrenheit, students will not be eligible for face-to-face evaluation on that day.
- Evaluators (Diagnostician, School Psychologist, SLP, and/or OT/PT)
    - Work in teams as needed for same day evaluations
    - Work on a rotating schedule based on their team and weekly slot/session; evaluator slot/session day and time preferences will be considered by management.
    - Continue to telework as much as possible (i.e. writing pre and post evaluation reports, scoring protocols, and other activities that do not require face-to-face interactions with students and/or parents).

Pick-Up

- Evaluator will call designated family member at the completion of the evaluation session.
    - If family chose to leave Evaluation site, evaluator will need to call family member 15 minutes prior to completion of the evaluation.
        - Family member can call evaluator when they have arrived at evaluation site to pick-up their student.
    - Evaluator will walk student up to designated pick-up area. All individual must keep social distance and be wearing masks.
    - Evaluator is not to answer questions or conduct an evaluation interpretation in person, at the time of pick-up.
    - Evaluator and family member can discuss any information necessary over the phone.

ENGLISH LEARNERS

ELD Updates for Remote Instruction

As updated by the New Mexico Public Education Department on July 29, 2020

SCREENING POTENTIAL ENGLISH LEARNERS		
Provisional Placement of ELs	**Provisional Screening Process**	**Official Screening Process**
When an official screener cannot be administered safely, site administrators should, in good faith, identify and place potential ELs into an ELD program within 30 days of enrollment. Parent permission and LCE approval is required.	WIDA Remote Screener may be utilized to provisionally screen and place a potential EL into an ELD program, when necessary.	W-APT for kinder, and WIDA Online Screener, grades 1-12, to be prioritized once it is safe for staff and students to return to in-person learning. Results of official screeners immediately replace provisional placement decisions and/or remote screener results.
REQUIRED INSTRUCTIONAL MINUTES for ELD COURSE/BLOCK **Can be a combination of synchronous and asynchronous instruction (see approved instructional options below)*		
Students **NOT** Participating in a State-Funded Bilingual Multicultural Education Program shall	Students Participating in a State-Funded Bilingual Multicultural Education Program shall	

engage in designated ELD instruction for **45 MINUTES DAILY.**	engage in designated ELD instruction for **60 MINUTES DAILY.**
EXAMPLES INSTRUCTIONAL MODELS FOR SYNCHRONOUS LEARNING **Direct instruction and delivery of new content should be prioritized during synchronous meetings*	
Example I: "I Do, We Do, You Do" • Teacher modeling and mini-lessons conducted during synchronous meetings. • Guided practice conducted during synchronous meetings OR independently w/check ins. • Independent practice conducted independently w/teacher review and feedback provided within a reasonable amount of time.	**Example 2: Inquiry-Based Teaching** • Students engaged with a challenging topic or essential question during synchronous meetings. • Students explore, explain and elaborate on the challenge or question independently w/check-ins. • Students share their evaluations of the topic or question during synchronous meeting.

APPROVED INSTRUCTIONAL OPTIONS OUTSIDE OF SYNCHRONOUS LEARNING		
One-on-one check-ins	Asynchronous online interaction	Reading & writing assignments
Place-based learning	Projects	Tutoring
Independent work	Group projects	Physical exploration

APS APPROVED INSTRUCTIONAL MATERIALS

SCHOOLS MAY NOT UTILIZE ONLINE LANGUAGE PROGRAMS TO REPLACE ELD INSTRUCTION

This includes but is not limited to: Imagine Learning Language & Literacy, Rosetta Stone, Duolingo

Instruction delivered to English Learners should be provided at grade level, in alignment with grade level standards, w

Here instructional scaffolding and differentiation are used to support students at varying proficiency levels to provide access to core content. Teachers should use ACCESS scores, the WIDA Can-Do Key Use Descriptors, and the Essential Learning Standards to guide their work with ELS.

ELEMENTARY SCHOOL	**MIDDLE SCHOOL**	**HIGH SCHOOL**
Benchmark ELD	**Get Ready!** *This program is most appropriate for newcomers, and English Learners at the beginning level of English language proficiency.*	

NATIVE AMERICAN STUDENTS

Mission

By working together with schools, parents, and communities, APS Indian Education Department (IED) will develop enhanced and supportive Indigenous educational opportunities for American Indian/ Alaska Native

(AI/AN) students by increasing knowledge of Native values through teaching language and cultural differences.

Vision
American Indian/ Alaska Native students will succeed with appropriate support systems, effective teaching and use of culturally relevant methods and strategies.

The Indian Education Department (IED) was established as part of the Albuquerque Public School (APS) district in 1974, with advocacy and representation as the primary purpose for over 123 American Indian/Alaska Native (AI/AN) Tribes enrolled in the school district. There are approximately 6,862 or five percent AI/AN students currently enrolled in APS. The IED strives for academic excellence that aligns with the district goals, which include:

- Increase the graduation rate of AI/AN students annually
- Increase the academic achievement of AI/AN students through improved literacy and mathematical skills of students in grades K-12 annually
- Increase the daily attendance rate of AI/AN students through the development of Memorandum of Agreement (MOA) with tribes impacted the most.
- Increase appreciation and expression of cultures, languages, and heritage of AI/AN students' district-wide.

State and Federal Statutes

- The Policies and Procedures (IPP): A federal requirement from Section 7004 of the Impact Aid law renewed annually. See https://www.aps.edu/indian-education/documents/impact-aid-public-hearing-minutes-1-08.2020
- The Indian Education Act: New Mexico Public Education Department "Implementing the Indian Education Act http://164.64.110.134/nmac/nmregister/xxxi/6.35.2.html NMAC Title 6, Chapter 35, Part 2, 6.35.2. NMAC regulations.
- IH9: District Procedural Directive https://www.aps.edu/about-us/policies-and-procedural-directives/policies/i.-instruction/IH9-indian-education

Eligibility
Supplemental education services are provided to eligible AI/AN students in grades K-12 through a combination of funding that include: operational, federal (Johnson O'Malley (JOM), Title VI, and Title VII). Eligibility is based on federal requirements (*forms 506 and Certificate of Indian Blood (CIB*) for each of the federal funds utilized for provision of services to the AI/AN students.

(1) Title VI: *Form 506* is required by U.S. Department of Education and must be completely filled out by the student's parent/guardian. The form may be obtained at the school, IED, and/or the website: http://www.aps.edu/indian-education/ Submit the form to your child's school or to the Indian Education Department.

(2) Johnson O'Malley (JOM): *Certificate of Indian Blood (CIB)* is required by the U.S. Department of the Interior. The CIBs are processed and certified by each tribal office to which the student and family belong. A second new category is now compiled of "potential" students who meet blood quantum and federally recognized by the federal government. A CIB letter may be obtained at the school, IED, and/or the website: http://www.aps.edu/indian-education/

(3) Impact Aid (Title VII): Students who reside on federal lands in 11 Native communities within a 50-mile radius from Albuquerque are verified on the *Source Check* by the tribal official of each community. Please report your child's correct residence address. https://www.aps.edu/indian-education/impact-aid

PROGRAMS

Resource Teachers and Native Language (Navajo and Zuni) in grades K-12 are highly qualified with New Mexico certification and 520 licenses teach in elementary, middle, and high schools.

Elementary

Reading Intervention Programs supports literacy and content areas utilizing a combination of researched-based reading programs interwoven with culturally relevant literature that are effective in helping students improve their reading and writing skills. The curriculum is aligned to common core standards and designed to use the most effective components of the reading programs listed. The skill components are indigenized and they integrate AI/AN literature to strengthen vocabulary, sight words, and comprehension skills through use of appropriate student learning style. Teachers utilize the (Zais, 1976) Zais model in development of lessons for instruction.

Math Intervention Program is supported by (Briceno, 2009); (Jones & Bush, 2009). The students experience mathematics in a problem-solving; student-centered environment. The concepts targeted in this program are early number concepts-building integers, early fraction concepts, fraction sense and operations, connecting decimals and percent to fractions, proportional reasoning and linear relationships, and the development of algebraic thinking. The skill components are indigenized and integrate AI/AN story problems to strengthen mathematical vocabulary and comprehension skills through use of appropriate student learning styles.

Middle and High School

Native American Studies (NAS) I, II, and Leadership are aligned specialty elective courses with standards-based curriculum offered to all APS high school students through three instruction models shown below at the Career Enrichment Center (CEC/ECA) and Del Norte High School. One Middle school (McKinley) also offers NAS Studies through the district plan for middle school instruction models for grades 6-8. NAS promotes opportunities for culture studies, student self-reflection, and community building. NAS presents concepts that support AI/AN values and advocacy. Emphasis is on the development of critical skills including communication (reading, writing, and speaking), math, technology, and social skills. The Indigenous Teaching and Evaluation Model (ITEM) is the cornerstone for instruction and evaluation. The middle school and high school's courses include; Native American Studies 1 and 2, Leadership, Navajo Government and History, Native American History and Government.

Native American Government and Economics courses are aligned to state standards and incorporates Indigenous illustrations specific to AI/AN content that include treaties, business, laws, statutes, land and water rights, and more.

Navajo Government and History course for high school seniors is aligned to topic study requirements developed by the Navajo Nation Department of Education. This course provides graduating seniors with the opportunity to meet eligibility for the Chief Manuelito Scholarship. This class is offered during the regular school day through the instructional models listed.

Native American Language K-12

NMPED Guidance for Scheduling BMEP Students in Elementary School, Middle and High School at https://drive.google.com/file/d/1ptM7vAZtLO4RAiMKHk6fAO1xf9qGhG82/view

Elementary Navajo & Zuni Language

Remote Learning as recommended by the district	See Re-Entry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ's 2020-2021 by the Language and Cultural Equity

Middle Navajo & Zuni Language

Remote Learning as recommended by the district	See Re-Entry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ's 2020-2021 by the Language and Cultural Equity

High School Navajo & Zuni Language

Remote Learning as recommended by the district	See Re-Entry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ's 2020-2021 by the Language and Cultural Equity

Navajo and Zuni Language Teachers Navajo language and Zuni language teachers serve all high schools at the Career Enrichment Center and Early College Academy (CEC/ECA) serving as the hub for most students through the shown instruction models. CEC/ECA assists students with coordination for registration and grades.

The language teachers provide Navajo Language instruction utilizing the NMPED approved (Yazzie & Speas, 2007) *Dine' Bizaad Binahoo'aah* textbook and curriculum. The Native Language teachers hold NM 520 licensures and hold Bachelor's and Master's degrees in other disciplines.

***Navajo Language Programs** onsite coursework is conducted in one high school (Del Norte HS) with support to eleven high schools through transport of students to (CEC/ECA) in the district, as schools reopen for face to face instruction at a later time in the SY2020-21 school year rollout.

***Zuni Language Program** is available to all Zuni high school students and two elementary schools. The curriculum utilized is developed by the Pueblo of Zuni Bilingual Education Department.

Diné Bizaad & A:shiwi Language Programs: three 520 licensed Native language teachers with Bachelor's and Master's degrees (2 Navajo and 1 Zuni) establish and sustain Native language classes in both Zuni and the Navajo. The purpose of the language programs is to revitalize Native languages through quality language instruction provided by highly qualified and well-prepared teachers. Navajo and Zuni students in five elementary and four middle schools will have the opportunity to learn their heritage language. The schools include; (Navajo) Jimmy Carter MS, Cleveland MS, McKinley MS and Chaparral ES). The additional five schools that will be served for the Zuni language. The schools include; Wilson MS, Hodgin ES, Chelwood ES, Janet Kahn ES, and Seven Bar ES.

Certified College and Career Counselor (CCRC) to support students in grades K-12 with an emphasis on grades transition from 12th grade to college and vocational institutions. The CCRC coordinates services

for activities that include; Virtual College Connection Days (fall and spring), Financial aid workshops with college planners and scholarship representatives. AI/AN students are supported by the CCRS for; grades, attendance, high school course credits, referrals, and coordination of appropriate services.

Home to School Community Liaisons (HSCL) Three staff will support K-12 educational services to AI/AN students and families in 99 Title one schools in four zones from elementary, middle, and high school levels as well as schools of choice. One liaison will serve zone one with 32 schools; a second liaison will serve 33 schools in zone 2, and the third liaison will serve a total of (34 schools) in zones 3 and four. The liaisons will support families and students with home visits, direct communication and support the respective schools with messages between schools and families. The support services to be provided include serving as a conduit to removing learning barriers by extending a hand and a welcoming voice in an otherwise a busy environment. The liaisons will help connect the families to appropriate district services for students who may have needs but lacks the skills to navigate for educational services for their child or self.

The focus areas to be impacted by the HSCL include;

- Support to professional staff; nurses, counselors, social workers, teachers, and principals
- Increase truancy intervention efforts through expanding information to families about availability of school-based health centers and sources of support. Being a member of the community makes the liaisons much aware of the AI/AN children and easier to build trust with students and families.
- Creating and sharing awareness of behavior expert support to serve the students by each of the professionals in the schools.

Tribal Officials, Committees, and other Support membership consists of parents, leaders, and experts from tribal communities; pueblos, Tohajiilee and Albuquerque. Their role is to advise and support educationally related programs and services to families and students per the Indian Policies and Procedures (IPP). The meetings are conducted in the schools and native communities throughout the school year and are open to the public. Indian Parent Committee, Indian Education Committee and the Indian Education Stakeholders Committee was formed in spring 2019 after two Native American Community Forums. The stakeholders committee was established to address concerns expressed by the Native American community in four key areas; Professional Development, Curriculum, School Climate and Language and Culture. The committee members are comprised of community and tribal leaders, researchers, educators, high school students and parents. All committees meet monthly to develop an organized and systemic education plan to support the Native American students attending district schools.

The American Indian/ Alaska Native Values is a rubric based evaluation model. The values replicate the AI/AN medicine wheel, which represents over 13,000 years of AI/AN wisdom and child rearing practice. The model is non-threatening and non-judgmental that traces student progress over time and over multiple activities. It can be used for self-evaluation, peer evaluation or to provide teacher feedback. The medicine wheel reflects the circle of life, which is a researched based evaluation model developed by (Bendtro, Brokenleg, & Bockern, 1990) and uses four core spiritual values and four colors that represent four race of people in the world and the four major directions. Instead of numbers, it uses positions. Students move from outside the circle toward the center with the ultimate goal of becoming wise in every aspect of self. Written details provide an opportunity for students to self-evaluate their own progress and use proper writing conventions and mechanics.

Indigenous Instructional Unit Plans are aligned to the common core standards and predominately-indigenous authors write the literature books recommended in the lessons. The instructional units for grades K-8 can used for instruction across the curriculum. They integrate with the district core-reading program. The recommended literature (fiction and non-fiction) is listed by grade and Lexile levels for difficulty.

Seals for Bilingual and Distinguished Service Learning is an opportunity for graduating high school seniors to earn a stole and seals. There are **NM State Bi-literacy Seals and the District Bilingual Seal**, which are earned by students during their senior year upon completion of the heritage language courses. The goal is to support and honor the education of AI/AN high school students for their Native language coursework. The Service Learning seals represent volunteer work in students' communities related to topics and issues they are concerned about (i.e., animal shelters, feeding the homeless, mothers against drunk driving, cultural participation). Graduating seniors are presented with a stole with the seals annually to wear over their gowns during graduation commencements.
https://www.aps.edu/indian-education/programs/high-school

GradPoint Online Credit Recovery Program (English, Math, Social Studies and Science) is a support for students in grades 9-12. Students are referred by high school counselors to make up credit towards graduation. https://forms.gle/kt9Pay4LuwoP7zU76

Parent/Guardian Support is provided for training on technology use, advocacy, consultation, and education navigation.

Additional Programs and Services
Transition programs (middle and high schools)
Back-to-school supplies, K-12 (fall)
Honor roll recognition for students (GPA 3.0, 3.5, and 4.0)
Cap and gown support for graduating seniors
Virtual College Connection Day for high school students (fall & spring)
Student leadership development
Stoles and seals for bilingual coursework and community volunteer work
Annual Spring Fashion Show (pending public health orders)
Annual Winter Stories (possibly virtual)
Spring 2021 Susie Rayos Marmon Elementary School Pow Wow (Tentative)

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Mila V. Padilla, Zuni Lang. Mila.Padilla@aps.edu	Hodgin ES, Wilson MS, Chelwood ES, Janet Kahn ES & Seven Bar ES
Pending, HSC Liaison, Zone 3	

PRESCHOOL STUDENTS

Mission:
Albuquerque Public Schools Preschool programs will have the ability to adapt to system requirements that requires moving from one instructional delivery model to another with an agility, which supports educators, students, and families.

Goal:
The implementation of quality instruction through Synchronous and/or Asynchronous plans for seamless movement across all Albuquerque Public Schools District's preschool classrooms, general and special education service models, to achieve a quality blended learning environment for 3- and 4- year olds.

R**equired**
Albuquerque Public Schools, Early Childhood will utilize the Health and Safety Required Practices, Guidance for New Mexico Childcare Centers and Early Childhood Professionals, located HERE as a guide for all APS Preschool models. When the application is not in alignment to public education requirements the APS District policies and procedures will be followed.

NMPED FOCUS Essential Elements of Quality for All New Mexico Public School Preschool Programs are in effect during Full Capacity, but modified when Remote or Learning at Home. Check with APS Office of Early Childhood for changes to FOCUS when not in Full Capacity model.

Relationship Building
All learning is built on the foundation of social emotion skill development of the young child. The ability of the child to develop these skills begins with building relationships.

- Family engagement is essential for enhancing children's learning and family well-being. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children's early childhood education programs (Halgunseth et al, 2009).
- Culturally and linguistically responsive instruction that is tied to deep patterns of values, beliefs, practices and traditions that have been complied and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012). This socially acquired knowledge may be learned and is shared among individuals in the homes, communities, and/or institutions (USDA Health and Human Services and Department of Education, 2017). Implementation of instructional and engagement strategies from WIDA-Early Years is further developed and supported in all APS preschool classrooms.
    - Highlight what multilingual children can do with language
    - Support instructional planning with attention to language
    - Offer suggestions for scaffolding language development
    - Promote language-focused family engagement

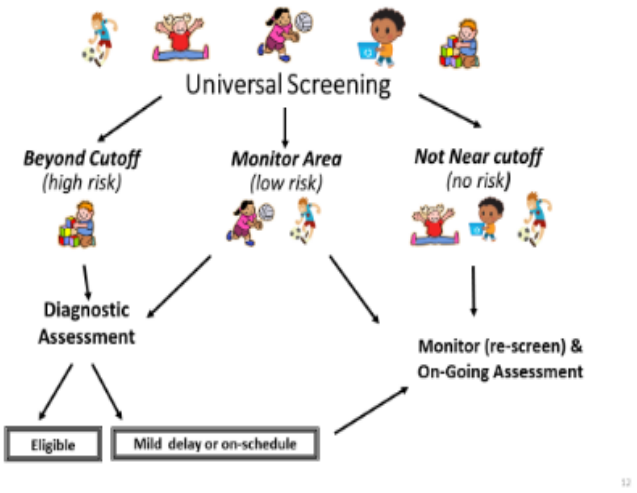
Promotion Social-Emotional development is essential for school success include the following eight abilities:

1. Getting along with others
2. Following directions
3. Identifying and regulating one's emotions and behavior
4. Thinking of appropriate solutions to conflict
5. Persisting on tasks
6. Engaging in social conversation and cooperative play
7. Correctly interpreting other's behaviors and emotions
8. Feeling good about oneself and others (Fox & Smith, 2007)

All preschool programs will follow the guidance from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Framework as a guide for supporting children's social-emotional development found HERE

Universal Screening

All protocols for general education preschool students remains the same for gathering information regard the child's achievement in meeting developmental milestone. This information will guide instructional planning and possible referral to Child Find



Setting of the Environment for Learning

Meaningful learning occurs when the learning environment is set for child exploration through play- based activities that develop the whole child. These activities are specifically planned with alignment to Early Childhood Environment Rating Scales -3rd Edition (ECERS-3), New Mexico Early Learning Guidelines (ELG), and measured by Early Childhood Observation Tool (ECOT) through ongoing observation of each child by both the family and teacher.

During APS Learning at Home, the preschool guidance document of Early Childhood Environment Rating Scales-3rd Edition (ECERS-3), American Academy of Pediatrics and American Psychological Association position statements regarding healthy technology use for children will be used. APS is ever mindful of the impact of digital media on the growth and development of a child. We have set limits and requirements for learning both virtually and at play.

The time a preschool child is to spend learning virtually is limited to less than 2 hours a day, split into small blocks of time that is less than 30 minutes. We separate periods of virtual learning with play both indoors and outdoors, meals, and rest time at the family's home.

SAMPLE: APS Preschool Schedule for Full Day Classrooms

Time	Monday - Friday	
30 minutes	**Asynchronous – Offline** Breakfast – Family Style Breakfast and preparing for the school day	
30 minutes	**Synchronous – Google Meets** **Opening Group** – Attendance and Welcome Song, Review the daily schedule and activities for the day Story Time	
40 minutes	**Asynchronous – Offline** **Outdoor/Large Motor Development**- observe, collect, gross motor skills-jump, run, hop, walk on a line, ball skills (kick, throw, catch), engage with family playing tag, digging, cars and trucks, etc.	Parent Contact
60 minutes	**Asynchronous – Offline** **Indoor Learning Time** - collecting, building, scavenger hunt (letters, numbers, colors, shapes, etc)	**Synchronous – Google Meets** **Teacher Led Small Group** – Literacy or Numeracy skill focused, social emotional skills, related to theme and book
60 minutes	Handwashing, Lunch, and Rest Time	
30 minutes	**Asynchronous – Offline** Creative Learning – Allow for exploration of materials using paper, crayons, playdoh or other materials	**Synchronous – Google Meets** **Teacher Led Small Group** – skill focused, social emotional skills, related to theme and book
60 minutes	**Asynchronous – Offline** **Indoor Learning Time** - collecting, building, scavenger hunt (letters, numbers, colors, shapes, etc)	Parent Contact
30 minutes	**Synchronous – Google Meet** **Closing Group** – review the day, introduce tomorrow, sing song for ending the day	
390 minutes	End of Day	

SAMPLE: APS Preschool Schedule for Half-Day Classrooms

Time	Monday - Friday	
	Asynchronous – Offline Breakfast – Time to eat breakfast/lunch and prepare for the day	
20 minutes	**Synchronous – Google Meets** **Opening Group** – Attendance and Greetings **Literacy Circle** Social Emotional Skills, , weather, Literacy Components of Oral Language, Phonological Awareness, and Alphabet Knowledge	
30 minutes	**Asynchronous – Offline** Math and Science Exploration – Teacher designed learning at home activities for students	Parent Contact
40 minutes	**Asynchronous – Offline** **Indoor Learning Time** - collecting, building, scavenger hunt (letters, numbers, colors, shapes, etc)	**Synchronous – Google Meets** **Teacher Led Small Group** – Literacy or Numeracy skill focused, social emotional skills, related to theme and book
15 minutes	**Synchronous – Google Meets** Story Time, Literacy Component with 3 Readings for the week	
30 minutes	**Asynchronous – Offline** **Outdoor Learning Time** - observe, collect, gross motor skills-jump, run, hop, walk on a line, ball skills (kick, throw, catch), engage with family playing tag, digging, cars and trucks, etc.	**Synchronous – Google Meets** **Teacher Led Small Group** – Literacy or Numeracy skill focused, social emotional skills, related to theme and book
15 minutes	**Synchronous – Google Meet** **Closing Group** – review the day, introduce tomorrow, sing song for ending the day	
150 minutes	Day Ends	

Curriculum
General education preschool must utilize Pearson's OWL as our district's evidence-based curriculum with fidelity. Special education preschool will continue to utilize Tools of the Mind until such a time the district adopts an evidence-based curriculum for this educational model.

All instructional activities are purposeful and aligned to the child's educational needs and to New Mexico's Early Learning Guidelines for public schools. Assessment of children using the Early Childhood Observation Tool (ECOT) formality and summative, and to inform ECO reporting remains necessary. During Learn at Home it is necessary for families along with teachers to collaborate on gathering and reporting information on the developmental levels of each child.

Effective Early Literacy Instruction
Teachers incorporate effective daily early literacy instruction throughout the day, beginning with Morning Message:

- Phonological awareness activities (e.g., songs, finger play, rhyming, beginning sounds)
- Oral language and vocabulary activities
- Alphabet knowledge activities
- Concepts of print activities
- Read aloud that incorporate comprehension strategies
- Individual and small group (2–4 children) read aloud using first read, second read and third read
- Large group reading activities. Half or more of the children may rotate large group time, however these groups must occur daily
- Opportunities for developmentally appropriate writing activities

Teachers incorporate effective daily early literacy instruction throughout the day. Teachers embed scientific based research strategies found in LETRS-EC into lesson plans and daily instructional practices. The expectation is to ensure foundational skill development for literacy success. This provides key components of early language and literacy instruction in a developmental appropriate balance of teacher-led and student-led activities, assessment for differentiated instruction, and implement through effective routines and activities.

Consult Support and Practice-Based Coaching
All preschool teachers will have assigned an APS PreK Coach to provide support on a consult bases, as well as, facilitating teacher driven instructional plans in the areas of student's social-emotional and literacy development.

SUPPORT MODEL	
Consult	Office Hours or On-demand: email, text, or phone
Practice-Based Coaching	Every two weeks 30 minute reflective sessions

Remote Learning – **APS Preschool**

- ***No CTE students, volunteers, or APS employees not essential to the function of the preschool program***

PLAN A	PLAN B
Synchronous online learning through teacher-designed instruction Preschool teachers deliver Early Childhood created schedule plans AM/PM for Learning at Home that allow students to work independently. ● Preschool students attend 2 hours, 5 days a week following the daily schedule guide ● Preschool - 2 to 4 small groups of students at a time attend via face-to-face video meet ● Time broken up into whole group direct instruction, play-time, social emotional development time periods ● Google Meets/SeeSaw ● Use of online learning tools of OWL and Waterford ● Traditional duty day start/end times remain the same or- ● Preschool – small groups of students receive direct instruction through flex-schedules; traditional duty day start and end times change to meet student/family needs	**Asynchronous online learning through teacher modified online courses** Preschool teachers assign Learning at Home that allow students to work independently- no face to face ● Use of online learning tools of Pearson OWL and Waterford, SeeSaw, YouTube, PBS learning tools

Emotional Recovery and Well-being

Purpose

APS staff and students will be facing many new and unique challenges for the coming school year. There will be a need to address the significant social and emotional toll this crisis has taken on both the students and the staff. Regardless of the instructional model employed at the start of the school year, many staff and students will experience anxiety and apprehension, and it is vital we respond in a positive and supportive manner. Our plan for emotional recovery and well-being, centers on strategies and resources to address social-emotional and mental health needs of both the students and the staff at this critical time of reentry. Emotional recovery and well-being plans for APS will be addressed in all three instructional reentry models. It is important to recognize staff and students' well-being and emotional needs need to be met prior to beginning academic instruction and continue throughout the school year.

The premise of our work revolves around the idea emotional well-being and mental health support is an essential component of a positive school climate; and it is a shared responsibility of every employee on a school campus or at the district office. Emotional recovery and well-being must be highlighted as a core component of professional development and overall school culture, and not embedded into a siloed

component of academic instruction. Our two main focus areas are professional development for school sites and resources needed to provide social emotional supports for students and staff. This document will detail the items for each reentry model, it is an overview of our plans for each model while resources to support this model can be found at this website: https://sites.google.com/aps.edu/apssocialemotionallearning/home

The resources are categorized into the following sections of the website:

- Introduction to Social Emotional Learning
- Self-Awareness Skills
- Social-Awareness Skills
- Relationship Skills
- Self-Management Skills
- Decision Making Skills
- Restorative Practices
- Emotional Recovery
- Resources for Staff
- Resources for Families
- Resources for Students
- Employee Wellness
- Considerations to Ensure Equity
- Professional Development

The intended purpose of this website and our work on this taskforce was to develop a variety of options for principals to use to provide professional development for staff and for teachers; as well as staff to have access to emotional recovery activities while allowing for autonomy at each school site and in each classroom.

The work for this team took a trauma-invested approach for reentry planning, because research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. Children with identified histories of trauma may be especially vulnerable to the impact of significant changes. Any type of stress adults may be experiencing during this time of uncertainty will likely be mirrored in children, so it is important we take care of ourselves, we show students how to take care of themselves as well. Adults are the best predictors of how our students and children are doing. Children look to adults as the models for appropriate behavior and response. Further, access to school counselors and school-based health clinics help students by providing wrap-around support. Therefore, counselors and school based health centers will play an extremely important role during the reentry period.

The resources outlined in this document focus on the following:

- Teaching and professional development opportunities for staff about trauma and trauma informed interventions through staff meetings/virtual presentations.
- Supporting students through restorative practices, social-emotional learning lessons, and strategies.
- Supporting families with ongoing communication and resources.

Instructional Model: Distance Learning

For Students
https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-families-and-students?authuser=0

- Relationship building activities virtually.

- Provide options for social emotional learning lessons and trauma informed instruction for teachers by developmental level.
- Provide delivery model options for elementary, middle and high schools. Give teachers several options/methods for addressing emotional well-being of students (i.e. Morning meetings, advisory topics, restorative conversations, discussion prompts, etc.).
- Counselors will conduct introductions in each online classroom and talk about the impact of COVID-19 with students. Resources and framework options will be provided through the District Counseling Office.
  Types of lessons included are:
  - Elementary Lessons:
    - Meet the Counselor and Let's talk about Feelings
    - Stress, Control and Coping Strategies
  - Secondary Lessons include:
    - Meet the Counselors and Discuss Community Trauma
  - https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-sel/school-counselor-introduction-lessons?authuser=0
  - Counselors can also assist teachers with social emotional learning lessons and relationship building activities.
- Building student leadership to support implementation of social emotional learning, restorative practices, conflict resolution, etc. These resources are included to gain buy-in from students.
  - https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-students?authuser=0
  - https://sites.google.com/aps.edu/schoolclimate/home?authuser=0
- Pace/ease in with students by allowing opportunities for movement breaks, social emotional learning breaks, and structured brain breaks between online transitions.
- Allow students opportunities for regular check-ins with trusted adults/peers.
- Give grace to students through differentiated instruction and modifications.
- Socialization/community building (safe play, interactive activities).
- Acknowledge COVID-19 and tensions due to racial inequities and conduct discussions about these and other topics that may be causing students to feel uneasy.
- Designate time to offer support to students to assist them in de-stressing. Supports include:
  - A quiet time for students to help refocus and de-stress so the student can focus on the positive choices they can make.
  - A time when a student can research/receive information on self-care and time management.
  - When a student's stress level impacts learning, the student may request a break in order to de-stress and refocus.
- Give teachers several options/methods for addressing emotional well-being of students in virtual settings.
- Provide social emotional learning lessons or activities which can be done while a student is doing work from home.
- Focus part of each instructional day on connection and relationship building.
- Ensure opportunities and resources are made available virtually for students, staff and families.
- Special attention must be given to relationship building with students and their families. Concurrently with academic instruction, teachers should conduct virtual "home visits" to talk with families and students about online classroom structure and resources, as well as academic, emotional, or physical student concerns that may hinder completion of instructional tasks. Answer questions or concerns the family has *(Distance Model).*
- At home social emotional learning and relationship building activities should include online and paper formats *(Distance Model).*

- Counselor(s) will do introductions virtually for students and talk about the impact of COVID19 https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-sel/school-counselor-introduction-lessons?authuser=0 *(Distance Model).*

For Teachers and Staff
https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-principals-and-staff?authuser=0

- Have an initial staff meeting to discuss the return to the classroom as related to emotional well-being. Principals can use the PowerPoint template provided to introduce trauma informed practices and establish expectations for continuous implementation of social emotional learning lessons and community building activities.
    - Address impact of COVID19 for staff.
- Moving forward staff should expect students will have heightened experiences with trauma throughout the school year, and it is important to address the impact of community trauma and how to address student needs:
    - Provide trauma informed professional development continuously throughout the school year.
- District Wellness resources for staff
    - Discuss the importance of self-care.
- Discuss extra emotional supports for staff through the Employee Assistance Program (EAP).
- Provide professional development opportunities and ongoing training on topics related to instructional model impact.
- Give grace (flexible deadlines/more frequent check-ins as whole staff) to staff and remind them we care about their well-being.
- Provide a positive culturally and linguistically inclusive classroom environment.

For Administrators
https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-principals-and-staff?authuser=0

- Professional development will follow normal practices or may increase as staff needs change or increase.
- Administration should model flexibility and grace in their leadership of staff and students.
- Understand and identify staff struggles with each instructional model.
- Administrators should model and encourage self-care for staff to follow.
- Provide a positive culturally and linguistically inclusive school climate.
- Communicate as frequently as possible with staff and community to reduce anxiety and tension.

For Districts and Departments:

- Ensure wrap-around mental health and support services are continuing at each site.
- Ensure Health and Wellness Teams are meeting on a regular basis.
- Offer ongoing training and resources to school sites.
- Provide professional development for staff, as requested by the administration.
- Provide a positive culturally and linguistically inclusive district-wide climate.
- Communicate as frequently as possible with district, school staff, and community to reduce anxiety and tension.

For Family and Parents
https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-families-and-students?authuser=0

- Ongoing notifications and resources.
- Include parents in Health and Wellness team meetings, when possible.
- Offer training and resources to parents in multiple formats and translate as needed.
- Check-in with families as concerns or needs arise.
- Special attention must be given to relationship building with students and their families. Concurrently with academic instruction, teachers should conduct virtual "home visits" to talk with families and students about online classroom structure and resources, as well as academic, emotional, or physical student concerns to complete class tasks. Answer questions or concerns the family has *(Distance Model).*

Considerations for Students with IEPs

- Same as above with expanded services as noted in Individualized Education Plan.
- Social Worker or Counselor will facilitate one-on-one or small group discussions including: social emotional learning, emotional responses to COVID-19, and general well-being of students.
- Ensure students in contained settings receive access to the same emotional recovery services.
- Discuss the student's emotional response(s) to the current school instructional model with parents/guardians on an ongoing basis.

Considerations to Ensure Equity:
https://sites.google.com/aps.edu/apssocialemotionallearning/home/considerations-to-ensure-equity?authuser=0

- Some indigenous communities may continue to practice social distancing and students may not be able to leave communities.
- At home activities should include online and paper formats
- Community Mental Health Providers
- Health and Wellness Teams will continue to support students receiving wrap-around services.
- Provide culturally relevant books and resources to support social emotional learning and build a community of empathy and support.

Factors to Consider:

Financial:

- Purchase of Accept, Identify, Move (AIM) course option for the entire district, training supplies, and other resources. The School Climate Department, Student Health & Life Skills Department,
- Special Education Department and MT(L)SS Manager will work on rolling out virtual trainings for entire district.

Health:

- Address health/safety concerns causing emotional distress for students or staff.

Communications:

- Continuous communication with parents/community about emotional supports and resources.
- Visual plan to provide easy to read/understand information for our families, translated as needed.
- Videos made for staff to use during professional development to create district wide access and consistency.
- Safe, welcoming, culturally and linguistically inclusive ways to talk to students, staff and families.

- As circumstances evolve, communicate as frequently as possible with district, school staff, and community to reduce anxiety and uncertainty.

Professional Development

- Professional development for principals ~~(at ACE)~~ to assist them in understanding the importance of emotional supports for staff and students.
- Increase frequency of professional development or check-ins for school staff that includes additional emotional recovery topics.
- Principals have a menu of options for creating professional development for their staff, which can be found on the Emotional Recovery and Well-being website.
    - https://sites.google.com/aps.edu/apssocialemotionallearning/home?authuser=0
    - Principals can provide professional development for staff on how to access and use lessons and activities (social emotional learning, relationship building activities, trauma, etc.)
- Professional development for school counselors for initial visits to classrooms with lessons provided.
- Provide training on community building practices.
- Videos on social emotional learning, trauma informed practices, and connection circles for staff and students.
- Utilize the morning meeting structure to introduce social/emotional topics.
- Training and prompts for connection circles will be made available.
- Utilize advisory in secondary levels to introduce social/emotional topics.
- Professional development opportunities can be found on the website and school principals and department directors can provide more training as needed for:
    - Counselors
    - Behavior Redirectors
    - Teachers
    - Administrators
    - Special Educators
    - Educational Assistants
    - Nurses and Health Assistants
    - Librarians
    - Support Staff
    - Transportation Services
    - School Resources Officers and Campus Security Aides
- Principals will ensure staff completes the Children, Youth and Families Department (CYFD) training on how to recognize abuse and neglect in a virtual setting ~~*(Distance Model).*~~

Timeline	
Time	**Strategy**
Prior to School	• Professional development for principals on utilizing emotional recovery PowerPoint template to design initial staff meeting(s) and drive school-wide goals to focus on emotional well-being as an essential component of creating a positive and responsive school climate.

	• Professional development for staff on addressing emotional concerns and cultural and linguistic responsiveness. • Professional development for teachers on how to access and utilize lessons and activities to do with students.
First Weeks of School	• Relationship building activities in person or virtually. • Teacher lessons on social emotional learning and relationship building. • Visits to the classrooms by Counselors. • Focus on student well-being and building connections prior to the start of instruction and assessment. • Incorporate social emotional learning and emotional connectedness into classroom sessions.
Ongoing	• Additional lessons for classrooms on social emotional learning, emotional recovery, and relationship building. • Ongoing professional development during staff meetings to address trauma, social emotional learning, emotional recovery, and relationship building. • Outreach and non-academic check-ins with families and students, as needed, to provide emotional support and resources.
Special Education First Weeks of School	• Teacher lessons on social emotional learning and relationship building. • Visits to the classrooms by Social Worker and/or Counselor. ○ Recognize and discuss feelings related to the new school structure.
Special Education Ongoing	• Lessons for classrooms on social emotional learning, emotional recovery and relationship building. • Outreach and non-academic check-ins with families and students, as needed, to provide emotional support and resources.

Additional Reminders for Remote Learning Instructional Model

- Ensure opportunities and resources are made available virtually for students, staff and families.
- Special attention must be given to relationship building with students and their families. Concurrently with academic instruction, teachers should conduct virtual "home visits" to talk with families and students about online classroom structure and resources as well as academic, emotional, or physical student concerns that may hinder completion of instructional tasks. Answer questions or concerns the family has.
- At home, social emotional learning and relationship building activities should include online and paper formats.
- Counselor(s) will do introductions virtually for students and talk about the impact of COVID-19. https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-sel/school-counselor-introduction-lessons?authuser=0
- Principals will ensure staff completes the Children, Youth and Families Department (CYFD) training on how to recognize abuse and neglect in a virtual setting.

Resources Recommended	Rationale	Location
Employee Assistance Program	All staff require emotional wellness before they can tend to student needs.	Emotional Recovery and Well-Being Website The Employee Wellness section includes resources and information (EAP brochure and PowerPoint on compassion fatigue).
Trauma Informed Professional Development	School leaders have expressed an interest in providing trauma informed professional development and engaging in restorative practices with students.	Southwest Family Guidance (videos and PowerPoint to show staff on Trauma Informed Practices).
Non-Violent Crisis Intervention	Expand current offerings of classes to include more teachers'/staff members. Specifically, day 1 of training on de-escalation techniques.	Expand current training on Non-Violent Crisis Intervention.
Comprehensive Professional Development and Ready-Made Lesson Website	Toolbox includes professional development for staff, lessons for staff to use with students on social emotional learning/restorative practices. The intent of the toolbox is to help educators implement daily practices to build community and emotional well-being in the school/classroom.	Emotional Recovery and Well-Being Website This section of the website includes professional development videos and lessons for educators on trauma informed practices, social emotional learning, and restorative practices.
Social Emotional Learning Guidance Presentation for School Leaders	School leaders will benefit from a social emotional learning presentation they can tailor to meet individual school needs. A PowerPoint template will be provided for principals.	Emotional Recovery and Well-Being Website
Social Emotional Learning Course Option: Accept. Identify. Move (AIM)	Middle and High Schools will need more tools to conduct advisory lessons, and social emotional learning lessons.	https://www.acceptidentifymove.com/
Social Emotional Learning Course Option: Accept. Identify. Move (AIM)	Elementary social emotional learning lessons can be used during morning meetings or as individual social emotional learning lessons.	https://www.acceptidentifymove.com/
Morning Meeting	Elementary schools may wish to use Morning Meeting protocols to engage in grounding activities.	Emotional Recovery and Well-Being Website

Key Partners

Overview
Albuquerque Public Schools (APS) understands the important role that our community partners play in supporting our students, families and staff and remain committed to supporting mutually beneficial partnerships. The health and safety of students and staff are always the priority of the district.

During the Novel Coronavirus Disease 2019 (COVID-19) pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. All individuals must make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students. This requires us to limit the number of adults on campuses and especially those within the physical proximity to students.

"Re-opening schools will require temporary sacrifices of some of the events, traditions, and ways of being that we have often taken for granted." ~ Ryan Stewart, Ed.D., Secretary of New Mexico Public Education Department

Definitions

- **Critical Partnership Services:** For the purpose of this document, "Critical Partnership Services" is defined as Community Mental Health Providers that are under contract with APS; School-Based Health Centers; and Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.
  Note: critical partners are specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

- **Essential Partnership Services:** For the purpose of this document, "Essential Partnership Services" is defined as Basic Needs to include distribution of food, clothing and school supplies would be allowed on campus, but not in the school for only "grab and go".

- **Other Partnerships:** For the purposes of this document, "Other Partnerships" is defined as any other partnership not defined as Critical or Essential for example: volunteers, families, and other visitors. Other partnerships will have no or limited access to the school campus. (see individual sections below for details).

- **Mass Gatherings:** "Mass gathering" means any public gathering, private gathering, organized event, ceremony, or other grouping that brings together ten (10) or more individuals in a single room or connected space, confined outdoor space or an open outdoor space (NM Public Health Order 8-27-2020).

Until schools can safely fully re-open (i.e. a reliable vaccine can be created, and mass produced) **APS is**:

- Following the current COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements.
- Limiting in-school partnership programs, services, and supports to those designated as critical provider services.

- Restricting essential partnership services and supports, that have access to student, to virtual programs only.
- Limiting by appointment only, and in most cases restricting, access to school building, especially during the school day, by non-APS staff and students.
- Prohibiting mass gatherings by outside partners. In addition, APS will not promote mass gatherings offered by or in conjunction with partners.
- Requiring face coverings for all visitors and partners on school sites except while eating, drinking and exercising, with limited exceptions for students, staff or others who have medical reasons for not being able to wear a mask or face shield.
- Requiring critical partners to work with schools to determine times when they will be providing services in the school and will continue to sign in at the front desk.
- Requiring all partners on school site, to screen on a daily basis, including temperature check and review of potential COVID-19 symptoms; (see: Entering APS Facilities COVID-19 Questionnaire).
- Requiring any key partner that has virtual access to student to utilize safe virtual program practices. Safe virtual program practice including, but not limited to (see Virtual/Remote Service and Activities for details):
    - parental consent for the program.
    - not publicly sharing students' names.
    - being careful of how information is shared with students.
    - always using school-related email addresses.
    - understanding the Children's Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Key partners must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.
- APS sponsored Home Visits may only be conducted by APS staff and must be conducted virtually.

Any APS partnership services (whether in-school or virtual) must:

- Meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- Obtain or have a current APS background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders , and State Public Education Department (PED) requirements.

If an outside partnership is approaching a school administrator with a request that is not addressed in this document, principals can vet the partnership through the Student, Family, and Community Supports Division (contact: Kristine.meurer@aps.edu) before allowing the partner access to the school or students.

Purpose

This Key Partnership Services section, of the APS Reentry Plan provides guidance and requirements concerning critical, essential and other partnership services. These services include services conducted in and/or with APS schools/students; and partners that are requesting referrals from APS for their services.

The purpose of this guidance is to identify how partnerships may be utilized while APS is in Remote (Red) instruction; ensure partners are working closely with APS and our schools in order to meet goals and objectives; to engage key partners in practice social distancing, health monitoring and provide information dissemination; and to provide clear parameters and expectations for services.

Note: this section of the Reentry Plan is specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

Schools can direct general questions and support regarding key partnerships Reentry into schools to Kristine.meurer@aps.edu.

Topics Included:

- Virtual/Remote Services and Activities
- Community Mental Health Provider Services
- Immunizations and School-Based Health Centers
- Out of School Time/School-Aged Child and Early Childhood Programs
- Volunteering, Tutoring, and Mentoring
- Community Supported Food Distribution, Other Basic Needs and Other Family Services
- Other Considerations
- Key Partner Entering School Building Questionnaire
- Forms for Key Partners

VIRTUAL/REMOTE SERVICES AND ACTIVITIES

General Information

*Virtual and Remote Services do **NOT** apply to any form of tele-medicine or tele-mental health services.*

This section of the APS Reentry Plan provides guidance and requirements concerning virtual and/or remote services and activities that are conducted with or by community partners and/or school volunteers on the behalf of students, families, teachers, and schools. In an effort to provide additional academic support, engagement/enrichment, and social emotional learning opportunities for students, as well as support to families and staff, virtual and remote services are encouraged.

Entities providing virtual and remote services should provide the school administrator with 1) registration list of students that will be provided virtual and/or remote services; 2) a signed confidentiality agreement; and 3) a signed parental consent form (see Forms for Key Partners section of the Key Partners Section of the Reentry Plan).

Definitions

- **Virtual Services:** For the purpose of this document, "Virtual Services" is defined as specific partnership services, supports, and activities which are conducted online (with interactions with students, families, or staff) or pre-recorded and then shared with students, families, or staff at a later time. These services are designed to facilitate student learning and whole child development, and to support families and staff.

- **Remote Services**: For the purpose of this document, "Remote Services" is defined as specific partnership services, supports, and activities which are distance based and conducted in physical locations outside of any APS facility. These services are designed to support students, families, teachers, or schools. These services may require the exchange of materials or projects through a "grab and go" format.

- **Monitoring:** For the purpose of this document, "monitoring" is defined as the process of observing and checking the progress or quality of a virtual service over a period of time. Monitoring of virtual

services which include contact/interaction with students and must include parental/guardian consent.

- **Supervision:** For the purpose of this document, "supervision" is defined as the action or process of critically watching, overseeing and/or directing virtual services.

Reentry General Processes
The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. To this end, **until the district returns to full capacity and with absolutely no precautions, non-critical partners and volunteers will not be allowed in APS school buildings.** All services and supports that utilize volunteers must ALSO meet all of the guidance detailed in the section on Volunteering https://www.aps.edu/schools/aps-reentry-plan/documents/aps-comprehensive-reentry-plan-sy20-21.
(See also the Tutoring and Mentoring sections for details on those services).

All APS Virtual and Remote Services must:

- Meet APS policy and procedural directives as well as the guidance and expectations noted in ALL of the relevant sections of the Key Partners portion of the district Reentry Plan.
- Ensure that all providers obtain or have a current APS fingerprinting background clearance.
- Follow the COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements.

Schools can direct questions and support regarding Virtual and Remote Services to Kristine.meurer@aps.edu.

Reentry Guidelines
The following guidelines apply to all virtual and remote Services and activities in or connected with APS, regardless of whether they are conducted by a community based organization or by school volunteers.

All schools which utilize volunteers to conduct virtual and/or remote services should have a Volunteer Coordinator Point of Contact that coordinates the services as a component of an intentional, goal-focused school volunteer program.

Virtual Services – Which Include Contact/Interactions with Students
Virtual services that involve students should not be conducted during student's scheduled time for in-person instruction, unless they are being conducted in conjunction with instruction and with school staff such as: teachers, substitutes, educational assistants, or other school staff providing instruction for students.

- All Virtual Services shall implement safe program practices including, but not limited to:
    - Providing a signed confidentiality agreement to the school administrator (see Forms for Key Partners section of the Key Partners Section of the Reentry plan).
    - Obtaining parental consent for their child's participation in any virtual program outside of school operations hours and/or being run by or with a community organization (see Forms for Key Partners section of the Key Partners Section of the Reentry plan).
    - Ensuring students are never left alone in an online session.
    - Ensuring staff and/or service providers are the first into on-line sessions and the last to leave.
    - Ensuring that students' names are not shared publicly.
    - Promoting the use of school-related email addresses rather than private email addresses.

- Fostering understanding the Children's Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent.
- Only recording sessions with students where the parent/guardian has provided prior written consent.
- Following district guidelines when choosing online platforms and tools for students. It is highly recommended that services utilize Google Meets and Google Classroom.
- Ensuring sessions are only be conducted by phone or on-line meeting portal/software (e.g. Google Meets).

- Virtual Tutoring/Classroom Instructional Support Services should (**Please see the Tutoring section of the Key Partners portion of the district Reentry Plan for further details and requirements):**
  - Align with the school's goals and overall educational support strategy.
  - Utilize strategies that facilitate active participation of students (especially if held in groups).

Virtual Services Conducted During School Hours

- Shall be conducted under the constant supervision by an APS employee
  - APS staff may only monitor these services as part of their assigned duties with the prior approval of their supervisor.
- Any virtual services utilizing school volunteers and/or staff from a community based organization must:
  - Ensure that an APS staff member is present during sessions when students are present.
  - Ensuring Volunteers are not be asked to attend breakout rooms or activities without an APS staff member present.
  - Ensuring Volunteers and staff from community based organization have a current fingerprint background check clearance.

Virtual Services Conducted Outside of School Hours

Please see the Out of School Time Program section of the Key Partners portion of the district Reentry Plan for further details and requirements.

- Volunteers cannot be used, unless they are under the constant supervision of an APS employee.
- Virtual Services conducted by APS staff outside their APS contract hours are recommended to utilize two adults (i.e. APS staff, volunteers, community provider staff, parents) throughout each session whenever possible.
- Virtual Services conducted by a community based organization shall be conducted under the constant supervision by an APS employee or under the monitoring of the parent/guardian (or their designee).
  - If the parent/guardian agrees to monitor the service, they must indicate on the signed consent form that they agree to monitor the service.
    - The provider must provide the school administrator with a copy of the signed consent form.

Virtual Services – Which DO NOT Include Contact/Interactions with Students

Services conducted with, or on the behalf of, APS families or staff

These services should be coordinated through the school Principal (or their designee). They shall be developed and implemented as a component of an intentional/goal-focused school program or initiative.

Services conducted on the behalf of APS students

These services are targeted to benefit students, but do not involve contact or interaction with them. They include the development of or access to instructional, academic enrichment or other content through various formats (e.g. video, audio, written, activity kits, etc.) which is later shared with students (during or outside of school hours).

- All content/materials must be reviewed and approved by the appropriate district departments and disseminated at the school level with the approval of the Principal.
- Please note the following recommendations:
    - Employ multi-modal tactics to ensure that the videos are appropriate for a variety of learning styles.
    - Design, distribute, and collect feedback using an engagement and satisfaction survey to measure the effectiveness of each video.

Remote Services

Remote Services provide support to staff and schools and are conducted outside of any APS facility. These services require minimal contact with staff and no contact with students. They should be coordinated under the approval of the Principal (or their designee) and targeted towards the priorities and needs to the school community. Examples include:

- Sewing masks.
- Helping teachers grade assignments, build rubrics, research supplementary content, etc.
- Conducting community resource drives (e.g. for clothing, supplies, etc.).
- Hosting on-line support networks/groups with families.
- Supporting information dissemination trees with families.
- Previewing and providing feedback of newsletters, websites, and other information that will be provided to families.
- Coordinating and supporting home delivery programs.
- Staff appreciation/encouragement cards or emails.

Any remote services utilizing school volunteers and/or staff from a community based organization must:

- Include volunteers and staff from community based organization holding a current supervised volunteer background clearance.
- Utilize a grab and go distribution process any time that there is an exchange of materials between staff and volunteers or community based organization staff, including:
    - The number of staff/volunteers helping with grab and go distribution shall be kept to the minimum number for efficient operations with social distancing.
    - Distribution must occur outside of school building (e.g. school pick-up and drop-off drive through). Drive through exchanges are highly encouraged.
        - At no time will volunteers or staff from community based organizations enter the building.
    - All extra health precautions will be in place, including:
        - Wearing face coverings.
        - Social Distancing.
        - Completion of the Entering APS Facilities COVID-19 Questionnaire prior to each time being at APS facilities.

Guidelines for Home Delivery Programs

Many families cannot directly access resources and educational materials from school campuses for various reasons (e.g. lack of transportation, health issues, etc.). A Home Delivery Program can be implemented as part of a school's Remote Services and must meet all the guidelines noted above, as well as the following:

- Schools should advertise the program in the languages spoken by their families and utilize multiple methods of communication.

    - Information that the program is based on the availability of volunteers, as well as the protocol for determining eligibility and/or priority for service should be included.
- Parents must register for the program and provide understanding of, and agreement to:
    - Delivery of items to their homes by volunteers.
    - Allow their name, the names and grades of their children, and their address and contact information to be shared with volunteers.
    - Identification regarding which types of items can/should be delivered.
    - COVID-Safe protocols regarding delivery of materials'
- Volunteers must:
    - Have a current APS fingerprint (unsupervised) background clearance.
    - Sign an agreement of confidentiality (see Forms for Key Partners section of the Key Partners Section of the Reentry Plan).
- Schools should designate a program coordinator to oversee the program, support volunteers and families, problem-solve issues, and track outcomes. Schools must:
    - Ensure registration and agreement from families.
    - Track needed deliveries.
    - Gather materials for deliveries.
    - Ensure contact with the family to coordinate delivery.
    - Contact volunteers to pick up deliveries.
    - Provide volunteers with materials for delivery through drive through "grab and go" distribution only.
    - Train and ensure that volunteers use the following guidelines when making home deliveries to families:
        - Completion of the Entering APS Facilities COVID-19 Questionnaire prior to each time being at APS facilities or delivering items.
        - Wearing face coverings and gloves.
        - Using no contact and/or remaining at least six feet away from others when picking up and dropping-off deliveries.
            - Drop-off outside the door or on a porch whenever possible.
                - Contact the family to make sure they know it has been delivered.
    - Track program use and other outcomes data.
    - Notify the Principal of any issues in a timely manner.

Best Practices for Using Volunteers for Virtual and Remote Services

During this time when communities are facing unprecedented challenge, utilizing volunteers to support students, families, staff, and schools is important. Although there are parameters that need to meet, schools are encouraged to engage their volunteers in virtual and remote services.

The Volunteer Procedural Directive is still in place and each school should have a designated Volunteer Coordinator.

All volunteering should be intentional and targeted based on the school's Volunteer Program goals, plan, and priorities (that align with school goals). For support, please contact volunteer.program@aps.edu.

Considerations when working with virtual and remote volunteers

- Ensure virtual and remote volunteering is impactful by:
    - Identifying school goals.
    - Identifying volunteer projects that directly support school goals.
    - Identifying which projects can be conducted or adjusted to be conducted virtually/remotely.

- Design virtual volunteering assignments that range from one-time and short-term projects to long-term and ongoing projects.
    - Prioritize social and emotional wellness equally to academic engagement.
- Recruit new volunteers through the web and social media.
    - Focus on diversity among volunteers.
- Help volunteers overcome resistance to virtual/online and remote volunteer service by providing strong communication and support.
    - Offer orientation, support and training via internet tools.
    - Be flexible and encourage patience and support.
- Emphasize relationships and connectivity.
    - Create online communities for volunteers.

Examples of Virtual and Remote Volunteering
(Additional ways to engage volunteers during school closures can be found at volunteer@aps.edu)

Tutoring/Instructional Support (see Tutoring section of the Key Partners Reentry Plan for more details)

- Virtual tutoring or pre-recorded examples for any subject (e.g. Math, English Language Arts, Fine Arts, etc.)
    - Virtual /live on-line, or audio taped or filmed read a louds. Check out these APS Bedtime Stories examples on YouTube or Facebook.
    - Virtual /live on-line, or audio taped or filmed math practice and examples (e.g. times tables, Khan Academy style, etc.).
    - Virtual /live on-line, or audio taped or filmed Fine Art projects.
- Volunteer acts as virtual museum tour docent.
- If an EA, school teacher or other APS staff member can be present in a google chat office hours by subject or phone helpline, these services can provide students with the opportunity to call experienced instructors or tutors they are already familiar with from any location to receive immediate help with math or reading The Phone Helper can be utilized for students to review several problems with their instructor or can be used as a substitute for One-on-One tutoring sessions for those students who do not have access to a computer.

Student and Family Supports

- Volunteers can provide virtual technology coaching and training to help families navigate technology – can be provided over the phone or online if possible.
- Volunteers can write notes of encouragement and support to students. Volunteers should send the letters to the teacher for review and then teachers can get them to students.
- Volunteers could organize or support a Home Delivery Program (see detailed guidelines in the Home Delivery Section) in order to support families with access to educational materials, student meals, food pantry meals, clothing, school supplies, and other basic needs.
- Many families are experiencing jobless. Experienced volunteers could provide resume building and interview coaching support, online training for basic skills like computers or technology, create a job bank to post jobs, etc.
- Help staff develop, recruit participation for, and implement town halls, focus groups, or other virtual gatherings for students (with APS staff present) or families/community on a variety of topics.

Staff support and appreciation

- Send e-cards to staff.
- Use technology to send video "thank-you" messages to staff by email, social media, or on whatever app the teacher uses to communicate with families.

- Create photo and video collages for staff, classrooms, clubs, etc. These ideas can be adapted to keep students connected.
- Put together curriculum packets.
- Help with scoring student projects by utilizing rubric created by the teacher.

COMMUNITY MENTAL HEALTH PROVIDER SERVICES

General Information

APS recognizes the importance of the safety and physical/mental health and wellness of students and their families as a key component to academic success. During times of increased trauma to our community, it is especially important to continue to provide access for students to mental health support through partnerships with Community Mental Health Providers.

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. This requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

Only "Critical Partners Services" may be allowed to provide face-face services to students on school campuses, depending on space at the school site. Only **Community Mental Health Providers that are under contract with APS**; School-Based Health Centers; Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.

Definitions

- **Critical Partnership Services:** For the purpose of this document, "Critical Partnership Services" is defined as **Community Mental Health Providers** that are under contract with APS; School-Based Health Centers; and Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.
  Note: critical partners are specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

- **Community Mental Health Providers,** For the purpose of this document, "Community Mental Health Providers" is defined as Mental Health agencies and individuals that have a current contract with the Albuquerque Public Schools, Student Family and Community Supports, Division, per the Community Mental Health Provider RFP # 18-052-RA.

This section of the APS Reentry Plan describes working with Community Mental Health Providers to continue much needed mental health services for students and families.

Reentry General Processes

Each school should utilize the Health and Wellness Team to coordinate services for students and families in need with Community Mental Health Providers. There should be a designated private area for the

Community Mental Health Providers meet with students at the school site. These services should be appointment based.

Any APS partnership services (whether in-school or virtual) shall:

- Meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- Obtain or have a current APS background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders , and State Public Education Department (PED) requirements.
- Mental Health Providers may provide services via telehealth. Please note per the New Mexico Licensing Board: ***Telemental health is not a separate service from mental health services. All state licensing boards require that licensed clinicians follow all the regulations for practicing under their license no matter what medium of communication is used. All licensing boards also require that clinicians only practice within the boundaries of their competence. This usually requires education, continuing education, and/or supervision in telemental health.***

Schools can direct questions and support regarding community mental health providers to leah.carleton@aps.edu.

ALL LEARNING MODELS
• When Community Mental Health Providers are in or at APS facilities, every provider must wear a mask and use safe practices (refer to current public health order and follow Department of Health Guidelines). • When in or at APS facilities, all individuals must review the Entering APS Facilities COVID-19 Questionnaire each day prior to being at APS facilities.   • Community Mental Health Providers who exhibit symptoms should not go onto an APS campus. They should contact the Health and Wellness Team Lead to inform them they cannot be on campus. Student visits will be rescheduled or done virtually, if appropriate. (see Entering APS Facilities COVID-19 Questionnaire). • Staff will clean and disinfect areas used before and after therapy services.
REMOTE
• Community Mental Health Providers will follow standard protocol for getting referrals through Health and Wellness Team meetings; they will provide services virtually for students. • Administrators will ensure that staff will continue to hold and participate in Health and Wellness team meetings virtually at least bi-weekly and make referrals to Community Mental Health Providers. • The District Counseling Department will continue to collect data on Health and Wellness Teams and Community Mental Health Providers appointments. • Families will be given virtual meeting options for attending Health and Wellness Teams and Counseling Services.

IMMUNIZATIONS AND SCHOOL-BASED HEALTH CENTERS

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. This

requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

Only "Critical Partners Services" may be allowed to provide face-face services to students on school campuses, depending on space at the school site. Only Community Mental Health Providers that are under contract with APS; **School-Based Health Centers**; Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.

During the public health crisis, immunization compliance is a primary concern. Increased efforts to ensure all students meet vaccination requirements are imperative when schools re-open. School nurses and key partners must collaborate to provide immunization clinics and will be essential in vaccine administration when a COVID-19 vaccine becomes available.

This section of the APS Reentry Plan describes the work with key partners to address immunization needs and School-Based Health Centers.

Definitions

- **Critical Partnership Services:** For the purpose of this document, "Critical Partnership Services" is defined as Community Mental Health providers that are under contract with APS; School-Based Health Centers; and Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.
  Note: critical partners are specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

Reentry General Processes - Immunizations

School Nurses and Administration will serve as points of contact for immunization services at school sites.

Any APS partnership services (whether in-school or virtual) shall:

- meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- obtain or have a current APS background check clearance.
- follow the COVID-Safe Practices, current Public Health Orders , and State Public Education Department (PED) requirements.

Schools can direct questions and support regarding physical health and immunizations to edwards_judi@aps.edu.

ALL LEARNING MODELS
• Only the New Mexico Department of Health will be allowed to assist with immunization clinics. • New Mexico Department of Health may assist with disposal of medical waste. • Partners assisting with immunizations on school site must screen on a daily basis, including temperature check and review of potential COVID-19 symptoms (see: Entering APS Facilities COVID-10 Questionnaire. • Immunizations on school site must be lower volume, higher frequency clinics. • Provide electronic consent forms for immunizations and access to devices for check in. • Provide electronic advertisement for immunization clinics.

REMOTE
Same as All Learning Models • **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

Health partners that do not require student contact at school sites:

- Vision Fund exam providers will continue to receive referrals from School Nurses.
- Immunization providers that offer offered mobile services may be available to provide immunizations after school and/or on weekends. These services must be coordinated by the school nurse and the nursing services department.

SCHOOL BASED HEALTH CENTERS

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.
(see https://www.aps.edu/schools/aps-reentry-plan/reentry-plan-news/school-based-health-centers for up-to-date detailed information)

This section of the APS Reentry Plan describes the plan for student access to School Based Health Centers (SBHC). Albuquerque Public Schools has 12 SBHCs run by 4 medical partners: First Choice Community Healthcare (First Choice or FCCH). First Nations, University of New Mexico Hospital (UNMH), and University of New Mexico Medical Group (UNMMG). This document was written in collaboration with the SBHC partners.

Reentry Processes

All SBHCs will be run in strict accordance with best practices identified by the home Medical Group and the Centers for Disease Control and Prevention for COVID-19 infection control. **At all times, SBHCs will adherent to best practices related to physical distancing.** All attempts will be made for students to schedule appointments. However, SBHCs will not turn students away who present for walk-ins. SBHC staff will work with the individual school in which the center is housed to determine the process for ensuring students can be seen safely.

SBHCs will provide all services in accordance with the contractual agreement with APS. APS will provide supports as mutually agreed upon as well.

KEY FACTORS
SBHCs are Not COVID-19 testing sites. They can refer to testing sites.
SBHCs are NOT treatment sites for COVID-19.

General SBHC Protocols

- Patient COVID-19 symptom screening when appointment is scheduled.
- Daily employee temperature check and COVID-19 symptom screening.
- Patient COVID-19 screening upon presentation for appointment (includes symptom and temperature check). If symptoms are positive, the visit may be completed via telehealth or rescheduled to later date.
    - Screening protocol for positively screen patients go into effect.
- Masks will be worn by all employees in the clinic.

- Plexiglas barrier may be installed around front desks if not already in place (to be installed by provider).
- Masks for all patients. These can be cloth. A mask will be provided if needed.
- For the continued safety of patients, physicians, staff and the community, a no-visitor policy will be in effect for SBHCs. Exceptions may include patients with disabilities who require a reasonable accommodation for assistance related to an intellectual, developmental or cognitive disability (limited to one support person over the age of 18). Friends will be NOT be allowed to accompany patients to appointments.
- One way entry and exit in the clinic should be utilized, where feasible. If not feasible SBHCs will maintain social distancing at all times.
- Floor markings to promote social distancing.
- Consistent signage to promote wearing masks and social distancing.
- Removal of all pamphlets from the waiting room and front desk.
- Hand sanitizer station in waiting room when available.
- High touch cleaning and thorough cleaning of patient rooms between patients.
- No aerosol generating procedures (i.e. nebs) will be done in the clinic.
- Patients may be placed directly in rooms after registration. All care will be done in the rooms to decrease potential contamination of multiple surfaces.
- Promotion of telehealth visits via video when appropriate. Please note per the New Mexico Licensing Board: ***All state licensing boards require that licensed clinicians follow all the regulations for practicing under their license no matter what medium of communication is used. All licensing boards also require that clinicians only practice within the boundaries of their competence.***

Referral Process

During the COVID-19 pandemic, SBHCs are open to all APS and APS charter students (not adults)

- Any APS student get services at a SBHC
- Teens can call to make appointments for themselves to access confidential sexual and reproductive health services and behavioral health services.
- Health and Wellness Teams and other school staff can refer students to SBHCs.

Note: SBHCs are open for either on site care and/or telemedicine.

<u>Call to Make an Appointment</u>

See each health center for details on if they are open for on-site care and/or telemedicine.
For elementary school students:

- **East San Jose Elementary**: (505) 244-0334
  (Provider: UNM Medical Group)
- **Emerson Elementary**: (505) 308-8061
  (Provider: First Nations Community HealthSource)

For middle school students:

- **Grant Middle**: (505) 308-8061
  (Provider: First Nations Community HealthSource)
- **Van Buren Middle**: (505) 256-2555
  (Provider: UNM Medical Group)
- **Wilson Middle**: (505) 308-8061
  (Provider: First Nations Community HealthSource)
- **Washington Middle**: (505) 248-1116
  (Provider: UNM Medical Group)

For high school students:

- **Albuquerque High**: (505) 244-1330
  (Provider: UNM Medical Group)
- **Atrisco Heritage Academy**: (505) 272-7009
  (Provider: UNM Hospital)
- **Highland High**: (505) 256-3363
  (Provider: UNM Medical Group)
- **Manzano High**: (505) 253-0012
  (Provider: UNM Medical Group)
- **Rio Grande High**: More information coming
  (Provider: First Choice)

Individual School Based Health Centers

Note:

- Hours of operation are dependent of current health orders and hours of access to APS schools.
- SBHCs will monitor utilization and may need to adjust days and times of service as demand increases or decreases.

FIRST CHOICE COMMUNITY HEALTHCARE (First Choice) – Rio Grande High School

Hours of Operation:

Rio Grande High School:

- Behavioral Health services are open and available 7:30am – 3:30pm Monday-Friday (In the event that students are on-campus)
- Medical services are open and available Tuesdays and Thursday from 8:00 am-noon.

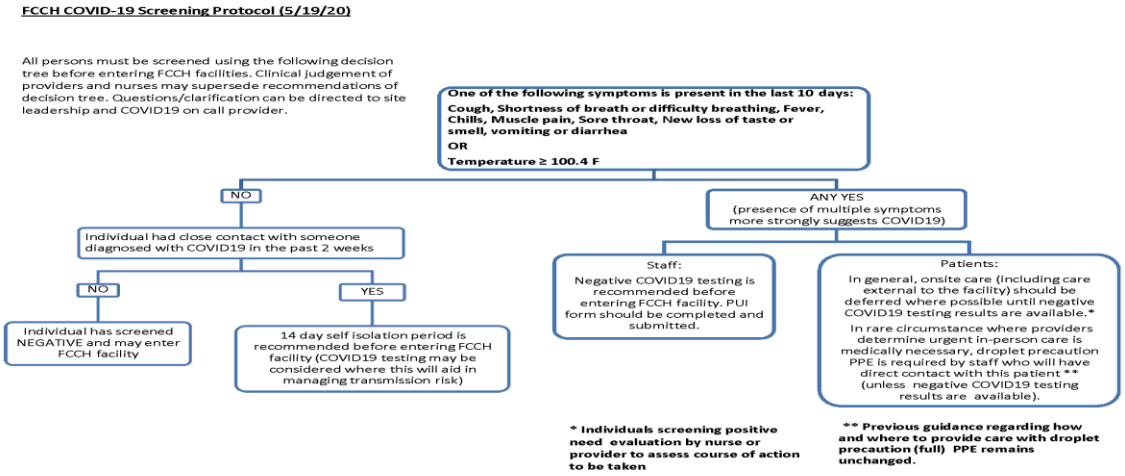
First Choice also plans to have expanded access for students that are not on campus at the South Valley Health Center. Hours will be developed to best serve the schedule that the students at Rio Grande High School are subject to. The SBHC providers will be available for all students during designated times that prioritize access for those students. Scheduling at the South Valley Health Center will depend on the schedule that students are asked to adhere to. First Choice would like to reiterate that these scheduled periods are subject to change but will always be communicated with the administration of RGHS as well as students and parents/guardians.

First Choice will have increased communication through more informative materials to include all new processes and procedures for accessing care will be available and given to students and parents/guardians. All care options and how to access those options will be put into easy to follow documentation in both English and Spanish and will be made available. Given that virtual registration was in process prior to the creation of this document, First Choice will develop means of consent and communications material that will best fit the resources of First Choice as well as maximize the dissemination to students, teachers, parents, and guardians. Information will be available on campus as well for wellness teams and school administration.

Screening Process:

First Choice – Upon presentation of a presumptive positive (COVID-19 symptoms present) and a First Choice provider is on-site, the First Choice support staff member and provider will don full PPE (gown, gloves, N95) to escort the student to the alternate entrance where the student will then be placed in an isolation room. The provider will also don full PPE to interact with the patient in isolation to perform a full triage. If testing is required, the student will be directed to a COVID-19 testing center, and the student's

parents/guardians will be notified of the positive screen. The nature of the visit to the SBHC will not be disclosed without consent, as per guidelines around patient consent and confidential visits. The report will simply consist of the fact that the student arrived at school and screened positive and is now being referred to a testing site. See the First Choice screening protocol below.



Telehealth:
Telehealth in available for students in need. First Choice currently uses the Microsoft Teams platform to perform A/V visits and utilizes a telephone-only visit option as well. All services can be offered using both methods at the student's preference. First Choice continues to develop protocols to meet the needs of students in their virtual environment. Access will be available for any student that is not on campus at either the SBHC or the South Valley Health Center. Telemedicine and telephone visits will be available to students who prefer this method of service delivery on a case by case basis depending on the evaluation through triage.

Wrap-Up Meetings:
SBHC wrap up meetings will continue with the Behavioral Health team at Rio Grande High School. First Choice Behavior Health providers can hold these meetings virtually and invite in anyone who would need to attend using MS Teams. The medical team does not have these meetings regularly and will continue in this way.

FIRST NATIONS – Emerson Elementary School, Grant Middle School, Wilson Middle School, and Collee and Career High Schools

Hours of Operation:

- Emerson Elementary School: Tuesday 9:00 am – 1:00 pm and Friday 10:00 am – 2:00 pm
- Grant Middle School: Tuesday 8:00 am – 12:00 pm and Thursday 8:00 am – 12:00 pm
- Wilson Middle School: Tuesday 8:00 am – 12:00 pm and Thursday 8:00 am – 12:00 pm
- College and Career High School SBHC will open only when CNM allows the use of the building to be opened. Once opened Tuesday, Wednesday, Thursdays 9-4 (First Nations hopes to have Behavioral health services College and Career High School) five days a week but had an unexpected turnover with behavioral health staff First Nations is working to get this addressed.

Screening Process:
A series of questions are asked to each student presenting at the SBHC such as:

- -Are you currently having any of the following?
    - Fever

    - Shortness of breath
    - Cough
- Have you had either of the following:
    - Exposure to someone with a COVID-19 infection
    - Traveled to an area with widespread cases outside of NM

Temperature is taken using a no touch thermometer to determine if temperature is less than 100.4ºF (38ºC)

If the student answers yes to any of the questions and/or has a fever, they will be isolated, and First Nations will notify the school nurse and parent/guardian (for non-confidential services) that the student has been screened and is presumptively positive. If the clinic does not have an isolated exam room, the alternative would be to use the established isolation room designated at each school.

Telehealth:
First Nations is offering a combination of in-person and telehealth and telephone encounters.

Wrap-Up Meetings:
Not Applicable

UNIVERSITY OF NEW MEXICO HOSPITAL (UNMH) – Atrisco Heritage Academy High School

Hours of Operation:

- Summer: Monday-Friday 8:00 am - 5:00 pm
- Once school starts, schedule may be Monday-Friday 7:00 am - 5:00 pm

Screening Process:
UNMH – Patient may be referred to Respiratory Care Center (RCC) or triaged in designated rooms for further evaluation. Staff and providers will use appropriate PPE and rooms will be cleaned per protocols.

Telehealth:
UNMH has phone visit availability. Working on virtual visits but have not started these yet.

Wrap-Up Meetings:
Not Applicable

UNIVERSITY OF NEW MEXICO MEDICAL GROUP (UNMMG) – East San Jose Elementary School, Van Buren Middle School, Washington Middle School, Albuquerque High School, Highland High School and Manzano High School

Hours of Operation:
The UNMMG School-Based Health Center intends to open all six APS clinics. Clinical staff will access clinics on August 5, 2020 for set up and student access will begin on August 10, 2020. Days and hours are listed below.

- East San Jose Elementary School: Tuesday and Friday, 8-12
- Van Buren Middle School: Tuesday, Wednesday and Friday, 7:45-4:15
- Washington Middle School: Monday and Thursday, 7:45-4:15
- Albuquerque High School: Monday-Friday, 7:30-4:00
- Highland High School: Monday-Friday, 7:30-4:00
- Manzano High School: Monday-Friday, 7:30-4:00

Screening Process:

All Students presenting in person for an appointment will be screened for Covid-19.

*If the student screens presumptively positive, and we have consent from the parent or guardian to be seen, they will be placed in an isolated exam room. Provider will use our internal Covid-19 risk assessment tool to determine if Covid-19 testing is warranted. Provider will notify parent/guardian of recommendations on testing or other treatment.

* If the student screens presumptively positive but has presented for a confidential service or we do not have consent to see the student, the school nurse will be notified and the school process that is established will be followed.

If the clinic does not have an isolated exam room in the clinic, the alternative would be to use the established isolation room designated at each school.

Telehealth:
UNMMG- Has capability to provide certain medical and behavioral health services via telehealth (virtual visits)

Wrap-Up Meetings:
UNMMG- Wrap ups will be conducted weekly and will be determined once school schedule is set.

OUT-OF-SCHOOL TIME/SCHOOL-AGE CHILDCARE AND EARLY CHILDHOOD PROGRAMS

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. This requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

Only "Critical Partners Services" may be allowed to provide face-face services to students on school campuses, depending on space at the school site. Only Community Mental Health Providers that are under contract with APS; School-Based Health Centers; **Out-of-School Time /School-Aged Childcare Programs (Before and After School and Clubs)** and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.

Definitions

- **Critical Partnership Services:** For the purpose of this document, "Critical Partnership Services" is defined as Community Mental Health providers that are under contract with APS; School-Based Health Centers; and **Out-of-School Time /School-Aged Childcare Programs (Before and After School and Clubs) and Early Childhood Programs.** Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.

- **Out-of-School Time/School-Aged Childcare Programs**: For the purpose of this document, "Out of School Time (OST)/School-Aged Childcare Programs" are defined as supervised programs **for school aged students**, held on an APS school campus or virtually. OST/School-Aged Childcare Programs are programs that school-aged students regularly attend when school is not in session or

virtually when students are distance learning. Program focuses range from purely childcare or recreation, to academic (e.g., reading or math focused), specialty (e.g., sports teams, STEM, arts, chess), and multipurpose programs. OST program types include:

- before- and after- school programs - which are OST services that support student school attendance, provide homework supports and an array of other recreation and/or academic enrichment activities, and assist families with childcare needs, through in-person programs held before and/or after school for those students attending school in-person.
- comprehensive full-day programs - which are OST services that support student distance learning, provide an array of other recreation and/or academic enrichment activities, and assist families with childcare needs, through in-person programs held, throughout the school or workday (and also before and after school as needed). **NOTE: Until the district returns to full capacity and with absolutely no precautions, comprehensive full-day programs will not be allowed in schools.**
- clubs - which are OST services that engage students in OST services that have a single focused topic area (e.g. chess, art, leadership, etc.) held for short, single in-person and/or virtual sessions only between one and three times per week.

- **Early Childhood Programs**: For the purpose of this document, "Early Childhood Programs" are defined as supervised programs serving and supporting the educational and developmental needs of children from birth to age eight. This early care and education has an emphasis on language, literacy, math, science, technology, and the arts.

- **Provider**: For the purpose of this document, "Provider" is defined as the entity responsible for operating an OST/School-Aged Childcare or Early Childhood program. In some cases a provider is a community based organization and in others it is an individual school or the district.

OUT OF SCHOOL TIME/SCHOOL AGED CHILD CARE PROGRAMS

Reentry General Processes
Until the district returns to full capacity and with absolutely no precautions, comprehensive full-day programs will NOT be allowed on school campuses.

Before and after school programs can be held on APS school campuses. They shall only be made available for those students scheduled for and attending school in-person each day.

Clubs can be held on APS school campuses during before and after school time periods. They shall only be made available for those students scheduled for and attending school in-person each day. Clubs can also be held virtually throughout the day and week and should be made available to all students. They shall not made available during student's scheduled time for in-person instruction. It is highly encouraged that virtual clubs be offered for students during time periods when they are distance learning.

Any APS partnership services (whether in-school or virtual) **shall:**

- Meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- Obtain or have a current APS background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders , and State Public Education Department (PED) requirements.
- Have an approved APS Facilities Usage Agreement for each location they will provide services for the current school year.

Schools can direct questions and support regarding both community provider and school run programs and partnerships to outofschooltime@aps.edu.

ALL LEARNING MODELS
Before and After School Programs (Not Including Clubs) • Programs must utilize an extended learning model. • ALL services will include academic support on each student's assigned course work as well as other academic enrichment activities. OST Clubs (also see information on Virtual OST Programs/Clubs) • In - person clubs held in any APS facility will only be conducted by: • APS staff from the same school in which the staff person works during the school day. • Staff from community partner organizations who are already providing before and after school programs at the same school. Health and Safety Expectations for ALL In-Person OST Programs • The following are expectations for all in-person OST Programs on APS school campuses: o Schools will collaborate with, support, and monitor community providers conducting OST programs on APS campuses and/or if they are conducting their own programs, will meet the following: o Providers agree to operate OST programs according to all APS guidance as well as the Health and Safety Guidance for New Mexico Child Care Centers and Early Childhood Professionals (Updated June 10, 2020 - https://www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf). • Providers agree to remain up to date and to adhere to any other current or updated related guidance or requirements for such programs that may be released from the Governor's office, State and APS. • Program enrollment will not exceed the total approved number of students based on staff to student ratio and space available. • Providers must submit and obtain Principal approval of building usage applications for each program location. • Providers will work directly with each Principal regarding school facility opening and closing procedures. • Provider registration forms will specifically reflect that the program is being run by the Provider and not the Albuquerque Public Schools. This is not applicable for school/district run programs. • Providers will request information from families, screen registration forms, and make reasonable accommodations for students with special needs. • Providers will ensure that children of essential workers employed by essential businesses and nonprofit entities as originally defined by the New Mexico Department of Health (https://cv.nmhealth.org/stay-at-home-essential-businesses/), as well as APS teachers/staff, will have first opportunity to register for programs. • In the event a Provider is considering reducing use of program spaces, or closing locations, or if there are any known cases of COVID-19 among staff or students, they must contact APS (by emailing outofschooltime@aps.edu) immediately and before marketing/sharing information to parents and/or the general public. • Providers may be required to provide program attendance numbers to APS. • Providers must clean furniture and facilities after each rotation/time/day that participant's use it. • APS custodial staff will empty waste and clean program spaces daily. • APS will maintain soap and paper towels in restrooms and near sinks. • The Provider must obtain their own extra cleaning supplies and tools. • Providers must clean all program materials and equipment for participant use. • Providers must have all staff complete random COVID testing per CYFD childcare guidance (https:/www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf) • In order to contain the spread of contagion, the following social distancing and health promotion best practices SHALL be implemented:

- Pick-up and drop-off of participants will ideally be conducted in the school's pick-up/drop off area or will be conducted outside all facilities and/or in non-OST program locations.
- All extra health precautions, including social distancing, will be in place, including:
- All staff are required to wear face coverings on the school site except while eating, drinking and exercising, with limited exceptions for staff who have medical reasons for not being able to wear a mask or face shield. Cloth masks shall be cleaned daily.
- All staff and students must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
- Individuals who exhibit symptoms should contact the school's OST Coordinator/Principal to determine how to proceed.
- If at any point the Provider is notified that a staff person or participant is found to have COVID19:
- Immediately notify the Senior Director of Nursing Services at nursingservices@aps.edu and the school principal with the following information:
- Name of School
- Spaces Potentially Affected
- Name of Agency/Person Making Contact, Mobile Number and Email
- APS will notify the NM Department of Health
- Inform all parents and staff that there has been a positive case, making every effort to protect the identity of the individual(s) who tested positive
- If the program is in session at time of receiving the notification, close off area(s) potentially affected and call parents to pick up students.
- Close program immediately, until further cleared by both the APS school district.
- Program space will remain closed to everyone until the APS Maintenance and Operations Department has contacted a program representative to define which space has been impacted. APS Maintenance and Operations will then send in a specially trained team to sanitize areas impacted.
- The program will only be cleared for use 48 hours after sanitation and with APS approval.
- Staff must follow the current COVID-Save Practices, current Public Health Orders, and State Public Education Department (PED) requirements.
- The program is responsible for purchasing/obtaining PPE and extra cleaning supplies to support these staff.
- Program staff and participants must:
    - be notified (by the Provider) of all health and safety precautions.
    - maintain social distancing to the greatest extent possible. Social distancing means avoiding large gatherings and maintaining distance (approximately 6 feet) from others.
    - keep all personal items out of common program areas.
    - wash their hands repeatedly throughout program operating hours, especially after transitions, and meals.
    - stay home when ill. If staff illness requires the program to stop, the Provider must notify the school Principal, district Out of School Time Program Coordinator, and participants immediately.
    - notify families to pick up their child should they become ill during the program and the ill participant must be isolated (as appropriate and feasible) from other participants until they are picked up.
    - maintain group sizes and ratios based on State/New Mexico Children Youth and Families Department guidance and/or regulations.
    - place participants into groups which are overseen by the same staff. Each group must remain distanced (by at least 15 feet in each direction) from other groups; utilize a few designated indoor and two designated outdoor spaces as possible; and have activities rotated to the group instead of the group rotating to activities (if at all possible).
- In order to contain the spread of contagion, it is HIGHLY ENCOURAGED for staff and students have their temperatures taken daily prior to entering the program. If a staff member has a temperature of 100.4ºF (38ºC) or greater, they are sent home. If a student has a temperature of 100.4ºF (38ºC) or greater, separate them in a safe visible space and contact parents to pick up immediately.
- In the event a participant or staff member tests positive for COVID-19, the school Principal and district OST Coordinator must be notified immediately.
- Providers shall determine specific policies and practices related to staff and participants who, have been exposed to, are suspected of, or are confirmed as having COVID-19. This should include notifications and impact on fees (if any).

- The plan must be communicated to parents prior to registering for the program. For community providers, a copy of the plan must be submitted to the district via email at outofschooltime@aps.edu.
- If the plan submitted is updated for any reason, provider must re-submit the updated version t outofschooltime@aps.edu. See the following link for a template provided by the New Mexico CYFD: https://www.newmexicokids.org/coronavirus/health.php (click on the rapid response resource tab).
- Providers shall discourage staff and parents of children, who are considered to have high risk health conditions from participating in the out of school time program. Should parents still choose to have their children participate, Providers must have a plan in place with additional protections.
- Providers must communicate program health related practices and policies to families during the registration process.
- Providers can NOT operate field trips or conduct any large group activities or events.
- As outlined in State early childhood guidance documents, Provider shall not serve meals/snacks buffet or family style. Use of prepackaged food (snacks, special dishes) is allowable.
- Only essential paid staff may have access to and work in the programs.
- No internships, apprenticeships, practicums, or volunteers are allowed.

Virtual OST Programs/Clubs

- In an effort to provide additional engagement and social emotional opportunities to students, Virtual Out of School Time programs/clubs are encouraged. There are two options for these programs – pre-recorded sessions and live virtual clubs.

Programs/Clubs that are virtual and there IS NOT contact with students.

- Organizations pre-record OST recreation and/or enrichment activities. The videos are reviewed by APS staff and are then made available to all APS students. Collaboration with the district OST Coordinator to support dissemination.

Programs/Clubs that are virtual and there IS contact with students.

- Staffing
- An APS staff person must run or monitor virtual programs/clubs.
- APS salaried personnel shall only participate outside of their duty day.
- Students may not be left alone in a session.
- It is recommended that two staff be available for sessions where possible.
- Staff should be the first person into the session and the last person to leave.
- Programs should follow safe virtual program practice which include, but are not limited to:
- 2 adults at all times with students.
- parental permission for the programs.
- Don't publicly share students' names.
- Be careful of how you share information with students.
- Always use school-related email addresses.
- Understand and research the Children's Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.
- Schools are may want to have a mix of two types of programs:
- Some programs/clubs may have limited space (based on the nature of the activity) and will be available upon invitation (e.g. based on current enrollment).
- Some programs/clubs must be open to any student in the school (first priority and recruitment) and district (if they hear through word of mouth). These clubs can be targeted to grade levels as long as some options are open to all students.
- It is encouraged that programs utilize Google meets (or classroom) only.
- Log-in information for each session shall be emailed to the school OST Coordinator and outofschooltime@aps.edu no later than 24 hours prior to the session.
- APS district personnel may randomly monitor clubs. They will sign into the chat box when present.
- Sessions may only be recorded with prior written consent form parents/guardians. If recorded the recordings must be archived and made available for review and utilization for billing purposes if necessary.

- Registration forms can be utilized to notify families that sessions will be recorded and to obtain consent.
- All student participants will use the chat box to "sign-in" to the club, which will also indicate their understanding that the session is being recorded and which may also be utilized for billing.
- All programs/clubs:
    - must be engaging and appropriate in a virtual setting.
    - must establish strategies that facilitate active participation of all participants.
    - Programs/clubs that include physical activity and social emotional skills building/support are highly encouraged.
    - Schools should utilize School Messenger, their school website, and other mechanisms to ensure that all students and families are made aware of the programs/ clubs.

REMOTE

Partnership Model

- Clubs
    - Virtual – for students during days when they are not scheduled for on-campus instruction that need homework/academic support or enrichment.
- Comprehensive Full Day Programs (upon APS Leadership approval only)
    - For students in need of childcare or additional academic supports.

Targeted students (who have priority for services)

- Students of Essential workers as defined by the state (e.g. health care providers)
- McKinney Vento eligible students (staff referral)
- Students of families who need programs in order to facilitate learning (staff referral)
- Students of teachers/staff.

Considerations

Financial

- Funding will need to be garnered to ensure middle school services.
- The district will need to support providers with training, curriculum and materials to help instruct students.
- Extra costs for cleaning supplies (providers should have some of their own supplies)
    - Schools will need to identify which supplies providers will have and what district may need to help with.

Logistical

- There will be targeted elementary and middle school sites across the district
- Staff to student rations
- Fool for participants
- Materials needed for virtual clubs must be distributed in accordance with district "grab and go" guidelines

Equity of Access/Special Student Populations

- Schools will need to support referrals of students into programs and marketing of programs in various languages.

Administrators

- Intentional partnership practices must be into place in order to develop linkages between school day instructing and learning and extended learning in OST programs
    - OST staff training
    - Access to curricula
    - Extra instructional staff support should be provided to the programs to ensure effective expanded learning and alignment with instructional practices.
    - There may also need to be extra instructional supports needed depending on the developmental level or special needs of the students.

District/Departments

- Training and other support to OST providers on curriculum and instruction will be required.

EARLY CHILDHOOD PROGRAMS

ALL LEARNING MODELS

All programs will abide by the expectations outlined in their APS Joint Usage Agreements.

Program staff must use follow the current COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements.

- YDI Head Start/Early Start, CABQ Child Development Centers, and CYFD at New Futures must meet the State Early Childhood Education and Care Department's guidelines and expectations (e.g. ratios, health precautions, etc.).
- Providers will operate early childhood child care programs according to all APS guidance as well as the Health and Safety Guidance for New Mexico Child Care Centers and Early Childhood Professionals (Updated June 11, 2020) https://www.newmexicokids.org/ wp-content/uploads/2020.5.11-Early-Childhood-Health-and-Safety-Guidance.pdf
- Providers agree to remain up to date and to adhere to any other current or updated related guidance or requirements for such programs that may be released from the Governor's office, State and APS.
- Enrollment will be based on age requirements and health and safety concerns, as outlined by:
- New Mexico Early Childhood Health and Safety Guidance
- COVID-19 Safety Plan and Business and Facility Response Resources for Positive COVID-19 Cases https://www.newmexicokids.org/coronavirus/health.php
- Each licensed childcare provider located on an APS campus will develop a COVID-19 Safety Planning Protocol for Licensed Child Care Facilities, https://www.newmexicokids.org/coronavirus/health.php provide a copy to the APS principal at the location of the center, and post in the childcare facility for future reference and not limited to:
- Entry Plan: This plan should provide information on arrival, departure, and daily health checks. Plan needs to include:
    - Minimizing the risk of cross contamination at clock in/out stations.
    - Daily health screening protocols
    - Temperature checks
    - Usage of Personal Protective Equipment (PPE)
    - Observation for signs and symptoms of COVID-19
    - Preventative Plan: This plan should provide information on preventative measures, to reduce the risk of spreading or exposure of COVID-19. Plan needs to include:
    - Frequency, duration, and techniques for proper hand washing and teaching
    - Proper usage and storage of face coverings
    - Include cleaning and sanitizing with increased frequency and disinfecting high touched areas throughout the day
    - How, when, and why Personal Protective Equipment should be used and disposed
    - Education provided to children on how germs are spread and how to minimize their risk
    - Physical Distancing: This plan should provide information on measures to take to adhere to social distancing requirements while maintaining social connections. This plan needs to include:
    - Maintaining proper space distancing amongst each other
    - Limit group size and observe ratios inside or outside at all times
    - Mealtime settings and practices
    - Suspected/Confirmed COVID-19 Cases: This plan should provide information on steps to take when signs or symptoms of COVID-19 are observed or notification of a positive COVID-19 test is received. This plan should include:
    - Who, how, and when to notify which includes APS site principal
    - Additional steps to take for deep cleaning and sanitizing
    - Changes to business, such as closures, hours, and protocol for returning to facility.

- Enrollment will not exceed the total approved number of students based on staff to student ratio and space available.

- Providers shall submit and obtain Principal approval of building usage applications for each program location.
- Providers will work directly with each Principal regarding school facility opening and closing procedures.
- Provider's registration form will specifically reflect that the program is being run by the Provider and not the Albuquerque Public Schools.
- Providers will work directly with each school Principal regarding school facility opening and closing procedures.
- Providers will ensure that teachers/staff, and children of essential workers employed by essential businesses and nonprofit entities as originally defined by the Public Health Order (https://www.newmexicokids.org/wp-content/uploads/2020.5.6-Gov-Health-Order.pdf) will have first opportunity to register for programs.
- Providers must clean all program materials and equipment for participant use.
- Providers can NOT operate field trips or conduct any large group activities or events.
- As outlined in State early childhood guidance documents, Provider shall not serve meals/snacks buffet or family style. Use of prepackaged food (snacks, special dishes) is expected.
- Only essential paid staff of the organization, licensing agency, and State designated teams shall have access to and work in the programs. No internships, apprenticeships, practicums, or volunteers are allowed. Unless otherwise allowed by the Department of New Mexico Early Childhood Education and Care.

REMOTE

All programs will also abide by the expectations outlined in their APS Joint Usage Agreements which state when APS is not in school, they will close.

- Childcare programs in portables may reopen upon authorization of APS.
- Programs within the school building will remain closed unless granted permission to reopen by APS.

VOLUNTEERING, TUTORING AND MENTORING

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.
The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. This requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. **To this end, APS is limiting the number of non-critical partners on campuses and especially those within the physical proximity to students. Until the district returns to full capacity and with absolutely no precautions, volunteers and tutors will not be allowed in APS school buildings.**

Mentoring services for students that are run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. Note: the district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.

Definitions

- **Volunteering:** For the purposes of this document, per board policy and administrative Procedural directive "volunteering" is defined as follows:
    - **volunteer programs** are designed to advance the school/district's educational priorities, goals, and mission; and to support student academic achievement.
    - **"volunteer"** means an unsalaried person (parents, guardians, family or community members) authorized by Albuquerque Public Schools to perform volunteer program services for the district. Volunteers serve in such capacity without compensation or employee benefits of any type. Volunteers serve at the discretion of the superintendent (and/or his/her designee) without any expressed or implied privileges beyond those found in this procedural directive and may be released from volunteering if so, deemed by the superintendent or his/her designee.
    - **"supervised volunteer**" means a volunteer that when with a student(s) is in line of site of district person(s) at all times; not including APS Food and Nutrition employees.
    - **"unsupervised volunteer"** means a volunteer with unsupervised access to students at any point and for any length of time. Volunteers participating in out-of-school time programs are considered unsupervised volunteers.

- **Tutoring:** For the purposes of this document, "tutoring" means a teaching relationship between tutor (non-parental adult) and an APS student that is solely academic based to improve the student's academic status to achieve success in various topics within K-12 general public education.

- **Mentoring/Mentorship:** For the purposes of this document, "Mentoring/Mentorship" means a supportive relationship between a Mentor (experienced non parental adult) and Mentee (APS student). Where the experienced Mentor guides the Mentee over a period of time to achieve academic, social, and/ or emotional understanding through development. Teaching the mentees the skills needed to achieve upward mobility to their goals to be successful in society. If the relationship is strictly to improve academic achievement, then the individual would be defined as a tutor.

VOLUNTEERING

Reentry General Processes

The purpose of volunteerism in APS is to support student learning and school goals. All schools will have a Volunteer Coordinator/Point of Contact that coordinates an intentional volunteer program. As well, all volunteer activities shall be targeted to directly facilitate student and school goals. Some volunteer functions and projects include:

- tutoring
- classroom support
- academic enrichment
- basic needs support
- social emotional support
- school environment/climate

Reentry Guidelines

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. **To this end, APS is limiting the number of non-critical partners on campuses and especially those within the**

physical proximity to students. Until the district returns to full capacity and with absolutely no precautions, volunteers will not be allowed in APS school buildings.

The following guidelines apply to all volunteering in APS, regardless of whether it is conducted by a community based organization or through the district and can assist school staff if they choose to utilize volunteers virtually.

ALL LEARNING MODELS

All volunteering methods and contexts must be based on the current COVID-Save Practices, current Public Health Orders, and State Public Education Department (PED) requirements.

District Requirements:

- All volunteer programs will continue to meet the expectations in the APS Volunteer Programs Procedural Directive, including:
  - Unsupervised volunteers must have a current APS fingerprint background check and an APS ID badge issued by APS School Police or the Student, Family and Community Supports Division.
  - Supervised volunteers must have an online volunteer background check.
- Principals should meet with their Volunteer Coordinator/Volunteer Program Point of Contact to review these expectations and determine school goals and priorities to develop a School-Based Volunteer Program Plan. District support can be obtained by contacting volunteer.programs@aps.edu.
  - The plan should include schools goals, related volunteer projects, volunteer roles, number of volunteers needed for each project, location of volunteers, limiting access to student to safe virtual access only, equity of access to students, etc.
    - Prioritize volunteers who are specifically supporting student academic achievement and social emotion learning.
    - During this time, schools should direct their efforts on immediate needs, but use this opportunity to begin thinking about how to incorporate virtual, and remote service into all aspects of volunteer engagement.
  - Identify specific volunteer roles to support the school's goals.
    - Identify whether each role will be conducted virtually or during times when students are not on campus.
  - Basic requirements and guidelines for volunteer management should be consistent and applied equally to volunteers working virtually or onsite.
- All Volunteers must:
  - Sign a volunteer agreement which specifies specific adherence to safety protocols.
  - Be oriented to their project, role, and functions; and have training in health and safety expectations.

Recommendations

- Develop position descriptions for volunteer jobs, specifying what the job responsibilities are, how they will be carried out, the kind of qualifications required, how they will be supervised, whether or not they will interact with students virtually and how, etc.
- Focus on essential learning, be flexible, patient and supportive. Provide training when possible.
- Volunteer Coordinators can market volunteer opportunities by utilizing School Messenger, PeachJar, school website, and other marketing mechanisms to ensure that all students and families are made aware of the opportunities.

Types of Volunteering and Related Expectations

Volunteers who assist with basic needs or campus clean-up projects: These volunteers may be used on APS campuses, outside of school buildings.

- **This must occur during times when students are NOT on campus for core instruction**.
- This type of volunteering is only allowable for basic needs and education materials "grab and go" distribution and for campus clean-up projects.
- All volunteering that supports basic needs must ALSO meet all of the guidance detailed in the Community-Supported Food Distribution portion in the Basic Needs section of this document.
- Schools must strategically limit the total number of volunteers and staff on campus.
- No more than 10 volunteers and staff can be utilized for and session.

- For campus clean-up projects, volunteers must spread out and be in groups of no larger than five members.
- All extra health precautions must be in place, including:
  - All volunteers are required to ware face coverings on school site except while eating, drinking and exercising, with limited exceptions of volunteers who have medical reasons for being able to wear a mask or face shield.
  - Social distancing from others (staff, volunteers, etc.)
  - All volunteers must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
    - Individuals who exhibit symptoms should contact the school's Volunteer Coordinator/Point of Contact to determine if they can volunteer.
  - Schools may need to purchase/obtain PPE and extra cleaning supplies to support volunteers who assist with basic needs or campus clean-up projects.
- District Volunteers interested in volunteer in at the APS Community Clothing Bank must follow guidance specific to the clothing bank. Contact: clothing.bank@aps.edu.

Volunteering that is virtual/distance based and there IS NOT contact with students.

- These volunteers do not have to have a constant line of site supervision by an APS employee and do not need a volunteer background clearance.
- "Grab and go", curbside drop-off, drop-off at homes should follow all safety guidelines.
- Align take-home projects with school's goals and overall volunteer program strategy.

Volunteering to Develop Pre-Recorded Learning Videos:

- Only content which has been approved by the appropriate district department, shall be released to the community.
- Employ multi-modal tactics to ensure that the videos are appropriate for a variety of learning styles.
- Design, distribute, and collect feedback using an engagement and satisfaction survey to measure the effectiveness of each video.

Volunteering that is virtual/distance based and there IS contact with students.

- In order to ensure health precautions, volunteers who have contact with students MUST have constant supervision by an APS employee.
- These volunteers MUST hold a fingerprint (unsupervised)S volunteer background check clearance.
- Virtual volunteers can complete short-term or long-term tasks, in whole or in part, typically off-site from the organization or person being assisted. It may or may not require access to a computer or a phone.
- Virtual volunteering should align with the school's goals and overall volunteer program strategy.
  - Volunteers who will use a virtual setting that includes interaction with students whether it is a pre-recorded session or video, or live meeting by phone or virtual meeting with students and must follow the district guidelines for virtual volunteer and tutoring.

Volunteers must utilize safe virtual program practices: requiring any key partner that has virtual access to student to utilize safe virtual program practices. Safe virtual program practice include, but are not limited to:

- at least 2 adults at all times with students, one must be an APS employee.
- parental permission for the programs, when applicable.
- not publicly sharing students' names.
- being careful of how information is shared with students.
- always using school-related email addresses.
- understanding the Children's Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Volunteers must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.

- Sessions may be recorded with prior written consent from parents/guardians, and an announcement made to participants at the beginning stating so. Links to recordings shall be archived by the APS employee in the session.

REMOTE

Types of Volunteering Allowed:

- Volunteering with students **virtually**
- **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

TUTORING

General Processes

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. **To this end, APS is limiting the number of non-critical partners on campuses and especially those within the physical proximity to students. Until the district returns to full capacity and with absolutely no precautions, partnership program tutors will not be allowed in APS school buildings.**

The purpose of tutoring in APS is to support student learning by providing students with extra practice and skill building. School should coordinate tutoring services and supports in order to ensure that students in need have access. The following guidelines apply to all partnership tutoring programs in APS.

ALL LEARNING MODELS

Until the APS returns to full capacity and with no precautions, partnership program tutoring with students will only be allowed virtually.

- These tutors must have constant supervision by an APS employee.
- All tutors working in APS or with students (in-person or virtually) as part of a referral from APS must hold a current APS fingerprint background clearance.
- Virtual tutoring should align with the school's goals and overall educational support strategy.
    - Tutors who will interact with students in a virtual setting can only conduct sessions by phone or virtual meeting and must follow district guidelines.
- Tutoring sessions should:
    - utilize strategies that facilitate active participation of students (especially if held in groups.
    - utilize Google Meets (or Classroom) whenever possible.
- All tutoring programs must include:
    - A written agreement with APS to conduct the tutoring program with APS students.
    - A signed confidentiality agreement for each tutor.
    - Limits of no more that 5 students per tutor.
    - Registration and parental permission processes.
- Sessions may be recorded with prior written consent from parents/guardians, and an announcement should be made to participants at the beginning stating so. Links to recordings shall be archived by the APS employee in the session

REMOTE

Types of Volunteering Allowed:

- Tutoring with students **virtually**
- **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

MENTORING

Mentoring services for students that are run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. The district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.

COMMUNITY-SUPPORTED FOOD DISTRIBUTION, AND OTHER BASIC NEEDS AND FAMILY SERVICES

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.

This section of the APS Reentry Plan describes guidance related to Community Supported Food Distribution, Other Basic Needs and Family Services. These include services such as:

- Community-Supported Food Distribution and
- Other Basic Needs and Family Services such as:
    - School Supplies
    - Clothing/Shoes
    - Household Supplies (non-grocery)
    - Student Learning Partnership Services
    - Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information
    - Family Learning Partnership Services

All basic needs and family services supports which require contact with families must ALSO meet all of the guidance detailed in the section on Community-Supported Food Distribution below.

All services and supports that utilize volunteers must ALSO meet all of the guidance detailed in the section on Volunteering.

Each school should have a Point of Contact (POC) that coordinates each of these services. Each POC will coordinate with community partners, staff, and volunteers that are helping with obtaining, sorting, and distributing resources, as well as with communication with families.

Definitions

- **Community Supported Food Distribution:** For the purposes of this document, "Community Supported Food Distribution" means providing resources to students and families in order to facilitate them having reliable access to a sufficient quantity of nutritious food.

COMMUNITY-SUPPORTED FOOD DISTRIBUTION

Reentry General Processes

Food insecurity can become a significant barrier to student learning. APS partners with various community organizations and groups in order to provide needed support to families. Yet in order to ensure equitable and efficient operations, this support requires effective coordination. In as such, community-driven food distribution is targeted to families that have been identified as facing food insecurity. Schools implement processes for gathering information from all families regarding who is in need of assistance. In order to

ensure coordination of services throughout the district, community partners' and POC's contact information must be provided to Lindsay Wilwol, Community School Manager | Coordinated School Health Department, Student, Family and Community Supports Division at lindsay.wilwol@aps.edu. Schools can direct general questions and support regarding key partnerships Reentry into schools to lindsay.wilwol@aps.edu.

ALL LEARNING MODELS

Obtaining Food

- Wherever possible, food will be delivered to the school in pre-packed, ready for distribution bags/boxes and to be distributed right away and without the food entering the building.
    - If food donations are stored inside the school, they should be stored for at least 24 hours prior to distribution (without being touched).

Sorting and Packaging Food

- If food is not able to be delivered to the school pre-packed for immediate distribution, sorting and packing should:
    - Be conducted with the least number of staff/volunteers possible

Schools using volunteers must only sort and pack during times when students are not present on campus.

All extra health precautions, including social distancing, will be in place, including:

Staff and volunteers must follow the COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements, which include Social distancing from others (staff, volunteers, etc.) and no mass gatherings.

Staff and volunteers are required to wear face coverings on the school site except while eating, drinking and exercising, with limited exceptions for staff/volunteers who have medical reasons for not being able to wear a mask or face shield.

Staff and volunteers must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.

Individuals who exhibit symptoms should contact the school's Point of Contact to determine if they should assist.

Each school should provide PPE and extra cleaning supplies to support these staff and volunteers.

Food Distribution

Food may only be distributed either via student take home processes (if students are physically present) or through a "grab and go" format to families.

- The number of staff/volunteers helping with food distribution shall be kept to the minimum number for efficient operations with social distancing.
- All extra health precautions, including social distancing, will be in place, including:
- Staff/volunteers and families are required to wear face coverings.
- Staff /volunteers and families must use safe practices including social distancing from others (refer to current public health order and follow Department of Health Guidelines).
- Staff and volunteers must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
- Individuals who exhibit symptoms should contact the school's Point of Contact to determine if they should assist.
- Staff/volunteers must wear gloves.
- In order to determine on-going supports, schools will need to track the number of families and served and must be provide to lindsay.wilwol@aps.edu upon request.

Student Take Home Distribution

If students are on school campuses, the POC can coordinate to distribute food directly to the student in order for them to take it home.

- Only one time use bags/boxes may be utilized.
- Distribution must be supervised and coordinated by APS employees.
- Volunteers can NOT be in the proximity of students or in school facilities when students are present.
- Volunteers can "stage" boxes/bags in classrooms (or other locations) as long as it is done when no students are on campus.

"Grab and Go" Distribution

- Food distribution must occur outside of school building. Pick-up and drop-off drive through spaces (or other outdoor space designated by the Principal) and can use drive through and/or walk through processes. At no time will families enter the building.
    - Clear signage should support smooth operations, distancing of cars and walk-up families, and other instructions to families.
    - Staff must clean and disinfect tables/furniture (if used) thoroughly during and after distribution.
- Distribution must be during separate times and/or locations from any other activity occurring on the campus.
- Schools may consider having an APS police officer on site during distributions.

Drive Through Distribution

- Staff/volunteers can either place items in car trunks or hand them to the driver or passenger.

Walk Through Distribution

- Spaces that support social distancing will be clearly designated.
- Families will not be allowed into any school building.

- Families should be directed to leave the campus upon receiving their food.

REMOTE

Same as All Learning Models

- P**LEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

OTHER BASIC NEEDS AND FAMILY SERVICES

Reentry General Processes

Services must be conducted with contact with families. When possible, Schools should utilize a single point of contact (POC) for partners and families basic needs and services. The point of contacts can provide guidance in supporting families with these needs/services.

This section provides Reentry guidelines for other basic needs and Family services such as:

- School Supplies
- Clothing/Shoes
- Household Supplies (non-grocery)
- Student Learning Partnership Services
- Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information
- Family Learning Partnership Services

ALL LEARNING MODELS
School Supplies, Clothing/Shoes/Household Supplies (non-grocery) • Donors will collaborate with key staff at school, district, or APS Clothing Bank in order to coordinate drop-off procedures that involve health precautions (PPE, social distancing, etc.) and wherever possible no-touch sharing. • If donations will be stored inside the school, they should be stored for at least 24 hours prior to distribution (without being touched) and/or individually wiped down with disinfectant before being distributed to families. Distribution • Supplies will only be distributed either via student take home processes (if students are physically present) or through a "grab and go" format to families. Please see Community Driven Food Distribution section for details. Student Learning Partnership Services • The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. To this end, APS is limiting the number of non-critical partners on campuses and especially those with physical proximity to students. Until the district return to full capacity with no precautions, volunteers, tutors and mentors will not be allowed in APS school buildings. • Other than designated critical services, all programs, family events, etc. shall be conducted virtually (see – Volunteers, Tutors and Mentors section for details). Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information • Schools should establish processes for gathering information from all families regarding needs to reduce barriers to learning. Assigned staff (e.g. family liaison, community school coordinator, McKinney Vento staff, etc.) will provide families with information about services and programs. • Partners will still have the opportunity share information to families about their services through PeachJar. • Family Learning Partnership Services • Adult education/family learning services conducted in partnership with APS will be conducted virtually
REMOTE
Same as All Learning Models • P**LEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

FAMILY ENGAGEMENT

General Information

Family engagement in student learning has always led to stronger student achievement. Now, more than ever, APS is leaning on families to help us engage and educate students. Regardless of the learning model the district is using in order to minimize risk to COVID-19, families are supporting students to understand health precautions, monitoring and fostering social emotional wellness, and facilitating student learning. **Everyone in the district should remain vigilant around informing families about critical information, conducting targeted and consistent outreach, and providing families with the support they need to take on more of these functions than ever before.** This is especially important in light of the added

challenges and stressors that families are facing. Yet, by engaging and supporting families, they will add to the district's capacity to ensure that students are successful, despite the adaptations we must make.

As educators, it is easy to make assumptions about what we can expect from families. As educators and other school staff, continue to develop instructional, communication, collaboration, and support strategies, we should be mindful not to make some of these **common assumptions** (Source: https://www.tolerance.org/magazine/rethinking-family-engagement-during-school-closures)**:**

Assumption: Families are home with their children and can help direct distance learning activities. They are available to answer questions, help with assignments and navigate technology issues.

- Although families want to help their children, oftentimes they are not available or do not have the skills and capacities to help.
    - Gather information about your students and families strengths and needs for learning at home
    - Ask families what support, training and resources they will need to facilitate student learning.

Assumption: Families understand your expectations and know how to motivate students to complete assignments.

- Consistent and clear communication with families is critical and should include what work students can and should do independently, how long it should take and what—if any—role they might play in supporting their child in this work.

Assumption: Families expect teachers to assign a full day's worth of work.

- Families may tend to focus a bit too much on their child's learning, fearing that they will lose an educational opportunity or get a bad grade. Partnering with families to both check on academic progress, but also to address the social-emotional needs of students will help our students in the long run.

Reentry General Processes

- Until schools can be safely re-opened fully, in-person family centers or family events held on APS campuses or facilities will not be allowed. In addition, APS will not sponsor family events off campus.
- APS is restricting mass gatherings by outside partners. In addition, APS will not promote mass gatherings offered by or in conjunction with partners.
- All School-level meetings that include families and/or community members must be held virtually.

ALL LEARNING MODELS

Each school should prioritize family engagement by implementing:
• Systems to ensure current family contact information
  ○ Current family contact information is critical and must be continually updated in the student information system. Thus, schools must target on-going processes for:
  ▪ marketing this critical need to families.
  ▪ screening data to identify outdated and/or non-working contact information.
  ▪ updating information in the student information system.
• Staff training that sets expectations for all staff around the implementation of family engagement best practices
  ○ For support, please contact chelanna.carter@aps.edu.

- A high frequency of meaningful contact/meetings with families
    - Contacts should happen as consistently as possible and be held in family's language spoken at home.
    - In-person (only if critical, or for parent teacher conferences, IEP meetings, etc.), phone, virtual, and email contacts are all options. However, email contact should not be the only means.
    - Non-academic calls to families to continuously build relationships are highly encouraged.
    - One-on-one contacts should always include screening for needed educational supports and offers of guidance around supporting learning at home.
- Targeted outreach to families of struggling and/or disengaged/ absent students
    - Schools should develop processes for gathering and tracking both quantitative and anecdotal information regarding students who are:
        - struggling with attending/not attending in person classes.
        - struggling with/not completing learning at home assignments.
- Outreach efforts should be implemented to work with families and students in order to discuss/assess issues and barriers and develop/implement a plan to support student learning and/or engagement/attendance.
- Linkages to reduce barriers to learning and support family functioning
    - Schools should disseminate information and provide families referrals to critical district and community services and programs, such as:
        - District information and resources
        - Out of School Time Programs/Childcare
        - Early Childcare Programs
        - Clothing, food, personal goods, and basic needs
        - Community Services
            - Behavioral Health/Counseling/Crisis
                - NM Crisis and Access Line (24/7): https://nmcrisisline.com
            - Physical Health
            - Family Supports
            - Shelter and Transportation
            - Legal Services
            - Immigration Services
            - Education and Training
            - Employment and Financial Support
    - Families can access resources by calling 2-1-1
    - A directory of community resources can be found at: http://www.navigateresources.net/uwcnm/
- Capacity building (including Educational Supports) so families can support learning at home
    - Schools should identify and provide the information, training, coaching, tools/resources, social networking supports, etc., that families will need in order to support learning.
    - As staff can provide outreach to families and identify barriers and challenges to families supporting student learning, a plan should be implemented to provide the family with the support needed.
    - Schools should refer families with significant limitations (e.g. no technology skills) to district/school technology supports.
- Extra screening for McKinney Vento Program eligibility
    - In light of high levels of families who are out of work and/or negatively impacted by COVID-19 financially, staff should be trained to conduct more intentional screening of families for eligibility in the McKinney Vento Program in order to support homeless families.
- Family Liaison Role Group Plan
    - Schools with a Family Liaison should make sure that they have a copy of the Family Liaison Reentry Plan. Principals shall review both the Key Partners Plan and the Liaison Plan with their Liaison.
    -

REMOTE
• **Same as All Learning Models** • **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

SCHOOL FAMILY ENGAGEMENT AND FAMILY LIAISON

General functions that schools should implement in order to support the family engagement section of the district's Reentry Plan during the COVID-19 Pandemic include:

- Implement district/school supported outreach strategies where all families feel welcome.
- Maintains accurate records and data for family outreach activities.
- Help get new contact information for families.
- Participates in the development of communication and marketing materials for family outreach.
- Utilizes district/school supports to communicate effectively with families.
- Assist with professional development on Family Engagement for school staff
- Principal should use the Family Liaison District job description and Liaison Reentry Plan to promote understanding and consistency.

Systems to Ensure Current Family Contact Information

Principal/School Key Functions

Current family contact information is critical and must be continually updated in the student information system (SIS). Thus, schools must target on-going processes for informing families of the critical need for updated information, screening family information in SIS to identify outdated and/or non-working contact information and updating information in SIS.

- Use marketing/communication strategies to inform families about the critical need for current contact information. This should be done in multiple languages and using multiple methods throughout the year.
- Coordinate process for gathering current contact information.
- Data Clerk enters current information into Synergy.

Family Liaison Functions

- Assist in obtaining new contact information for families.
- Provide information to the Data Clerk

Staff Training that Sets Expectations for All Staff around the Implementation of Family Engagement Best Practices

Principal/School Key Functions

- Principal adds family engagement into In-Service and/or staff meeting agenda(s)
- Training should include:
  - expectations for all staff to promote family engagement

- expectations for data entry of contacts in Synergy
- best practices for engaging families virtually
- dispelling assumptions about families and fostering communication and staff support to the capacity building of families to support student learning, wellness, and development
- ensuring staff respects, advocates for, and embraces diversity, whether in culture, gender, sexual orientation, sexual identity, experiences, beliefs, or roles.
- the role, key functions, and proposed outcomes of the Family Liaison (if the school has one)

Family Liaison Functions

- Explain/help the Principal train staff about what the Liaison role is during in-service sessions.
  - Use the Family Liaison job description and Liaison Reentry Plan to promote understanding and consistency.
- Explain/help the Principal train staff family engagement best practices during in-service training sessions.
  - Encourage training around equity and respect of families.
  - Virtual family engagement tips

A High Frequency of Meaningful Contact/Meetings with Families

Principal/School Key Functions

- A system and processes that support all staff in understanding which students' families are contacted, by who, at what point, and who is responsible for what follow up should be developed.
- Principal sets specific expectations regarding the frequency of contacts, by who, how many attempts to make for hard to reach families, what staff does if contact cannot be made, and who conducts continued attempts and follow up.
- All staff providing outreach and intervention should record contacts in Synergy in order to prevent duplication of efforts and identification about progress of previous attempts.
- Contacts should happen as consistently as possible and be held in the family's language spoken at home.
- In-person (only if critical, or for parent teacher conferences, IEP meetings, etc.), phone, virtual, and email contacts are all options. However, email contact should not be the only means.
- Non-academic calls to families to continuously build relationships are highly encouraged.
- One-on-one contacts should always include screening for needed educational supports and offers of guidance around supporting learning at home.
- Consistent and clear communication with families is critical and should include what work students can and should do independently, how long it should take and what—if any—role they might play in supporting their child in this work.
- Families may tend to focus a bit too much on their child's learning, fearing that they will lose an educational opportunity or get a bad grade. Partnering with families to both check on academic progress, but also to address the social-emotional needs of students will help our students in the long run.

Family Liaison Functions

- Meet with the Principal/leadership team to support the development of a clear plan for communication, outreach, and support to families which is facilitated by all staff.
- If teachers cannot make contact with a family, refer to a Liaison to see what barriers might exist.
- Liaisons will work with families when there are known barriers to help provide support (not instead of teacher contact, but in addition to).
- Help families build better relationships and foster trust with the school and/or teachers.

Targeted Outreach to Families of Struggling and/or Disengaged/Absent Students

Principal/School Key Functions

- Schools should use classroom and student attendance data/reports for both in-person and distance learning to identify students who are struggling and/or not attending.
- Schools should implement an action plan for preventative and early outreach and intervention.
- Schools should develop processes for gathering and tracking both quantitative and anecdotal information regarding students who are:
  - struggling with attending/not attending in person classes.
  - struggling with/not completing learning at home assignments.
- Outreach efforts should be implemented to work with families and students in order to discuss/ assess issues and barriers and develop/implement a plan to support student learning and/or engagement/attendance.
-

Family Liaison Functions

- Liaisons should be on attendance teams and family engagement teams so they can help make contact with hard to reach families.
- Liaisons should be invited to Health and Wellness teams when meeting about families that they work with/ are point of contact for

Linkages to Reduce Barriers to Learning and Support Family Functioning

Principal/School Key Functions

- Schools should disseminate information and provide families referrals to critical district and community services and programs.
- Communicate that schools supports are available, and the process to access help to families in multiple languages and using multiple methods throughout the year.
- To ensure clarity and eliminate duplication/gaps, implement a system and processes that indicate who makes contact with what group(s) of students/families.

Family Liaison Functions

- Supporting communication to families in a variety of languages and methods (School Messenger announcement, in-person meetings, emails, etc.).
  - Getting information translated and sent out.
  - Maintain a strong understanding of families and languages spoken.
- Contact families who might not fully understand information being sent out to make sure that they understand it.
- Help get the word out about what are all the things that families can be assisted with.
- Point of Contact for Student/Family Assistance Request Forms on school webpage (e.g. Food, shoes, clothes, hygiene, uniforms, childcare information, etc.).
  - Fill out requests for the APS Clothing Bank
  - Give referrals to Locker 505 and/or the Assistance League
  - Support other basic needs/household essentials via grab and go distribution
- Provide referrals and then follow up with families to identify if other services are needed.
  - Provide advocacy and support (e.g. making phone calls with/for them, virtual meetings, etc.)

- Reviews contact logs to see if any other staff have contacted families. Link with other staff to see if they attempted contacts (which are not documented), to collaborate and document efforts.

Capacity Building (including Educational Supports) so Families Can Support Learning at Home

Principal/School Key Functions

- Schools should gather information from families (in various languages by various methods) regarding what support, training and resources they will need to facilitate student learning. Including information about what students and families strengths and needs for learning at home.
  - School can develop a plan to provide the family with the needed supports.
- Schools should ask these critical family engagement questions while each decision is being made:
  - How does this (decision) impact families?
  - What do families need to know about it?
  - How can families help us with this?
  - What support will families need to help us with this?
  - How are we going to communicate this to families?
- Schools should identify and provide the information, training, coaching, tools/resources, social networking supports, etc., that families will need in order to support learning.
- Schools should refer families with significant limitations (e.g. no technology skills) to district/school/community supports and services.

Family Liaison Functions

- Support families with developing skills around technology and distance learning.
  - May provide virtual events
- Support families with social networking in order to build social capital.
- Gather information (e.g. calls, emails, surveys, etc.) from families about their needs, what they understand, what might stand in the way of them supporting learning, etc.
  - Link with/participate in school teams to identify students with the most need/risk (e.g. attendance, behavior, etc.).
  -

Extra Screening for McKinney Vento Program Eligibility

Principal/School Key Functions

In light of high levels of families who are out of work and/or negatively impacted by COVID-19 financially, staff should be trained to conduct more intentional screening of families for eligibility in the McKinney Vento Program in order to support homeless families

- Schools should incorporate screening for eligibility into as many outreach contacts as feasible and appropriate.

Family Liaison Functions

If there is a concern that a student is experiencing homelessness;

- First, check with clerk for family living with family form/guardianship form
- Then, check the MV tab in Synergy to see if a student has qualified and what MV Resource Teacher the family is assigned to.
  - Work with MV Resource Teacher to coordinate services
- Talk to the family (screening)

- If student/family is not enrolled in MV, make referrals to the McKinney-Vento Program through website: https://albuquerque-public-schools.formstack.com/forms/aps_mckinney_vento_student_referral_form.

COMMUNITY SCHOOLS

General Information

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students. **Until schools can safely fully re-open (**i.e. a reliable vaccine can be created, and mass produced) APS is limiting in-school partnership programs, services, and supports to those designated as critical provider services. As well as restricting essential partnership services and supports, that have access to student, to virtual programs only.

Definitions (see Community Schools Act, NMSA 1978, § 22-32-2 (2013))

- **Community School:** a public school that partners with families and the community to provide well-rounded educational opportunities and whole-child supports for student success through the implementation of a community school framework.

- **Community School Coordinator**: a person employed by a lead partner agency who works within a community school as part of the site-based leadership team. In collaboration with the site-based leadership team, the community school coordinator is responsible for oversight of the implementation of the community school framework. This includes driving collaborative leadership practices, conducting a comprehensive needs/assets assessment, managing data collection and guiding data-informed continuous improvement, and coordinating resources for student and family success.

- **Lead Partner Agency**: The agency that employs a community school coordinator and works collaboratively with the community school coordinator, school principal and site based leadership team to implement the community school framework (may or may not be APS).

- **Community School Framework**: a set of research- and evidence-based strategies and best practices implemented at a community school that support students, families and communities in ensuring student success. The pillars of this framework are integrated student support, expanded and enriched learning time and opportunities, active family and community engagement and collaborative leadership practices. Within these pillars there is a focus on culturally and linguistically responsive instruction, programs and services, and restorative practices that focus on building and maintaining relationships.

Reentry General Processes

Each community school will staff a Community School Coordinator (funded by APS or a lead partner) who will work to implement the community school framework at the specific school/schools to which the coordinator is assigned.

In collaboration with the site-based leadership team and the community school council, the Community School Coordinator is responsible for oversight of the implementation of the community school framework. This includes driving collaborative leadership practices, leading the community school council in conducting a comprehensive needs/assets assessment, managing data collection and guiding data-informed continuous improvement, and coordinating resources for student and family success in response to

recommendations from the council. Community school practices will align with district guidance as outlined in this Reentry Plan.

ALL LEARNING MODELS

• Community School Coordinators:
  ○ Should review and follow all the guidance in the Key Partners Reentry Plan.
  ○ When in or at APS facilities must wear masks and use safe practices (refer to current public health order and follow Department of Health Guidelines).
  ○ When in or at APS facilities, must review the Entering APS Facilities COVID-19 Questionnaire each day prior to entering APS facilities and follow all COVID-Safe practices for their school.
• Until schools can safely fully re-open schools (i.e. a reliable vaccine can be created, and mass produced) will lead collaboration meetings and sustain partnerships through coordination with all key stakeholders including non-school staff (including community school council meetings) virtually.
• APS is prohibiting mass gathering with or in conjunction with outside partners. In addition, APS will not promote mass gatherings offered by or in conjunction with partners. The public health order defines mass gathering as any public gathering, private gathering, organized event, ceremony, or other grouping that brings together five (5) or more individuals in a single room or connected space, confined outdoor space or an open outdoor space.
• APS sponsored Home Visits may only be conducted by APS staff and must be conducted virtually.

REMOTE
Same as All Learning Models • P**LEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

OTHER CONSIDERATIONS

Logistical

- Community school coordinators employed by a lead partner agency other than APS may need to work with district support personnel to be granted the access to APS systems necessary to support their work.

ENTERING APS FACILITIES
COVID-19 QUESTIONNAIRE

Do you Currently have a temperature of over 100.4ºF (38ºC) □ Yes □ No

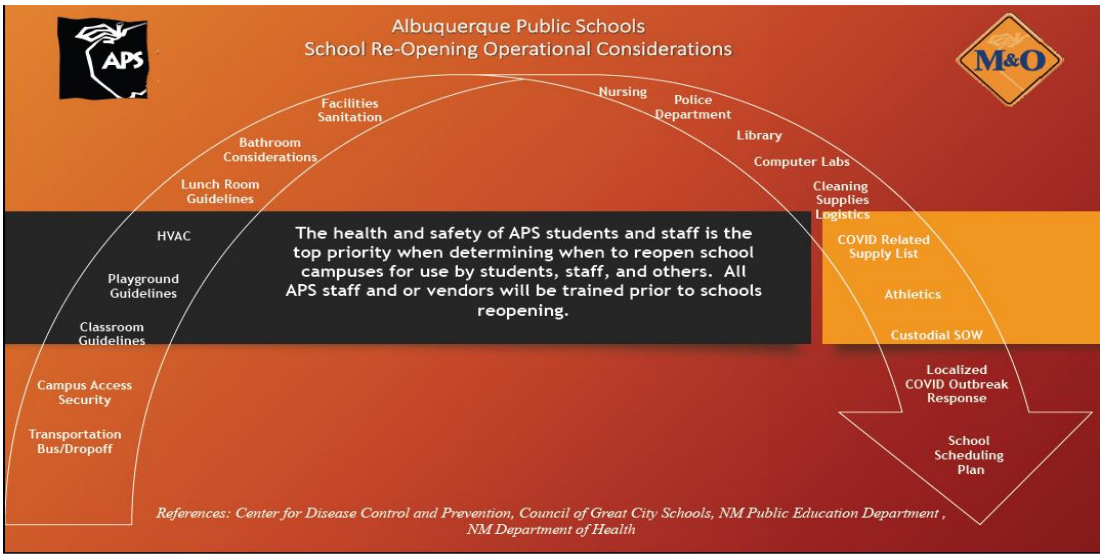
In the past 24 hours, have you experienced?

- Fever: □ Yes □ No
- Fatigue: □ Yes □ No
- Frequent, dry Cough: □ Yes □ No
- Aches and Pains: □ Yes □ No
- Sore throat: □ Yes □ No
- Diarrhea: □ Yes □ No
- Headaches: □ Yes □ No
- Shortness of breath: □ Yes □ No
- Loss of smell or taste in the past 24 hours: □ Yes □ No
- Have you recently been in close contact with anyone who has exhibited any symptoms? □ Yes □ No
- Have you recently been in contact with anyone who has tested positive for COVID-19? □ Yes □ No

If the answer to any of the above questions above is 'Yes', Provider should not be physically in an APS school. It is recommended that the provider should consult with a medical professional.

If a provider becomes ill while at a school, they should notify the school administration and leave the school immediately. It is also recommended that the provider should consult with a medical professional.

OPERATIONAL PLAN



Purpose
The health and safety of APS students and staff is the top priority when determining when to reopen school campuses for use by students, staff, and others. All APS staff and or vendors will be trained prior to schools reopening.

CLEANING SUPPLIES AND LOGISTICS

- All students, staff, and visitors will be required to wear face coverings, unless ill-advised for medical reasons. Students, staff or visitors should bring their own masks to wear at school. APS District will initially supply, cleaning supplies, hand sanitizer for classrooms, common areas and buses.
- Each classroom will be supplied with a "Sanitation Tote" to be used to periodically sanitize their room. The school custodian should be made aware of any totes that need to be restocked and provide the refill.
- School staff will need to order replacement supplies during the school year through the District Materials Management Warehouse. Schools should order in advance so as not to run out of supplies.

COVID-19 RELATED SUPPLY LIST

- Classroom "Sanitization Tote"
- Hand Sanitizer
- Masks – staff, visitors, students will need to supply their own cloth and/or disposable masks.
- No-touch thermometer
- Electrostatic sprayers (provided to specialty to cleaning crews)
- Disinfectant
- Paper towels/wipes
- Soap
- Floor markings
- Signage – All types and locations (in Spanish and English) with clear pictures
- PPE for nurses staffing isolation room and in close contact with students (gowns, face shields, N-95 masks, etc.)

FACILITIES

- Proper cleaning procedures designed from EPA and CDC guidance on approved products and methods will be used.
- Disinfect and sanitize high-touch areas of building service systems (e.g. on/off switches, thermostats) daily.
- High touch horizontal surfaces, door handles, elevators, etc. vertical surfaces such as doorframes/edges, light switches, thermostats, window handles, etc. will be sanitized daily.
- Signs will be displayed for hygiene, masks and social distancing.
- Staff will be advised to minimize personal items on their desks, throughout classroom and work spaces to help facilitate regular sanitation efforts, as well as to prevent accidental breakage.
- Elevators should have no more than 2 people in an elevator at a time

CUSTODIAL STANDARD OPERATING PROCEDURES

- Cleaning, disinfection of high touch areas throughout the school, throughout the school day with PPE
- Classrooms will be cleaned daily
- In the case of a positive COVID case, fogging 100 percent reactive to positive will be performed within 24 hours

- Frequent disinfecting of bathrooms and regular bathroom checks for supplies will be conducted daily by custodian

LOCALIZED COVID-19 OUTBREAK RESPONSE

- Isolation room will be designated by the school for each facility.
- School will be shut down until fully sanitized according to NMDOH guidelines
- Students and staff will move to a full remote learning contingency plan during closure.
- School will be sanitized within 24 hours and must wait at least 48 hours after sanitizing to reopen.

CAMPUS ACCESS

- Passive Screening – Occurs at home with parents
    - Parents should take daily temperature of students when able to - Internal temperature of less than 100.4 degree per CDC guidelines.
    - Staff should take daily temperature at home prior to leaving for work when able to – Internal temp of less than 100.4 degree
    - Staff, visitors, and students must complete a daily questionnaire upon arrival to the school.
    - Schools will set up process for record keeping and procedures

- Active Screening – Occurs at school
    - Schools will set up process for screening visitors, staff, and students
    - Staff who do not complete questionnaire before leaving for school must complete it upon arrival and receive a temperature check.
    - Students displaying symptoms will be placed in a designated isolation room
    - Staff or visitors with symptoms or exposure to COVID-19 will not be allowed on campus

- Sanitization – High touch surfaces will be cleaned and sanitized throughout the day

- PPE for Health Offices
    - N-95 masks will be provided to health care workers in the school

- Masks are required for all individuals on campus
    - All students, staff, and visitors will be required to wear face coverings, unless ill advised for medical reasons. Students can opt out with a note from a medical provider. The note must be given to the school and noted in Synergy. Students, staff or visitors should bring their own masks to wear at school. Masks will be provided if a student forgets a mask. Masks must be changed if the mask they are wearing becomes wet or visibly soiled.

- Security access protocols – entry for staff and students will be through designated entrances following health and security protocols

TRANSPORTATION

Social distancing
- Siblings seated together
- Maximum of 2 students per bus seat. Yellow category should try to limit seats to 1 per seat

Sanitation
- Riders must wear a mask
- Drivers sanitizing seats before and after each use
- Drivers must wear a mask
- Hand sanitizer will be provided on the bus
- Deep cleaning every evening
- Drivers will supply spare masks for students without them
- Air out buses when not in use

Health
- If a child demonstrates symptoms when entering the bus, the bus driver will notify APS Police who will contact parents or arrange for transportation home.

Student pick up
- Schools will create a staggered Parent Pickup to allow for proper student social distancing.

CLASSROOM GUIDELINES

- Elementary "specials" will take place in regular classroom with teacher rotating, not students.
- Social distancing (65 SQFT/person) – All schools will be provided a school building template for each classroom space. Social distancing is by individual classroom square footage size for how many students may occupy each space.
- Outdoor classroom space may be used as needed for classroom instruction.
    - Furniture may be rearranged in classroom to allow for social distancing. Furniture may be marked to indicate social distancing and unused areas. Furniture does not need to be removed, but may be unoccupied.
- Sanitation after each class - All classrooms will be provided a sanitation tote. Teachers and students may wipe down occupied spaces after each use.
- Sanitation cleaning every evening - Custodians will clean and sanitize classrooms every evening.
- No sharing of books/toys/equipment/supplies. When possible, students should bring their electronic device to class.
- Signage will be provided to classrooms, hallways, bathrooms etc. When possible, one door shall be used for entrance into the classroom and a separate door for exit.
- Hand sanitizer must be readily available/accessible to all students and staff in each classroom. When possible, hand sanitizer should be distributed when entering the classroom and in between activities.

- Water fountains will be off limits – students may bring a refillable bottle. Water stations will be provided in the cafeteria to be filled by an attendant.

CAFETERIA GUIDELINES

- Use of disposable plates/utensils/cups
- Maintain social distancing guidelines. Students will sit only in designated seating areas, with the same group when possible.
- Outside and other areas shall be designated for eating.
- Cafeteria will be sanitized throughout lunch time for high touch areas by both cafeteria and custodial staff.
- Disposable aprons, masks and gloves will be required for meal prep and distribution.
- Signage will be posted regarding social distancing and hygiene.
- Students shall wash hands before and after eating.
- Plexiglass barriers be installed to help protect the staff scanning lunch cards/IDs

PLAYGROUND GUIDELINES/COMMON AREAS

- Masks must be worn on playground and common areas
- Maintain social distancing guidelines – signs will be posted and staff may remind students of social distance protocols
- No sharing of balls, toys, etc. Students may not bring balls and toys from home.
- Students will wash hands (or hand sanitize) upon arrival, before and after lunch, at the end of the day and before/after recess.

RESTROOM CONSIDERATIONS

- Schools will designated stalls and urinals to keep social distancing
- Signage will designate areas when waiting for stall, urinal or sink to allow for social distancing
- Students will wash hands for 20 seconds with soap signage will be in bathroom for proper hygiene.
- No-touch trash cans will be available in bathrooms
- Schools will monitor soap and paper towel dispensers to refill as necessary.
- School bathrooms will be cleaned during the school day and at night.

HVAC

- Keep systems running 6am – 6pm, non-stop
- Further open minimum outdoor air dampers, as high as 100%
- Clean change filters monthly/quarterly – 8/10 MIRV Filter rating or 13 MIRV on new systems
- Exhaust systems will run throughout the day

COMPUTER LABS

- Labs will be closed for use as a computer lab, they may be used as additional classroom space for social distancing.
- Testing requirements will be pushed to remote devices
- Students may use individual devices that have been assigned to individual students.

LIBRARIES

- May be used as a general education area, as needed, for social distancing.
- Sanitation tote will be provided to clean areas after student use.
- School computers are not to be used in library. Students may use individual devices from home, as outlined by school protocols.

ATHLETICS

- Staff members must receive COVID test prior to summer practice
- Temperature checks & questionnaire will be completed by students and staff before practice starts
- Locker Rooms and Weight Rooms will be closed
- PE Classes should be outside, when possible, and equipment should not be shared.
- All athletic equipment sanitized before and after practice
- Gymnasiums will be limited use only. Individualized conditioning and skills training. 1:5 coach to player ratio

POLICE DEPARTMENT

- PPE will be provided to school police
- COVID ALICE and fire drill procedures will be provided to each school staff. All practice safety drills will be done as a in class simulation.
- Shelter in place procedures will continue as is, in case of emergency.

NURSING

Well Child Care

- As much as possible efforts will be made to deliver care to students within the classroom to prevent mixing of cohorts and to limit exposure to ill children.

Screenings

- Special Education or SAT team referrals will be conducted as quickly as possible and utilize social distancing and masking.
- Age level screenings will be performed in the classroom and may be postponed until second semester at the discretion of the school principal and nurse.

Positive Cases of COVID-19

- The district is working on a flow chart with DOH Guidance on how to address positive cases of COVID-19.
- Any positive COVID-19 tests for students and staff should be immediately reported to Judith Edwards, Senior Director of Nursing at edwards_judi@aps.edu.

Appendix A: Planning Teams

Safety, Hygiene, Sanitation

Cabinet Lead: Dr. Gabriella Blakey, Interim COO
Team Lead: John Dufay, Executive Director, M&O

Team Members: Judith Edwards, Senior Director, Nursing; Kevin Moeller, Manger, Building Services, Grounds and M&O Warehouse: Steve Gallegos, Chief, APSPD; Carla Gandara, Deputy Chief, APSPD; Paul (Johnny) Aguilar, Mail Carrier, Graphic Enterprise Services; Royce Binns, Executive Director, Transportation; Vicki Price, Senior Director, Counseling: Troy Hughes, Associate Superintendent, Zone 4; Mike Bachicha, Principal; Anthony Lovato, Principal; Loyola Cortinas, Educator; Rachel Daley, Educator; Elaine Douglas, Educator.

Meals

Cabinet Lead: Dr. Gabriella Blakey, Interim COO
Team Lead: John Dufay, Executive Director, M&O; Sandra Kemp, Executive Director, Food & Nutrition Services
Team Members: Daphne Strader, Director, Coordinated School Health Department; Haley Tucker, Educator; Tabitha Herring, Educator; Tara Edwards, Educator; Margaret Lucero, Principal; Anthony Griego, Principal.

Logistical/Social Distancing

Cabinet Lead: Dr. Gabriella Blakey, Interim COO
Team Lead: John Dufay, Executive Director, M&O; Dr. Kris Meurer, Executive Director SFCS
Team Members: Royce Binns, Executive Director, Transportation; Carla Gandara, Deputy Chief, APSPD; Steve Gallegos, Chief, APSPD; Daphne Strader, Director, Coordinated School Health Department; Kenny Salazar, Support Principal, Zone 2; Mary Robinson (Caitlin), Educator; Mark Garcia, Principal; Kizito Wijenje, Executive Director, Capital Master Plan; Elizabeth Halpin, Senior Planner/Manager, Capital Master Plan; Victor Sanchez, Athletics Coach; Tracy Nichols, Librarian; Eric Lawson, Educator; Karen Balanquit, Educator, Albuquerque High School; Lucas Gutierrez, Interim Executive Director, Information Technology

Emotional Recovery/Well-Being

Cabinet Lead: Dr. Madelyn Serna Mármol, Associate Superintendent Equity, Instruction, Innovation & Support
Team Leads: Vicki Price, Senior Director of Counseling Services; Dr. Antonio Gonzales, Associate Superintendent, Learning Zone 2; Lila Ramirez, Exceptional Student District Specialist for Social Emotional Learning; Andrea Ochoa, Program Manager Multi-Tier (Layered) System of Supports; Layla Dehaiman, Director of School Climate
Team Members: Roberta Montoya, Principal; Mark Woodard, Principal; Hanna Myers, Principal; Irene Cisneros, Principal; Tracy Straub, Principal; Sean Thomas, High School Teacher; Cyndy Ives, Elementary School Teacher; Sarah Hager, Middle School Teacher; Katherine House, Support Principal ESSA Designated Schools; Larry Fortess, Director of Threat Assessment; Adriana Kerr, Special Education Social Emotional Learning Resource Trainer; Heather Fried, Elementary Resource Counselor; Susan Hewatt, Secondary Resource Counselor; Charae Archibeque, Counseling Department Administrative Assistant

Essential Learning

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Team Members: Dr. Roxann Morris, Educator; Diane Thomas, Educator; Liv Baca-Hochhausler, Principal; Michelle Torres, Principal; Roberta Montoya, Principal; Dana Lee, Principal; Sheri Jett, Principal Support Specialist; Rachel Altobelli, Director Library Services; Andrea Ochoa, Program Manager MTLSS; Heather Dadey, Educator; Elissa Dixon, Principal Secretary; David Finn, Educator, Gabrielle Galvan, Educator; Claudia Gutierrez, Executive Director

Special Ed.; Kelley Sartori, Educator; Vicki Price, Sr. Director Counseling; Thomas West, Sr. Director SAPR; Jessica Villalobos, Director Language & Cultural Learning; MaryEllen Farrelly, Director Early Childhood Learning; Rebecca Arellano, Instructional Manager, Penelope Buschardt, Director McKinney-Vento; Mary Bretting-Miller, Educator; Bev Martinez, Educator, Kori Obenshain, Educator; Jessica Borkowski, Administrative Assistant; Christy Romero, Educator; Tina Martinez, Educator.

Blended Learning

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Key Partners

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Team Members: Lynn Antoun, Resource Counselor, Counseling Department; Michele Apodaca, Administrative Assistant, Student, Family and Community Supports Division; Vaisu Bronk, Manager, Volunteer Programs/Special Projects, Coordinated School Health Department; Penelope Buschardt, Interim Director, Title I McKinney-Vento Program; Elizabeth Calhoon, Director, Attendance Supports, Coordinated School Health Department; Nester (Randy) Costales, Manager, Strategic Partnership, Coordinated School Health Department; Deanna Creighton Cook, ABC Community Schools; Judith Edwards, Senior Director, Nursing Services; Mary Ellen Farrelly, Director, Early Childhood Programs; Stephanie Fascitelli, Interim Associate Superintendent, Special Education; Steven Gallegos, Chief of Police; Aide Gonzalez Educator; Yvette Kaufman-Bell, Out of School Time Coordinator; Melissa Manlove, COO, First Choice Community Healthcare; Elizabeth Muller, Program Operations Director, UNMMG School-Based Health Center; Arlen Nelson, Office of Equity; Dr. Mary Ramos, Medical Director, UNM School-Based Health Center Program; Gene Saavedra, Principal Support Specialist; Sondra Silvon, Mission Families, United Way of Central New Mexico; Dr. Linda Son-Stone, CEO, First Nations Community HealthSource; Ann Marie Strangio, Lew Wallace Elementary School; Gavin Torres, First Choice Community Healthcare; Danette Townsend, Executive Director, ABC Community Schools; Jill Vice, Exceptional Student District Specialist, Special Education Department; Lindsay Wilwol, Community Schools Manager, Coordinated School Health Department; Eve Wohlert, Behavioral Health Resource Nurse, Nursing Services Department

Communication

Cabinet Lead: Monica Armenta, Executive Director, Communications
Team Lead: Johanna King, Director, Communications

Appendix B: Instructional Materials Matrix

APS Instructional Materials Resources

Level	Grade	Subject	Textbooks/ Name of program	Workbooks	Online content and PDF versions of textbooks with links and login information
ES	K-5	ELA	Benchmark consumables	Benchmark consumables	Benchmark Universe - Access through Classlink (my.aps.edu)
ES	K-5	ELA/ ELD	Culturally Responsive Classroom Libraries (see list of titles)		
ES	K-5	ELD	Benchmark hardback books (current inventory levels may require sharing)	Benchmark consumables	Benchmark Universe - Access through Classlink (my.aps.edu)
ES	K-5	Math	Stepping Stones consumables	Stepping Stones consumables	Access through Classlink (my.aps.edu)
ES	K-5	SLA	Yabisi textbooks	Yabisi workbooks	Online access available; contact LCE.
HS	9-12	ELA	Springboard workbooks	Springboard workbooks	Access through Classlink (my.aps.edu)
HS	9-12	ELD	Primary source kits		
HS	9-12	Math	varies by school	varies by school	varies by school
HS	9-12	SLA	Santillana textbooks	Santillana workbooks	after discussions with publisher, online access will be available in August
HS	9-11	SLA	Galeria		
HS	12	Social Studies	Pearson Economics textbooks (current inventory levels may require sharing)		Access available; contact C&I
HS	9th	Social Studies	UNM New Mexico History (current inventory levels may require sharing)		Access available; contact C&I
HS	10th	Social Studies	HMH World History (current inventory levels may require sharing)		PDF access through Classlink (my.aps.edu)
HS	11th	Social Studies	McGraw-Hill US History (current inventory levels may require sharing)		PDF access through Classlink (my.aps.edu)
HS	12th	Social Studies	McGraw-Hill Government (current inventory levels may require sharing)		PDF access through Classlink (my.aps.edu)
HS	9-12	Social Studies	School selected supplemental books/other materials	Consumable paperbacks of some of the school selected books	Access Social Studies ebooks through the library catalog or my.aps.edu
MS	6-8	ELA	Engage NY printed workbooks	Engage NY printed workbooks	https://eleducation.org/ or https://www.engageny.org/

MS	6-8	ELA	myPerspectives workbooks	myPerspectives workbooks	Access through Classlink (my.aps.edu) or on Pearson Realize page - https://www.pearsonrealize.com
MS	6-8	ELA/ ELD	Culturally Responsive Classroom Libraries		
MS	7-8	ELD	Novel sets		
MS	7-8	ELD	Primary source kits		
MS	6th	ELD	Benchmark hardback books (current inventory levels may require sharing)	Benchmark consumables	Benchmark Universe - Access through Classlink (my.aps.edu)
MS	7-8	SLA	Santillana textbooks	Santillana workbooks	Online access available; contact LCE
MS	6th	SLA	Yabisi textbooks	Yabisi workbooks	Online access available; contact LCE
MS	6th	Social Studies	HMH Ancient Civilizations (current inventory levels may require sharing)		PDF access through Classlink (my.aps.edu)
MS	7th	Social Studies	Gibbs-Smith New Mexico Journeys (current inventory levels may require sharing)		Access through Classlink (my.aps.edu)
MS	7th	Social Studies	UNM Press New Mexico History		Online access available; contact C&I
MS	8th	Social Studies	HMH US History (current inventory levels may require sharing)		PDF access through Classlink (my.aps.edu)
MS	6-8	Social Studies	School selected supplemental books/other materials	Consumable paperbacks of some of the school selected books	Access Social Studies ebooks through the library catalog or my.aps.edu
			Online only programs		**How to access**
ES	K-5	ELA	iReady/iStation		iReady/iStation - Access through Classlink (my.aps.edu) or Teacher Access: https://login.i-ready.com/ and https://secure.istation.com/ and https://www.istation.com/Support#download (APP) / Student access: https://login.i-ready.com/ and https://www.istation.com/Support#download (APP))
ES	K-5	ELA, Social Studies	Britannica Elementary database		Access through Classlink (my.aps.edu) or library catalog
ES	K-5	ELA, Social Studies, Science	Gale Virtual Reference Library (ebooks)		Access through Classlink (my.aps.edu) or library catalog
ES	K-5	ELA, Social Studies, Science	Kids Infobits magazine database		Access through Classlink (my.aps.edu) or library catalog
ES	K-5	General	Britannica Image Quest database		Access through Classlink (my.aps.edu) or library catalog

ES	K-5	Math	iReady/iStation		iReady/iStation - Access through Classlink (my.aps.edu) or Teacher Access: https://login.i-ready.com/ and https://secure.istation.com/ and https://www.istation.com/Support#download (APP) / Student access: https://login.i-ready.com/ and https://www.istation.com/Support#download (APP))
ES	K-5	Science	Mystery Science		Online access through Classlink (my.aps.edu).
ES	K-5	SLA, Social Studies	Britannica Escolar database		Access through Classlink (my.aps.edu) or library catalog
ES	K-5	Social Studies	Culturegrams database		Access through Classlink (my.aps.edu) or library catalog
ES	K-5	Social Studies	Britannica Social Studies Launchpack database		Access through Classlink (my.aps.edu) or library catalog
ES/MS/HS	K-12	CLR, SEL	CLR/SEL eBooks for all levels		Access through Classlink (my.aps.edu) or library catalog (librarians will receive notification as new CLR/SEL ebooks are added, in response to teacher and school input)
HS	9-12	ELA, Social Studies	Opposing Viewpoints in Context database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	ELA, Social Studies	Student Resources in Context database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	ELA, Social Studies	Britannica High School database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	ELA, Social Studies	Newsbank newspaper database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	ELA, Social Studies, Science	Gale Virtual Reference Library (ebooks)		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	General	Britannica Image Quest database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	SLA, Social Studies	Britannica Escolar database		Access through Classlink (my.aps.edu) or library catalog
HS	9-12	SLA, Social Studies	Informe magazine database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	ELA	iReady/iStation		iReady/iStation - Access through Classlink (my.aps.edu) or Teacher Access: https://login.i-ready.com/ and https://secure.istation.com/ and https://www.istation.com/Support#download (APP) / Student access: https://login.i-ready.com/ and https://www.istation.com/Support#download (APP))

MS	6-8	ELA, Social Studies	Opposing Viewpoints in Context database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	ELA, Social Studies	Student Resources in Context database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	ELA, Social Studies	Britannica Middle School database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	ELA, Social Studies	Newsbank newspaper database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	ELA, Social Studies, Science	Gale Virtual Reference Library (ebooks)		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	General	Britannica Image Quest database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	Math	iReady/iStation		iReady/iStation - Access through Classlink (my.aps.edu) or Teacher Access: https://login.i-ready.com/ and https://secure.istation.com/ and https://www.istation.com/Support#download (APP) / Student access: https://login.i-ready.com/ and https://www.istation.com/Support#download (APP))
MS	6-8	SLA, Social Studies	Britannica Escolar database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	SLA, Social Studies	Informe magazine database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	Social Studies	Culturegrams database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	Social Studies	Research in Context database		Access through Classlink (my.aps.edu) or library catalog
MS	6-8	Social Studies	Britannica Social Studies Launchpack database		Access through Classlink (my.aps.edu) or library catalog
MS/HS	6-12	Science	Stemscopes		Access through Classlink (my.aps.edu)

Appendix C: Fine Arts Guidance in Remote Learning

ELEMENTARY SCHOOL VISUAL ARTS REMOTE LEARNING

Curriculum & Instruction/Teaching Platforms - Elementary Art

Materials and Teaching Platforms: Basic art supplies to be used are included in existing classroom supply lists such as watercolors, markers, crayons, rulers, pencils, colored pencils, glue sticks, scissors. Visual arts teachers can prep and provide specialized materials at school site grab and go (i.e., sketchbooks, oil pastels, drawing pencils, paper) when necessary. Paper sculpture and Model Magic projects can be possible in this setting.

All students must have access to technology and the internet.

- Chromebook, iPad/Mac
- Remote Wi-Fi sites for families without internet access at home

Curriculum and Instruction

- A master schedule should allow for visual arts instruction-based on the four National Core Arts Standards: Creating, Connecting, Presenting, and Responding. Social-emotional learning of all students will be supported.
- Classroom teachers partner with visual arts teachers to assure consistency in instructional time. The art teacher delivers the lesson virtually. Students can ask questions in real-time and share and present artwork.
- Online instruction coordinates with classroom teachers' virtual meet-ups to keep students accountable for attendance.
- Suggested time for the virtual- presented art lessons is up to 30 minutes - time should be allowed in the schedule for students to complete work in their home setting.
- It is recommended teachers use the same online platform as the school to streamline instruction for parents and students: possibilities include Google Classroom, Canvas and Seesaw (can also utilize Google Slides, YouTube, and PowerPoint).
- Classroom teachers link art teachers to their online classes so that art teachers give assignments, highlight skill instruction, give feedback, and receive completed work. Classroom teachers can also be linked to the visual arts teacher's Google Classroom or a webpage as another option - ease for families should be considered.
- Virtual art shows posted on the school website or art teacher Google Sites. Should allow for student work and artist statements.
- Ensure art teachers keep their classrooms (for broadband, student privacy, and to keep instruction streamlined).

Special Education/Grading and Assessment

Grading and Assessment:

- Completed work will be uploaded for the art teacher to review and assess, or students hold up artwork during virtual meetup for the art teacher to give credit.
- Visual arts teachers will primarily use assessments to guide instruction.
- Google Meet can be used to conduct conversations about completed artwork, or comparing/contrasting work of professional artists.
- Teachers will remain flexible regarding materials used at home.
- Visual arts staff will use a generalized department-wide rubric that utilizes a checklist to evaluate the National Core Arts Standards.
- Visual arts teachers will give project-specific comments to build connections with each student.

Special Education:

- Accommodations and modifications will be based on students' individual IEPs. Visual arts teachers will need access to all of their student's IEPs.
- Visual arts teachers will work with the individual classroom teacher and special education teacher to best address instruction for students with special needs.
- Gifted students will be given lesson extensions and allowance to expand on assignments and projects. Student-led assessment is an option using Stream (part of Google) or Flipgrid.

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ELEMENTARY SCHOOL PERFORMING ARTS REMOTE LEARNING DANCE

Curriculum & Instruction/Teaching Platforms

Teachers will use the same platform as the school to streamline instruction for parents and students: possibilities include Google Classroom, See-Saw, Flipgrid, Kahoot!, Ed Puzzle.

- Guiding video lessons and demonstrations.
- We recommend live instruction/office hours that coordinate with classroom teachers' live meet-ups.

Learning devices, such as Chromebooks or iPads/Macs will be necessary.

Teachers will assign projects weekly or bimonthly (depending on population of school, class schedule and project type.) It is recommended that online lessons take K-5 students no more than 15 -30 minutes to complete.
Students can substitute what they have available in their homes for dance equipment (e.g. towel in place of a mat, books in place of blocks or chairs in place of barres).

Special Education/Grading and Assessment

Accommodations for IEP's would include modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education teachers at schools for support with your individual students.

There will be a focus on all New Mexico Core Art Standards. All standards may not be graded during the first grading period.
See:
Guardian's Guide to Accessibility

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ELEMENTARY PERFORMING ARTS REMOTE LEARNING DRAMA

Curriculum & Instruction/Teaching Platforms

Teaching Platforms:

Google platforms as used by individual schools. Others:

- Flip-grid
- Edgenuity

Suggested curriculum includes:
Curriculum should align to the NMCAS (New Mexico Core Arts Standards).

Project based learning:

- Allow students to be inventive.
- Theatre History
- Radio Theatre
- Playwriting
- Pantomime
- Dramatic Structure
- Musical Theatre Appreciation

Special Education/Grading and Assessment

Special Education

Maintain regular communication with sponsor teachers. Make sure to follow accommodations in IEPs.
Maintain consistent structures within the virtual class settings.

- Inclusive programming for diverse learners.

Monitor student activities in breakout sessions.

Grading/Assessment
Concerns with students turning in assessments online through video.

- Allow for audio only performance (radio theatre). Digital assessment and digital rubrics via Google.

Ensure that students know how to use artistic language to talk about art in a productive manner.
Blocking, Physical awareness, stage volume, character interaction, listening skills are different in the virtual world.

- Assessment must be adapted to match the adaptation to virtual classrooms.

Peer Assessment

- Student decision for assessment criteria.
- Build consistent structures for appropriate peer assessment.
- Flip-grid is helpful for this.

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ELEMENTARY SCHOOL PERFORMING ARTS REMOTE LEARNING MUSIC

Curriculum & Instruction/Teaching Platforms

Teachers will use the same platform as the school to streamline instruction for parents and students. Possibilities include: Google Classroom, See-Saw, Flipgrid, Kahoot!, Ed Puzzle.

Guiding video lessons and demonstrations.

We recommend live instruction/office hours that coordinate with classroom teachers' live meet-ups.

Teachers will assign projects weekly or bimonthly (depending on population of school, class schedule and project type.) It is recommended that online lessons take K-5 students no more than 15 -30 minutes to complete.
Recommend home kits for students:

- K – egg shaker, scarf, bean bag.
- 1-3 – egg shaker, scarf, rhythm sticks.
- 4-5 - rhythm sticks, egg shaker, recorders are possible.

It is at the discretion of individual teachers to decide if at home music kits will be utilized.

Special Education/Grading and Assessment

Accommodations for IEPs would include: modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education teachers at schools for support with your individual students.

There will be a focus on all New Mexico Core Art Standards. All standards may not be graded during the first grading period.

See:
Guardian's Guide to Accessibility

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MIDDLE SCHOOL VISUAL ARTS REMOTE LEARNING

Curriculum & Instruction/Teaching Platforms

ALL students must have access to technology- Internet and Chromebooks or iPads/MacBooks.

- access to entire Google Suite
- virtual demos
- videos
- access to remote Wi-Fi sites if internet is unavailable at home

- It is recommended that teachers use the same online platform as the school to streamline instruction for parents and students: possibilities include Google Classroom, Canvas and Seesaw (can also utilize Google Slides, YouTube, and PowerPoint).
- Flexibility with media and software as these may not always work properly.

All students are greeted with support and expectation of the teacher to build relationships. The intention is not to overwhelm students.

- Visual arts instruction based on the four National Core Arts Standards: Creating, Connecting, Presenting, and Responding. Recommended instructional time:
    - At home: 20-25 minutes daily with additional asynchronous work time on their own at home

Supplies for Instruction:
Fine Arts Bridge money should be used for providing some basic supplies to students. Teachers should survey students to find out who needs supplies to be provided by the school. Other optional supplies will be provided by parents. A flexible supply list for parents to support in getting supplies for at home use. (I.e., pencil, sketchbook/paper, pens, paint, paintbrush, eraser.)

Either in a packet or in Google Classroom: Teacher outlines criteria for success at the beginning of each project.

- Clear and comprehensive rubric.
- Bi-weekly benchmarks with due dates built into each project to keep students on track.
- Teacher provides written feedback at each benchmark.

Virtual art shows posted on the school website or art teacher Google Sites. Should allow for student work and artist statements.

Special Education/Grading and Assessment

Special Education:

- Accommodations and modifications will be based on students' individual IEPs. Visual arts teachers will need access to all of their students' IEPs.
- Visual arts teachers will work with the individual classroom teacher and special education teacher to best address instruction for students with special needs.
- Gifted students will be given lesson extensions and allowance to expand on assignments and projects. Student-led assessment is an option using Stream (part of Google) or Flipgrid.

A-F grade scale:

- Comments and feedback need to be given with grade.
- Formative and summative assessments are critical to keeping students engaged and accountable.
- Part of student grade will include attendance and participation in Google Meets.

Middle Schools must clearly communicate, both verbally and in writing the criteria for grades and due dates. *Need to be very clear that students are expected to be accountable for turning in work for a grade, including participation in online assignments.*

Accountability and Assessment:

- Teachers must keep up-to-date with grades and feedback.
- Universal rubric appropriate to grade levels: 6th, 7th, 8th available to teachers in APS Fine Arts district Google drives.

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING BAND

Curriculum & Instruction/Teaching Platforms

We recommend the approved APS Google Suite access. This will include Google Classroom and Google Meets. SmartMusic would be the preferred platform to engage students in ensemble performing arts classes. Supplementary instructional sites such as Flipgrid, EdPuzzle, Kahoot, SightReadingFactory, MusicTheory.net, Noteflight, Musescore, and others. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

In the event APS moves to a prescribed curriculum model, there is not a curriculum currently available that provides complete band instruction. While Smartmusic would be the preferred learning management system, access to a district-

provided general music curriculum via Edgenuity would be beneficial.

Teachers need to collaborate using Smartmusic and other programs referenced to develop a viable curriculum.

- We recommend the formation of district-wide music PLCs to accomplish this task.
- We recommend full-class meetings to provide large-group instruction. Our content would also benefit from the ability to hold small-group and individual meetings to provide students more specific instruction (ex. based on instrument type). We request further guidance from APS regarding district policy on online meetings with students.
- Meetings or recordings will be kept in the Google classroom suite and other supplementary sites. Further sharing of student musical recordings will be shared with permission from the student and guardian. In the case of class sharing of musical performances, students will understand that recording and sharing will only be allowed with student, guardian, and teacher permission.
- Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms. This autonomy can include but is not limited to direct instruction, video tutorials, activities such as choice boards, assignments in alternative platforms such as SmartMusic, individual projects, student-led activities.
- Students' work will be displayed in Google classroom, or as appropriate on other platforms. This may include digital portfolios, virtual performances, musical compositions, and arrangements, etc.
- It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyrights uses: reproducing, recording, preparing derivative works, distribution, performance, and display.
- Band classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. A typical instrumental music students' education can consist of direct instruction, learning management platform time, and student self-study to provide multiple opportunities for students to play and engage in curricular content.
- Procedures should be established for students to come to their school for instrument/materials distribution while following social distancing and PPE guidelines/requirements.

IMPORTANT: In the virtual model, it is imperative that students be able to pick up instruments and materials in order to complete their coursework.

Learning devices, such as Chromebooks, will be necessary. **In every case possible, each student needs access to their own instruments (no sharing of instruments).** When possible, students need access to other instructional materials such as method books, technique books, sheet music, and/or written assignments, which can be accessed online in some cases. Student access to individual music stands would be beneficial for student use at home.

Use of district-approved Google Classroom with the additional use of other music teaching platforms such as Smartmusic. It is recommended that students utilizing their assigned APS Gmail sign-in in all cases possible.

Special Education/Grading and Assessment

- Teachers will provide meaningful written comments and grades as is appropriate through utilized online platforms. Categories of assignments may include listening, performance, rhythmic analysis, composition, reflection, exploration, discovery, etc.
- Performance-based and written assignments will be submitted online. These can be supplemented with the use of district- approved Google Classroom and other music teaching platforms such as Smartmusic.
- Primarily, it is essential that students have access to the internet and to one-to-one technology. Flexibility of outcomes through modifications and accommodations will be implemented as needed, understanding that it is important to meet the needs of our diverse populations. The curriculum will be guided by the State and National Core Arts Standards for Music while also supporting student's Social and Emotional Learning. Each assignment and activity will be directly linked to the four New Mexico Arts Standards of Performing, Reflecting, Creating, and Responding.
- Individualized IEPs require different specialized needs. Accommodations may include extended learning time, individual teacher sessions, reduced workload, and reduced music excerpts. Gifted IEPs may include students receiving enrichment via LMS, individualized assignments in the form of solos, audition prep, performance prep, etc. Students can also engage in self-directed learning.

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING CHOIR

Curriculum & Instruction/Teaching Platforms

It is recommended that teachers use the approved APS Google Suite access (Google Classroom and Google Meet) and Smart Music. Additional aural skills and sight-singing platforms that could be used include Tone Savvy, Sight-Reading Factory, Breezin' Thru Theory, musictechteacher.com, musictheory.net, Music Prodigy and Canvas.

Assignments can be administered through Google Classroom and will include video tutorials for assignments and active learning including music theory; music history; sight-singing; vocal technique; ensemble repertoire; solo repertoire; performance etiquette; additional state/national standards.

Smart Music can be used to facilitate distribution/access of materials and content since it is included in student subscriptions.

Individual singing practice at home combined with small sectional rehearsals outside face-to-face rehearsal would address the repertoire component of choir.

If research dictates singing in person is not possible see the previous answer but with the modification that all repertoire practice would be individual and conducted online. Choirs could study and post works in the public domain such as rounds, canons and pieces found on cpdl.org. Licenses could be obtained for other works and presentations, as needed.

After study and feedback, choirs could create video performances. Choirs could post works in the public domain such as rounds, canons, and pieces found on cpdl.org. Other works would be possible through obtaining licenses such through places such as SchoolTube which licenses live streams of performance videos. SmartMusic (MakeMusic is its parent company) is exploring other answers to copyright questions.

Santa Barbara Music Press, Hal Leonard, and Alfred all report that each individual song must be covered by a synchronization license. SBMP will issue to any educator a one-year complimentary (free) synch license through an easy online application.

Quick-Reference Flowchart for Licensing: http://abbiebetinis.com/licensing/new_music--flowchart.html

Student work would be displayed via Google Classroom, Smart Music, collaborative videos with appropriate licenses, and other ed-tech such as Seesaw and Flipgrid.

Special Education/Grading and Assessment

Automatic quiz grading of multiple-choice, T/F, and short answer questions. Additionally, rubric-based feedback for student video submissions.

The traditional grading system using rubrics and provided course syllabi will be used.

This is a time when the support teachers, especially for IGSS 1 and 2 students, should be contacted to help specifically modify assignments for their students in collaboration with their regular education music specialists. Modifications could include reduced assignment lengths, content based on students' specific levels, music labs, and other sensory experiences. In order for these joint modifications with the support
teachers, lesson plans will need to be completed at least a week in advance.

CONTACT INFORMATION

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING DANCE

Curriculum & Instruction/Teaching Platforms

Teachers will use the same platform as the school to streamline instruction for parents and students: possibilities include Google Classroom, See-Saw, Flipgrid, Kahoot!, Ed Puzzle.

- Guiding video lessons and demonstrations.
- It is recommended that live instruction/office hours that coordinate with classroom teachers' live meet-ups.
- Teachers will assign projects weekly or bimonthly (depending on population of school, class schedule, and project type.)
- It is recommended that online lessons take K-5 students no more than 15 -20 minutes to complete.

- Students can substitute what they have available in their homes for dance equipment (eg. towel in place of a mat, books in place of blocks or chairs in place of barres).

Special Education/Grading and Assessment

Accommodations for IEPs would include: modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education teachers at schools for support with your individual students.

There will be a focus on each of the New Mexico Core Art Standards. All standards may not be graded during the first grading period.

See:
Guardian's Guide to Accessibility

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING DRAMA

Curriculum & Instruction/Teaching Platforms

Teaching Platforms:
Google platforms as used by individual schools. Flip-grid, Edgenuity.

Suggested curriculum includes:
Curriculum should align to the New Mexico Core Arts Standards (NMCAS). Examples of instruction:

- Project based learning
- Allow students to be inventive
- Theatre History
- Radio Theatre
- Playwriting
- Pantomime
- Dramatic Structure
- Musical Theatre Appreciation

Special Education/Grading and Assessment

Special Education
Maintain regular communication with sponsor teachers. Make sure to follow accommodations in IEPs.
Maintain consistent structures within the virtual class settings.

- Inclusive programming for diverse learners.
- Monitor student activities in breakout sessions.

Grading/Assessment
Concerns with students turning in assessments online through video.

- Allow for audio only performance (radio theatre).

Blocking, Physical awareness, stage volume, character interaction, listening skills are different in the virtual world.
Assessment must be adapted to match the adaptation to virtual classrooms.

- Peer Assessment
  - Student decision for assessment criteria.
  - Build consistent structures for appropriate peer assessment.
  - Flip-grid is helpful for this.

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING GUITAR

Curriculum & Instruction/Teaching Platforms

It is recommended to use approved APS Google Suite access. SmartMusic or Music First would be the preferred platform to engage students in ensemble performing arts classes. Teachers are also recommended to use sources such as FlipGrid, MusicTheory.net, Kahoot, Sightreading Factory, Musescore and Noteflight to provide material for students. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

It is recommended that teachers meet virtually with students following the schedule set by each school site. Teachers and students can use Google Meet safely as their privacy is protected by the use of Google education accounts. Regularly scheduled virtual office hours for students to receive feedback, grades and clarification for assignments are recommended.

Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms. This autonomy can include but is not limited to:

- Providing video demonstrations and lessons with high quality performance examples for students to emulate.
- Assign short excerpts that allow for easy assessment and immediate detailed feedback.
- Lead small group, interactive lessons on musical excerpts that can be discussed and refined as you would in a sectional rehearsal, through Google Meet.
- Host virtual discussions on music related topics, recordings, or performances.
- Use video modeling techniques to help students build skills: Ex. basic video modeling or point of view modeling which can be particularly helpful for students with autism or developmental disabilities.
- Use video prompting to help students engage in guided practice.
- Provide peer-tutoring opportunities for struggling learners and students with disabilities, following district procedures and guidelines for student safety.

Teachers should utilize the New Mexico Core Arts Standards to guide instruction and curriculum planning.

It is recommended that teachers use Google Classroom or a password-secured Google Website to display student work. This may include videos of student performances, digital portfolios, musical compositions and arrangements, etc. All efforts should be made to protect student privacy.

It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyrights uses: reproducing, recording, preparing derivative works, distribution, performance, and display.

Guitar classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. A typical instrumental music students' education can consist of direct instruction, learning management platform time, and student self-study to provide multiple opportunities for students to play and engage in curricular content.

Every student needs their own instrument. Guitar students will need the following: appropriately sized guitar, stand, and footstool.

It is recommended that teachers check out music stands to students that do not have one at home (to be returned at the end of the year).

IMPORTANT: In the virtual model it is imperative that students be able to pick up instruments and materials in order to complete their coursework.

Special Education/Grading and Assessment

Teachers will utilize Google Classroom for students to turn in written assignments. Digital portfolios, Google Meets, virtual recitals, and streamed concerts can also be used for grading. Teachers will use formative, summative and benchmark assessment designed to meet the needs of the student. Teachers will provide authentic feedback, post grades in a timely manner to in the format that is used for student/parent access to grades ie. Google Classroom, Synergy, ParentVue and StudentVue.

Accommodations for IEPs would include: modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education teachers at schools for support with individual students.

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING MARIACHI

Curriculum & Instruction/Teaching Platforms

It is recommended to use approved APS Google Suite access. SmartMusic or Music First would be the preferred platform to engage students in ensemble performing arts classes. Teachers are also recommended to use sources such as FlipGrid, MusicTheory.net, Kahoot, Sightreading Factory, Musescore and Noteflight to provide material for students. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

It is recommended that teachers meet virtually with students following the schedule set by each school site. Teachers and students can use Google Meet safely as their privacy is protected by the use of Google education accounts. Regularly scheduled virtual office hours for students to receive feedback, grades and clarification for assignments are recommended.

Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms. This autonomy can include but is not limited to:

- Providing video demonstrations and lessons with high-quality performance examples for students to emulate.
- Assign short excerpts that allow for easy assessment and immediate detailed feedback.
- Lead small group, interactive lessons on musical excerpts that can be discussed and refined as you would in a sectional rehearsal, through Google Meet.
- Host virtual discussions on music-related topics, recordings, or performances.
- Use video modeling techniques to help students build skills: Ex. basic video modeling or point of view modeling which can be particularly helpful for students with autism or developmental disabilities.
- Use video prompting to help students engage in guided practice.
- Provide peer tutoring opportunities for struggling learners and students with disabilities, following district procedures, and guidelines for student safety.

Teachers should utilize the New Mexico Core Arts Standards to guide instruction and curriculum planning.

It is recommended that teachers use Google Classroom or a password-secured Google Website to display student work. This may include videos of student performances, digital portfolios, musical compositions, and arrangements, etc. All efforts should be made to protect student privacy.

It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyrights uses: reproducing, recording, preparing derivative works, distribution, performance, and display.

Mariachi classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. A typical instrumental music students' education can be comprised of direct instruction, learning management platform time, and student self-study to provide multiple opportunities for students to play and engage in curricular content.

Every student needs their own instrument.

It is recommended that teachers check out music stands to students that do not have one at home (to be returned at the end of the year).

IMPORTANT: In the virtual model it is imperative that students be able to pick up instruments and materials in order to complete their coursework.

Special Education/Grading and Assessment

Teachers will utilize Google Classroom for students to turn in written assignments. Digital portfolios, Google Meets, virtual recitals, and streamed concerts can also be used for grading. Teachers will use formative, summative and benchmark assessments designed to meet the needs of the student. Teachers will provide authentic feedback, post grades in a timely manner in the format that is used for student/parent access to grades ie. Google Classroom, Synergy, ParentVue, and StudentVue.

Accommodations for IEPs would include modeling, short and clear directions, speak slowly, facing camera, repeat

directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education at schools for support with individual students.

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MIDDLE AND HIGH SCHOOL PERFORMING ARTS REMOTE LEARNING ORCHESTRA

Curriculum & Instruction/Teaching Platforms

It is recommend to use approved APS Google Suite access. SmartMusic or Music First would be the preferred platform to engage students in ensemble Performing Arts classes. Teachers are also recommended to use sources such as FlipGrid, MusicTheory.net, Kahoot, Sightreading Factory, Musescore, and Noteflight to provide material for students. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

It is recommended teachers meet virtually with students following the schedule set by each school site. Teachers and students can use Google Meet safely as privacy is protected by Google education accounts. Regularly scheduled virtual office hours for students to receive feedback, grades, and clarification for assignments are recommended.

Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms. This autonomy can include but is not limited to:

- Providing video demonstrations and lessons with high-quality performance examples for students to emulate.
- Assign short excerpts that allow for easy assessment and immediate detailed feedback.
- Lead small group, interactive lessons on musical excerpts that can be discussed and refined as you would in a sectional rehearsal, through Google Meet.
- Host virtual discussions on music-related topics, recordings, or performances.
- Use video modeling techniques to help students build skills: Ex. basic video modeling or point of view modeling which can be particularly helpful for students with autism or developmental disabilities.
- Use video prompting to help students engage in guided practice.
- Provide peer tutoring opportunities for struggling learners and students with disabilities, following district procedures, and guidelines for student safety.

Teachers should utilize the New Mexico Core Arts Standards (NCAS) to guide instruction and curriculum planning.

- It is recommended that teachers use Google Classroom or a password-secured Google Website to display student work. This may include videos of student performances, digital portfolios, musical compositions, and arrangements, etc. All efforts should be made to protect student privacy.
- It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyrights uses: reproducing, recording, preparing derivative works, distribution, performance, and display.
- Orchestra classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. A typical instrumental music students' education can consist of direct instruction, learning management platform time, and student self-study to provide multiple opportunities for students to play and engage in curricular content.
- **Every student needs their own instrument.** Orchestra students will need the following: shoulder rest/rock stop, and rosin.
- It is recommended that teachers check out music stands to students that do not have one at home (to be returned at the end of the year).

IMPORTANT: In the remote model it is imperative students pick up instruments and materials to complete coursework.

Special Education/Grading and Assessment

Teachers will utilize Google Classroom for students to turn in written assignments. Digital portfolios, Google Meets, virtual recitals, and streamed concerts can also be used for grading.

Teachers will use formative, summative, and benchmark assessments designed to meet the needs of the student. Teachers will provide authentic feedback, post grades in a timely manner in the format that is used for student/parent access to grades ie. Google Classroom, Synergy, ParentVue, and StudentVue.

Accommodations for IEPs would include: modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize Special Education teachers at schools for support with individual students.

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HIGH SCHOOL VISUAL ARTS REMOTE LEARNING CERAMICS AND JEWELRY

Curriculum & Instruction/Teaching Platforms

All students are greeted with support and expectation of the teacher to build relationships. Do not overwhelm students
Implementation of NCAS in Visual Arts to guide curriculum
ALL students must have access to the internet, technology, and software- internet and Chromebooks, iPad/Mac, etc. A camera also may be needed to take pictures of finished work to submit.

- Google Classroom
- Google sites
- Recorded video
- Cell phone videos and connected to Google Classroom Flexibility with media and software use.

Student access to cameras (cellphones w/cameras), both film and digital for work submission.

Supplies:

In support of instruction, funding for supplies need to be addressed. Student fees are problematic. Where this is a concern, please address the following:

- Can school budgets be assessed to look at funding from Operational or Title I budgets to support supplies and materials to provide a basic packet of supplies for student use at home.
- **Can we establish Donors Choose funding source**?
- A flexible supply list for parents to support in getting supplies for at-home use.
- Supplies if purchased by the school will need to be handed out curbside.
- Ceramics will need to allow recycled clay to sit 2-3 days between use if students will be receiving recycled clay curbside.

Instruction:

- Start with sculptural topics and themes and delay start with clay and metal.
- 2-3-week assignment, several units organized to best prepare and be flexible, have backup plans.
- Block Scheduling will be helpful in A/B weeks for learning cycles
- Online website to support secondary teachers with lesson ideas from across the district, in development.
- Projects based on topics. When out of the classroom. Present project through Google Meets.
- Pre-record how-to videos for students to watch. Research YouTube for appropriate instructional videos. Students get information (assignments, demonstrations etc.) in class.
- How long will classes be? Research work will be done at home.
- Determine what kinds of clay sculptural or jewelry work can be done at home.
- Work can be turned into the teacher or through Google Classroom.
- Critiques can be given through Google Suite platforms and online resources

Demonstration of Work:

- Virtual galleries
- School website

Need parent permission for virtual galleries and website. These permissions must be received at registration

Special Education/Grading and Assessment

Special Needs:

- Students with needs will have the support of the general education and special education teacher working together to accommodate and modify online instruction and access. Base all instructional plans on the IEP.

Grading and Feedback:

- Google Classroom will be used to grade and provide feedback. All grading based on A-F grade system to support student learning and accountability.

Submitting Work for Grading:

- Send in images through Google Classroom, teacher can screenshot during meeting, or email to the teacher.
- Google can be linked to Synergy.
- Comments and communication through Google Classroom and through rubrics in Google Classroom attached to specific assignments.

- Google Meet for virtual critiques.
- Informal assessment as students start work in class.
- Google Drive lends itself to submission of work by the student.
- Universal rubric for Visual Arts classes for grading purposes.

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HIGH SCHOOL VISUAL ARTS REMOTE LEARNING VISUAL ARTS GENERAL ART CLASSES

Curriculum & Instruction/Teaching Platforms

All students are greeted with support and expectation of the teacher to build relationships. Implementation of NCAS in Visual Arts to guide curriculum. Students should not be overwhelmed. **ALL** students must have access to technology-the internet and Chromebook, iPad/Mac, etc.

Access to:

- Google Classroom
- Google sites
- recorded video
- cell phone videos and connected to Google Classroom

Flexibility with media and software as these may not always work properly.

Supplies:

In support of instruction, funding for supplies need to be addressed. Student fees are problematic. Where this is a concern, please address the following:

- Can school budgets be assessed to look at funding from Operational or Title I budgets to support supplies and materials to provide a basic packet of supplies for student use at home?
- **Can we establish a Donors Choose funding source**?
- A flexible supply list for parents to support in getting supplies for at-home use.
- Student supply packets provided with basic material such as pencil, sketchbook, pens, Sharpie, paint and paintbrush may be made either using supplies obtained from a vendor or warehouse. Teachers would need to create packets for students without resources.
- Supplies, if purchased by the school, will need to be handed out curbside at a grab and go.

Instruction:

- 2-3-week assignment, several units organized to best prepare and be flexible, have backup plans.
- Project-based learning.
- Demonstrate projects through Google Meet.
- Pre-record how-to videos for students to watch asynchronously. Research YouTube for appropriate instructional videos.
- Class length determined at the school site. Studio work will be done at home. Class time will be used for instruction, demonstrations, critiques, etc.)
- Work can be turned into the teacher through Google Classroom.
- Critiques take place through Google Suite platforms and online resources.

Demonstration of Work:

- Virtual galleries
- School website
- Need parent permission for virtual galleries and websites. These permissions must be received at registration.

Special Education/Grading and Assessment

Students with needs will have the support of the General Education and Special Education teacher working together to accommodate and modify instruction based on IEP. Are students with medically fragile needs able to work 100% virtually?

Grading and Assessment:

All grading based on A-F grade system to support student learning and accountability.

Submitting Work for Grading:

- Send in images through Google Classroom, the teacher can screenshot during the meeting, or students can

email to the teacher.
- Google can be linked to Synergy.
- Comments and communication through Google Classroom and through rubrics in Google Classroom attached to specific assignments.
- Google Meet for virtual critiques.
- Informal assessment as students start work online.
- Google Drive lends itself to the submission of work by the student.
- Universal rubric for visual arts classes for grading purposes.

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HIGH SCHOOL VISUAL ARTS REMOTE LEARNING
VISUAL ARTS PHOTOGRAPHY & COMPUTER GRAPHICS

Curriculum & Instruction/Teaching Platforms

All students are greeted with support and expectation of the teacher to build relationships. Implementation of NCAS in Visual Arts to guide curriculum. Students should not be overwhelmed. All instruction to occur using Google platforms to support virtual instruction. Students will have access to Google Suite from home and school to track assignments and turn in work.

ALL students must have access to technology- internet, Chromebooks or iPads/Macs, cameras (cellphones w/cameras), both film and digital.

- Software: APS has Adobe Software for students to access for a low cost.
- Chromebooks are not Adobe compatible.
- Need Chromebook compatible imaging software.
- APS will need to support the software needed to support instruction. Schools will have to check on this.
- Students will need to access from home

Flexibility with media and software when students are having difficulties.

Darkroom Photo - Platform or software needed for students to shoot and save.

- Photoshop requires a license. Option for students to purchase their own license.
- Canva may be an option for free access
- Concentrate on bookwork, photo history, writing, focus on knowledge acquisition. Independent at each school.
- Darkroom (physical use of) will have to go away for now. If we are virtual only, can students shoot film and get processed by Picture Perfect for later use in the darkroom or have it scanned for digital use.

*If students need specific software, APS Ed Tech would need to support as students cannot load their own software. Also, contact APS to see if students are allowed to purchase their own licenses where applicable.

Supplies:

In support of instruction, funding for supplies need to be addressed. Student fees are problematic. Where this is a concern, please address the following:

- Can school budgets be assessed to look at funding from Operational or Title I budgets to support supplies and materials to provide a basic packet of supplies for student use at home?
- Can we establish a Donors Choose funding source?
- A flexible supply list for parents to support in getting supplies for at-home use.
- Supplies if purchased by the school will need to be handed out curbside. Do not hand supplies out in an enclosed area. Ventilation is required to keep staff and students safe.

Instruction:

2-3-week assignment, several units organized to best prepare and be flexible, backup plans

- Block Scheduling will be helpful in A/B weeks for learning cycles
- Projects based on topics when online
- Present projects through Google Meet
- Pre-record demonstration videos for students to watch. Research YouTube for appropriate instructional videos.
- Students get information (assignments, demonstrations, etc.) in class.
- Consider the amount of synchronous and asynchronous learning. All of the studio work will be done at home.
- Work can be turned into the teacher or through Google Classroom.

- Critiques can be given through Google Suite platforms and online resources.

Demonstration of Work:

- Virtual galleries
- School website

Photo General

- Some software is not accessible on Chrome.
- More research needed for free software (Ed Tech would need to support as students cannot load on their own software).

Computer Graphics

- Check into the following platforms:
    - Gimp (Photoshop type), Canva (online-based students would set up own account), Word, Google Docs, Google Draw

- Please contact Fine Arts Department Resource Teachers for support in determining additional online platforms and tresources.

Special Education/Grading and Assessment

Special Needs:

- Students with needs will have the support of the General Education and Special Education teacher working together to modify and accommodate instruction based on IEP's.

Grading and Feedback:

- Google Classroom will be used to grade and provide feedback. All grading based on A-F grade system to support student learning and accountability.

Submission and Grading of Work:

- Send in images through Google Classroom, teacher can screenshot during the meeting, email to the teacher, or pass in classwork during the week at school.
- Google can be linked to Synergy.
- Comments and communication through Google Classroom and through rubrics in Google Classroom attached to specific assignments.
- Google Meet for virtual critiques.
- Informal assessment as students start work in class.
- Google Drive lends itself to submission of work by the student.
- Universal rubric for Visual Arts classes for grading purposes.

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Appendix D: Equity Framework

EVERY VOICE EVERY STORY

2020/2021

ALBUQUERQUE PUBLIC SCHOOLS' EQUITY ACTION FRAMEWORK

APS IS A CULTURALLY AND LINGUISTICALLY RESPONSIVE, DIVERSE COMMUNITY COMMITTED TO EDUCATIONAL EQUITY FOR ALL STUDENTS. EQUITY AT APS PROVIDES VARIOUS LEVELS OF SUPPORT AND ASSISTANCE TO STUDENTS, FAMILIES, AND SCHOOLS THAT ARE APPROPRIATE TO SPECIFIC NEEDS.

CORE VALUES

CULTURALLY RESPONSIVE CURRICULUM & TRAINING
EQUITY-CENTERED FOCUS
ASSET-BASED APPROACH
INTERSECTIONALITY

Equitable access to high quality, culturally responsive instruction for all students

Bilingualism and biliteracy promoted through 67 Dual Language Programs

144 Schools
80,109 Students
15,794 Students with Disabilities
14,106 English Learners
3,926 ELs with Disabilities
80 Languages
123 Tribes

Aligned instructional and assessment practices in General and Special Education

Opportunities for all to develop critical racial, ethnic and cultural competencies

Appendix E: OSHA Business Checklist – COVID 19 in the Workplace

MICHELLE LUJAN GRISHAM
GOVERNOR

NEW MEXICO DEPARTMENT OF HEALTH

KATHYLEEN M. KUNKEL
CABINET SECRETARY

Checklist for Business/Facility Compliance in Response to one or more COVID-19 Positive Employee(s) in the Workplace

Albuquerque Public Schools
Date business/facility was notified of COVID-19 positive case(s): 06/30/2020

- ☐ Business/facility ceased operations to comply with the following actions:
- ☐ Business/facility has disinfected the workplace and/or facility in accordance with the *New Mexico COVID-19 Safe Practices for Individuals and Employers* handbook
  - Completed date: _____
- ☐ All employees have been tested for COVID-19 and a list of employees, with date of birth, has been provided to the NMDOH Public Health Division
  - Completed date: _____
- ☐ Business/facility has implemented industry-specific employee safety guidance detailed in the *COVID-19 Safe Practices for Individuals and Employers* handbook
  - Please attach any written guidance implemented at the business
- ☐ Business/facility has plan to re-test employees within 7-10 days, if warranted by NMDOH
  - Scheduled date: _____

I certify that the above actions have been completed in response to one or more positive cases of COVID-19 in the workplace.

_____
Signature

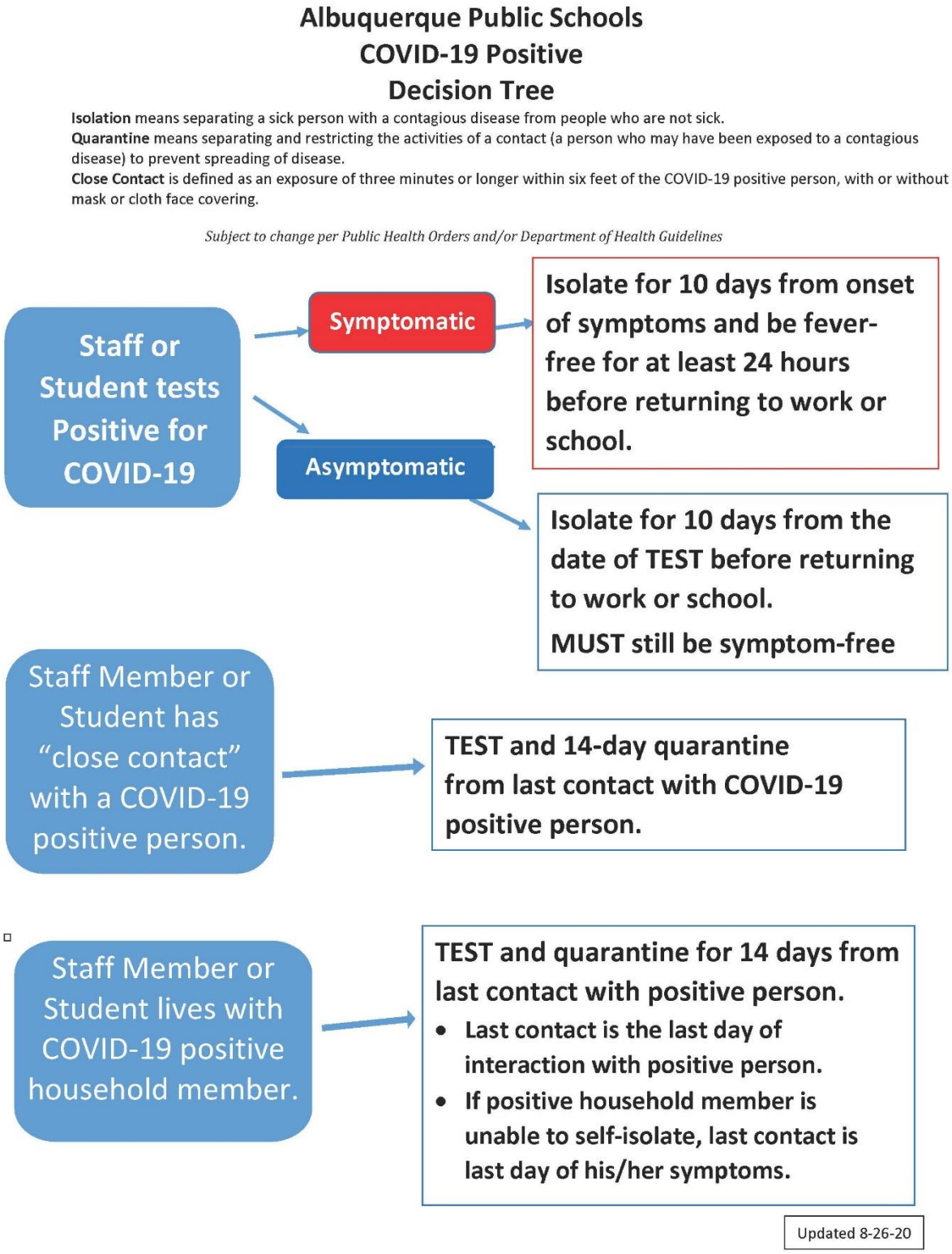
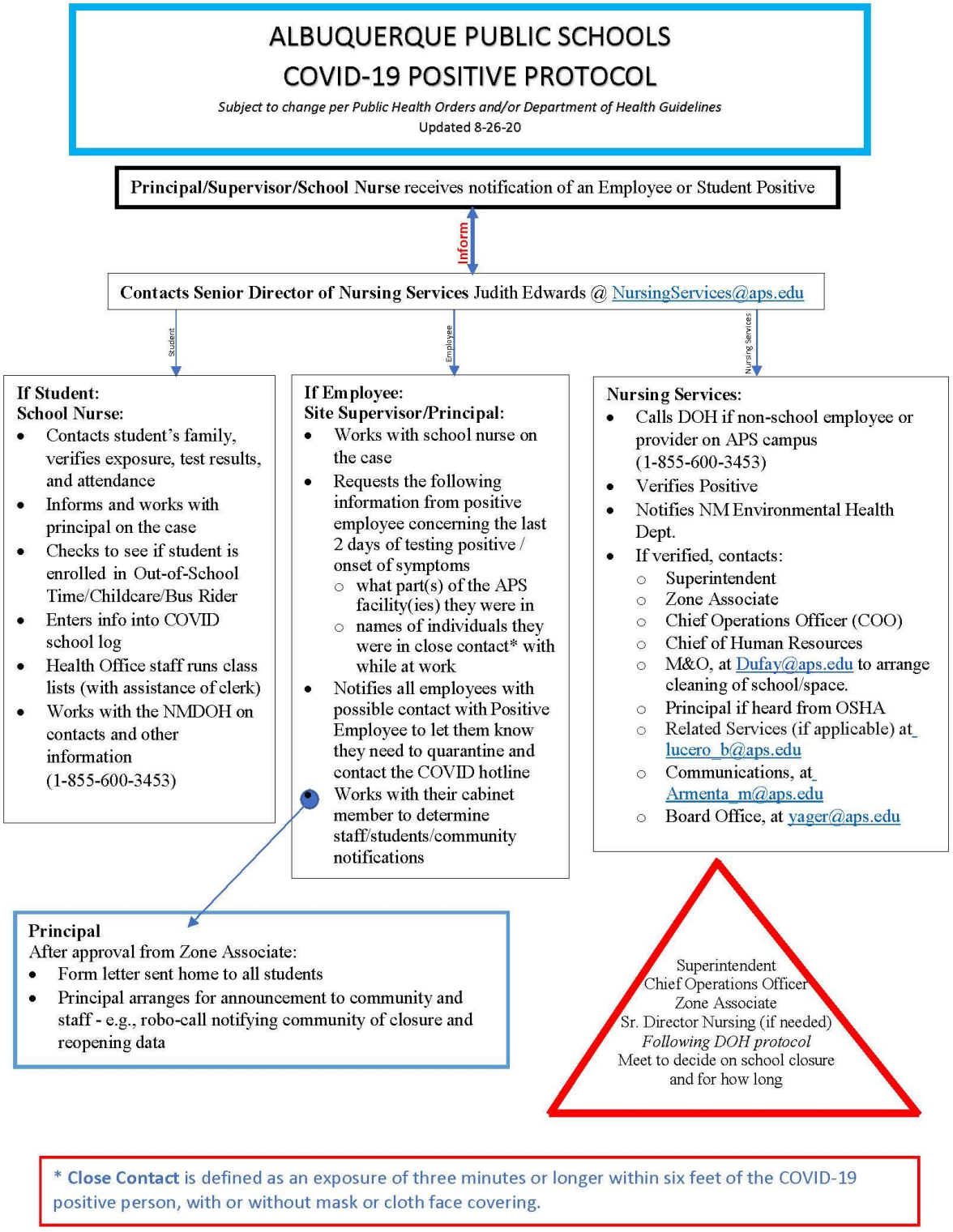
_____ _____
Printed Name Business

_____ _____
Position Date

Upon completion, return this checklist to Michael Armenta @ Michael.Armenta@state.nm.us

PUBLIC HEALTH DIVISION
1190 St. Francis Dr., • P.O. Box 26110 • Santa Fe, New Mexico • 87502
(505) 827-2613 • FAX: (505) 827-2530 • www.nmhealth.org

Appendix F: COVID-19 Positive Decision Tree



Appendix G: COVID-19 Positive protocol