



**ALBUQUERQUE PUBLIC SCHOOLS
CONTINUOUS LEARNING PLAN**

APRIL 3, 2020

Supporting the Whole Child



ALBUQUERQUE PUBLIC SCHOOLS PLAN FOR CONTINUITY OF LEARNING

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EXECUTIVE SUMMARY

Albuquerque Public Schools (APS) created a Continuous Learning Plan (CLP) to begin April 3, 2020 and run through the course of the end of the 2019-2020 school year. We acknowledge the plan was created in unprecedented times and it is a means of continuing learning and cannot replace face-to-face, direct instruction. Equity and access informs every section of the CLP and will continue to guide and inform future district decisions. The plan will continue to evolve as the district receives updated guidance from the New Mexico Public Education Department (NMPED) and other state and national entities. While the bulk of the document centers on an instructional and technology plan we recognize the importance of supporting whole child: academic, social emotional, safety, wellness, and physical. With social-distancing restrictions, human contact will take on an entire new meaning, however, communication and interaction with our students and families is essential. APS Cabinet and Leadership understand schools, teachers, and staff will face challenges and barriers. It is our mission to reduce the obstacles that impede continuous learning.

Cabinet and leadership teams meet daily under the direction of Superintendent Reedy to ensure students and families receive support, resources, and guidance. The district leadership team has been working in conjunction with the NMPED every step of the way and has convened virtual teams, committees, and focus groups to go over each section of the plan. APS has worked with employee groups, community partners, City of Albuquerque, Bernalillo County, State of New Mexico offices, unions, and national entities to provide guidance and best practices to inform the CLP. We understand that the term educator is preferable to teacher, however, in order to keep in alignment with NMPED we will continue to refer to educators as teachers.

The plan, first-and-foremost, provides guidance to schools with students at the heart of each decision. Basic needs such as food and safety began when the departments under the Chief Operations Officer and the Office of Student, Family, and Community Supports took charge of the efforts. Then the work of an instructional plan began to take shape when it was inevitable that buildings would be closing for the entirety of the school year. The plan contains administrative and teacher guidance. We understand that principals will have many additional questions, they should be working directly with Zone Associate Superintendents and Principal Support Specialists who have been guiding the school efforts to provide necessities, and will progress monitor school-wide CLPs. Although plans have been on going throughout the school closure timeframe, the CLP offers a five-day planning guide for administrators at school sites. Many principals have already started working on plans with their school instructional council teams but the guidance serves as a checklist of essential functions.

The continuous learning instructional plan contains information for grades Pre-kindergarten to grade 12 with special emphasis on high school seniors and graduation requirements. All departments within the Office of Equity, Instruction, Innovation and Support worked to address priorities within the NMPED guidance document. The instructional section provides a table of resources and materials to support teachers in the delivery of core instruction. An innovative learning tool is the partnerships between APS and KNME/PBS to provide live teaching segments during regular programming time. The high school senior and graduation section focuses on options for demonstrations of competency, grades and semester calculations of a pass, no-pass option, and support for special senior populations. In addition, counseling services and social-emotional instruction are addressed.

Students needing differentiated instruction were considered and Tier II guidelines were specifically addressed in the CLP. The section also provides clear and specific guidance for all students with an Individualized Learning Plan (IEP). The Special Education Department identified key services, resources, and staff to support students. English learners were also a specialized population were considered and guidelines for instruction are found in the CLP. To the extent possible, departments overseeing specials and electives provided guidance for teachers along with resources and specific contact information.

Technology is a major factor in the continuous learning plan. Many questions and concerns have centered around the equity of access to devices for all students and teachers. Technology and Education Technology Departments have worked to produce a plan to support technology, distribute devices, provide professional development, and provide on-line resources. The departments have also worked to support communication tools and learning platforms.

The APS Continuous Learning Plan took NMPED guidance and leadership experience to create a robust document that addresses diverse students with diverse needs. The plan focuses on students, teachers, and principals. APS departments are working to support an instructional plan with high school seniors, students with IEPs, and English learners in mind. APS continues to support the whole child.



ALBUQUERQUE PUBLIC SCHOOLS PLAN FOR CONTINUITY OF LEARNING

PURPOSE: Albuquerque Public Schools is committed to ongoing support for schools and students. We are committed to creating a continuity for learning plan. Principals will work with teachers and staff with departmental support beginning the week of April 6, 2020 and instruction will begin the week of April 13, 2020. We recognize the plan is in no way an adequate replacement for the rich learning experience schools provide. We continue to monitor issues of equity of access and cultural and linguistically responsive learning. Our supports and resources are intended to maintain the curious and creative minds of our students. We are aware that the school closure may impact academic growth for students and we are already investigating ways to overcome the effects of lost instructional time. The resiliency of children and the professional dedication of teachers is a powerful combination and we believe that together we can overcome this challenge. Please know that we are all in this together. As recommendations for weathering this crisis evolve, we will continue to evaluate ways APS can support our students, families, and schools.

The New Mexico Public Education Department (PED) has adopted the term “continuous learning,” recognizing that instructional modalities will vary by community and importantly, will be student centered. Purposefully, terms such as “virtual learning,” “e-learning,” or “distance learning,” are avoided in an attempt to support the individualized learning needs of all students. New Mexico is a state that is grounded in diversity, and this strength should allow us to demonstrate equity, inclusivity, and creativity in supporting the needs of all students.

Continuous Learning Plan Key Themes:

- ❖ Focus on essential learning
- ❖ Emphasize relationships and connectivity in this new learning environment
- ❖ Prioritize socio-emotional wellness equally to academic engagement
- ❖ Recognize that decisions impact and must support all students
- ❖ Establish a consistent and agreed upon framework of expectations, communication models, and practices that all stakeholders share and can participate in
- ❖ Provide support and training for all staff who will implement the Continuous Learning Plan
- ❖ Be flexible and ready to adapt or pivot as needs arise
- ❖ Encourage patience and support and extend grace to all

Timeline	
March 16 – TBD	Ongoing Grab & Go Meals
March 25-27, 2020	Supplemental Learning Packets K-5 @ Grab & Go sites
March 30 – April 3, 2020	Spring Break
April 6, 2020	KNME/PBS Broadcasting Begins
April 6, 2020	Device Distribution Begins
April 6 - 10, 2020	Principal Planning with teachers
April 13 – May 21, 2020	Continuous Learning Plan implemented for students
May 21, 2020	End of School Year for all students

Essential Guidance for School Administration

As schools work to operationalize the district Continuous Learning Plan to create a school plan, Principals are advised to work closely and collaboratively with their Instructional Councils. The work of the Instructional Council will assure the views of multiple perspectives and stakeholder groups are represented in the development of an individual school plan. This school plan will guide implementation and communicate to the staff and school community actions and expectations as we move into a distance learning setting.

Administrative Plan

- Technology available to students; internet/data and devices
 - School surveys
 - Technology Plan (refer to pgs. 42-48)
- Student/family needs and preferences
 - School Survey
- Opportunities for family suggestions/feedback
 - Instructional Councils
- Staff Needs Assessment
 - ATF Survey

Bringing students or staff into the buildings/student personal belongings

On [Friday, March 13th](#), Governor Michelle Lujan Grisham ordered all New Mexico Public Schools to close. In light of this, students should not be coming to school sites, unless attending childcare at a designated, open site or coming to pick up meals.

- Follow the guidance, policies, and procedures of the New Mexico Department of Health. <https://cv.nmhealth.org/>
- Stay informed and know where to go for the most current information. The best source of accurate information for our state is: <https://www.newmexico.gov/>.

Student Personal Belongings will stay at school sites until further notice. Nurses are working with families on returning essential medications.

Nursing Department Statement:

Starting March 27, 2020 all medications and medical supplies are being returned to families. The School Nurse is in charge of contacting School Principals to ensure access and an appropriate time to go to the Health Office. The nurse is to contact families and set up a return time to meet. The nurse will practice Social Distancing. When possible the return of medications and supplies will occur at the school curbside to minimize any exposure to families or staff. Any unclaimed meds will be labeled and placed in a locked medication cabinet until the crisis is over. When the crisis is over standard procedures will be followed for disposal of unclaimed medications. Other student personal belongings will be retrieved from the building at a future date when the Governor has lifted the shelter in place orders and the District has announced the schools can be safely opened to the public.

Emergency Preparedness and Continuity of Operations

Emergency preparedness and continuity of operations plans to address possible disruptions in program operations that include the following:

Critical functions and positions. Plan for alternative coverage for staff absences or closure.

Currently, the district is functioning by allowing “work-at-home” for those employees whose job is not mission critical. Employees at work include district finances, food services, school safety and security, and district Leadership. However, even in these instances, adaptations have been made. For example, some district Leadership is alternating days in the office with days at home to minimize the chance of key personnel becoming ill and losing a large segment of the team. The superintendent works from home. Finance and payroll have been isolated to their floor, and public access is not allowed. Necessary paperwork is collected at the main entrance and a representative from the finance department picks it up as needed. Food Service workers are doing their best to abide by social distancing guidelines and are only allowed to serve meals. They may not participate in any supply drives or material handouts to reduce their risk of exposure. School level personnel are limited to minimal custodial services, and this is only expanded in sites housing childcare.

Flexible sick leave policies to encourage staff to stay home when sick or caring for sick family members.

- Employees required to be quarantined by the Department of Health (DOH) are placed on administrative leave and do not have to use their sick leave for 14 days. Employees are encouraged to work from home when possible. Employees are also allowed to use leave when caring for a sick family member. APS has consistently stated it does not want employees to risk their own health or the health of their peers by reporting to work when they should not during this crisis.
- To the extent feasible, virtual meetings are recommended for staff rather than any face-to-face meetings. Staff members who may meet in person should practice self-care, personal hygiene, and social distancing. They should follow all workplace policies and general guidance that includes staying home if sick, washing hands regularly and for at least 20 seconds with soap and water, and covering coughs and sneezes (in the arm/elbow).
- Guidelines may shift, depending on guidance and policy from the DOH.

Technology Distribution – check-in and checkout (refer to pgs. 42-44)

Student and Teacher Privacy

- On-line learning can present safety issues for students and staff. Attorney General Balderas sued Google because of Chromebooks collecting student data. New York State is suing College Board for the same thing.
- The issue of the Lawsuit from AG Balderas is covered in the Google for Education policy, the lawsuit is over the free google accounts not the G-Suite for Education accounts. https://edu.google.com/why-google/privacy-security/?modal_active=none

Special Education Requirements

Individualized Education Programs (IEPs) may NOT be universally modified. There is no waiver from IDEA requirements, including IEP and eligibility timelines. Schools should take into consideration alternate methods for providing educational services to children with disabilities age 3-21 who are receiving IEP services, such as teleservices, learning packets, or virtual/online lessons.

Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. IEP meetings may be held via phone or in another video conferencing format such as Google Meet, as appropriate. LEAs must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP.

PED recognizes there are students with complex needs for whom the virtual/on-line program may not be a feasible option, even with additional accommodations or modifications. The IEP team will need to discuss and document within the IEP or an addendum the agreed upon alternative plan for providing the requisite special education and related services to those students through Prior Written Notice (PWN).

Communications with Families and the Community

Albuquerque Public Schools will continue to use multiple communication strategies to reach families and employees.

- At the district level, this includes the APS website, which is updated daily; social media including Twitter, Facebook and YouTube; SchoolMessenger which includes robocalls, emails and text messages; local media, which we interact with every day; our digital flyer management system, Peachjar; a weekly newsletter called The Core; a partnership with New Mexico PBS to televise elementary-level lessons; and electronic billboards located at eight locations around the district.
- Most of these communications tools are accessible, translatable and viewable on all types of devices including mobile phones. For families with no connectivity, we can provide paper flyers in English and Spanish (and other languages as needed) at Grab and Go meals sites.
- Schools have access to most of these tools as well, including their own websites.
- Schools and teachers can communicate with students and families using ParentVUE/StudentVUE, the district's student information system.
- APS provides support for the use of GoogleMeet for group check-ins and video conferencing; Google Classroom for class communication; Google Teach from Home, a temporary hub of information and tools during the coronavirus crisis; and Seesaw, a platform for student engagement.

Teacher Evaluations

NMPED encourages districts and schools to use data already collected through Frontline to support educators and provide feedback. However, PED will not be issuing teacher evaluation reports for the 2019-20 school year. Frequently asked questions about educators and licensure are answered below.

1. What happens to teachers who are on the alternative pathway via their summative report? Please ensure any data collect this year in Frontline is finalized, and if the educator has completed all other requirements please send a letter to the PED stating the teacher has met the competencies to become a Level 1 teacher. These letters should be sent to Jessica Green, Licensure Staff Manager at Jessica.Green@state.nm.us.
2. What about teachers who want to complete this pathway moving forward? As of March 26, 2020 PED will no longer accept applications to complete an alternative license via the educator effectiveness pathway. Teachers who are already on this pathway will be able to complete. Other alternative pathways available are the OPAL pathway or an Educator Preparation Program. As we continue to review licensure and teacher evaluation, we will look at other pathways to consider in the future.
3. Our district would like to produce a report for our teachers, is that ok? Yes, your district or charter school may produce a report at the district level. We would suggest using what is available in Frontline to complete this process.
4. What about surveys? Due to the current situation teacher, student, and family surveys will not be required this year. However, we are examining methods by which we can ensure family and student voice are collected and heard.

5. Will principals receive an evaluation this year? We know that you have worked throughout the year to provide your principals with support and guidance. If you already have completed the evaluation, we would encourage you to share it with your principals. However, it is not required.

Specific APS Guidelines

Principals

- Principals should review evaluation information currently available in the system (as of 4/3/2020) for their staff and provide feedback and comments where possible before May 8.
- Principals should finalize all elements where evidence has already been gathered by May 22.
- Principals should not require any additional documentation from teachers (and no penalty for work not submitted).
- We acknowledge the evaluations will look incomplete, but we want to give teachers feedback if possible.

Teachers

- Teachers should not be required to submit any more information to principals.
- Teachers need to acknowledge any feedback before May 15.

Timeline

- May 8 - Principals score everything they can score
- May 15 - Teachers review and acknowledge feedback
- May 22 - Principals finalize evaluations

Domain 4 Clarification

APS acknowledges teachers submitted documents to principals.

- Principals will provide feedback for any previously submitted documents by the end of the school year.

State Assessments

NMPED does not expect schools to administer state assessments when schools are closed.

High School Seniors (refer to pgs. 15-20)

Essential Guidance for Teachers

Technology/apps/student learning platforms and plan (refer to pgs. 42-48)

Instructional Time (refer to pg. 12)

- Pre-K : 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 30 minutes per teacher (3 hours **max** in a day)

Teachers may find that they have to scale back and adjust after their first week. Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

Instructional Materials

- In the context of the Governor’s statewide stay at home order, if an Instructional Council decides that workbooks are essential, the school will follow DOH guidelines in establishing a plan for workbooks to be distributed.
- Bookworm books, library materials, etc. should not be returned to schools for the time period of the Governor’s stay at home order.

Communicating with Students and Families/Parents (refer to pg. 7)

Critical Academic Standards (refer to pgs. 13-14)

Address only the critical standards for the remaining weeks of school.

Office Hours

- Having designated office hours when each teacher will be accessible online is recommended.
- Office hours provide consistency and structure.
- Some households will be sharing a device, so it is important that teacher availability is spaced out over the day so all students can have an opportunity to contact their teacher.

Teacher Licensure

If teachers are waiting to take their assessments for their licensure, they will receive an extension form NMPED. Please contact Seana Flanagan at Seana.Flanagan@state.nm.us.

PROFESSIONAL LEARNING GUIDELINES TO PREPARE FOR A SCHOOL CONTINUOUS LEARNING PLAN

Before Starting

- District administrators will support and share the district philosophy for continuous learning opportunities
- Notify staff of 14-Day quarantine requirement if they have traveled to affected areas and work out distance professional learning opportunity for them
- Team leaders and technology leaders will be notified of the need for their expertise

Day 1: Friday, April 3

8:30-11:00 AM

District leadership and principals meet to review requirements of Continuous Learning Plan (CLP) tight-loose parameters, sample PD plan, and sample PowerPoint

1:30 - 2:00 PM

District principal call

Day 2: Monday, April 6th

8:30-11:00 AM

Administrators, team leaders, and technology integration leaders meet virtually (Follow NMDOH Guidelines). The goal here is to communicate safety expectations and continuous learning philosophy to team leaders and answer questions that team leaders have.

A few thoughts to share with them:

- Establish clear communication on your team
 - Team agreements/norms/wellness checks:
- What will your team do to stay connected moving forward?
- What time each week will you meet, and how? Zoom? Google Hangout?
- What are the essential outcomes to be addressed for the remainder of the school year?
- Plan for Instructional Council meeting with suggested questions for IC to consider-
 1. How will you create and support connections for students?
 2. How will you provide resources for students?
 3. How can you provide feedback to students on skills?
 4. How can you support the maintenance of learning/skills students have?
- Develop daily expectations
 - How much time do we expect students to spend each day and how is that broken up?

Specials Teachers- Expectations

(pg. 36-41)

Counselors

(pg. 20)

Physical Education Teachers/Health Teachers

(pg. 41)

Other Specials

Work with classroom teachers to develop cross-curricular content to meet a variety of standards. These will be provided to teachers to be uploaded.

Reminder of lesson parameters: **Tights and Loose**

- PreK 30 minutes
- Grades K-1 45 minutes
- Grades 2-3 60 minutes
- Grades 4-5 90 minutes
- Grades 6-12 30 minutes per teacher (3 hours max in a day)

Remember everyone processes differently; this is a traumatic situation

Show empathy to others

- Have gracious assumptions toward others; people are having different life experiences than normal right now.

12:30 - 4:00 PM

All staff are required to attend virtual staff professional learning meetings.

Use Zoom meeting or Google Meet.

- 15 minutes to process and list top questions for district administration
- Answer questions
- What and when are we sharing with parents
- Overview of the week
- Length of learning expectations: (maximum time allowed per day)
- Introduction to platforms to be used
- Communicate plans for foodservice, learning kit pickups, and technology access.
- Share needs and platform for staff to care for each other
- Spend more time checking in on kids rather than delivering content (Socio-Emotional Learning)

Day 3: Tuesday, April 7th

8:30-11:00 AM

Meet with site teams

- Establish grade level vision
- Review essential learnings
- Create schedule of each day
- Plan first three weeks (Divide and conquer tasks if possible)
- Develop “responsibilities” and “possibilities” ideas
- Learn MUST USE technology as a team

11:00-11:30 AM

Staff virtual check in (use Zoom or Google Meet)

12:30-3:00 PM

Virtual meeting in building teams OR grade level teams

- Depending on where everyone is in the curriculum, etc...
- Reflect together on personal teaching schedules, teaching environment, etc...
- Begin creating activities, developing and finding resources, etc.
- Group reflection and problem solving
- Personal work time
- Learn from technology leaders in library as needed

3:00-3:30 PM

Staff virtual check in (use Zoom or Google Meet)

Day 4: Wednesday, April 8th

9:00-11:00 AM

Personal work time

- Begin creating activities, developing and finding resources, etc.
- Begin gathering supplies for students as needed
- Learn from technology leaders

12:30-1:00 PM

Staff check in (use Zoom or Google Meet)

1:00-3:30 PM

Collaborate and continue prep work

- Check in with district and content teams (On Zoom or Google Meet if needed)
- Learn from technology leaders in the library as needed meeting NMDOH guidelines

Day 5: Thursday, April 9th

9:00-11:00 AM

Work on own or with team, as needed

- Continue making videos and materials
- Follow district plan for device distribution

12:30-3:30

More time for device distribution, if needed

- Follow district plan for device distribution

To do/will need to be done/shared

- Gather supplies for students (refer to pg. 6)
- Ensure that electronic device chargers are available
- Admin works with district to develop a device and supply distribution plan
- Student passwords/Clever login shared with parents
- Chart showing what each grade/content level will be using as far as resources go – one pager for each grade level – include essential learning.
- Buildings need to create shared documents system so that specials/elective teachers can drop their assignments in for classroom teachers to add them into Seesaw or other programs for sharing and co-curricular planning
- Share/publish norms and expectations for students using devices at home
- Virtually collaborate with grade level or content teachers as needed

INSTRUCTIONAL PLAN PRE-K TO GRADE 12

Purpose: The instructional plan is a guide for all APS schools and grade levels. The plan answers questions, offers options, and provides resources for principals, instructional councils, teachers, and staff. Although the plan makes every attempt to be comprehensive Pre-Kindergarten to grade 12, a large focus is on high school seniors, students with IEPs, and English learners. Given new circumstances and NMPED guidance, the plan may need to be updated or amended until the end of the 2019-2020 school year. APS is using existing resources and new programming such as the KNME/PBS partnership. The partnership is a way for K-5 students to access continuous learning via television. KNME/PBS will provide four hours of television programming per day starting April 6, 2020. NMPED has also provide learning guidelines (Appendix C)

Instructional Resources to Support Continuity of Learning

Grade	Rec. Maximum Direct Instruction	KNME-APS Filmed Instruction And Existing Programming (Appendix A)	On-line District Resources to Support Core Curriculum	Print Materials to Support Core Curriculum	IEP Students	Technology Distribution
Pre-K	30 minutes	TBD	Refer to pgs. 30-33 and 52-54	Refer to pgs. 30-33 and 52-54	Refer to pgs. 30-33 and 52-54	N/A
K-1	45 minutes	8-9 Weekdays (9-10 in Span.)	ST Math Benchmark Universe	Benchmark consumable workbook	The unique needs of students with disabilities may require more extensive planning and a wider variety of instructional solutions in order to meet the needs of these students. Each teacher will develop reasonable (given the current circumstances) lesson plans based on individualized goals for their students.	Support for supplementary instruction for students who have technology in the home
2-3	60 minutes	10-11 Weekdays (9-10 in Span.)	iReady Math & ELA iStation Math & ELA	Stepping Stones consumables Workbooks from Sc. Kits		
4-5	90 minutes	11-12 Weekdays (9-10 in Span.)	iStation SLA Mystery Science	Yabisi workbooks		
6-8	2 hours	Channel 9.1 Independent Lens NOVA New Mexico in Focus Colores! Poetry in America	iReady Math & ELA iStation Math & ELA iStation SLA Expeditionary Learning Lessons Pearson ELA Kahn Academy	Novels available at most MS Expeditionary Learning materials Santillana workbooks		
9-11	3 hours		Engage NY Math Lessons Springboard Kahn Academy Youtube.com/ Advanced placement	Springboard workbooks Santillana workbooks	Prioritization of devices and digital access for high school students	

CRITICAL STANDARDS FOR ENGLISH LANGUAGE ARTS and MATH

Critical Standards for English Language Arts and Math	
K	<ul style="list-style-type: none"> • Phonics & Phonemics, Rhyming words, CVC words, Sight words • Fiction/Non-Fiction - Retells stories and identifies key details • Write upper and lower case letters • Count to 100 by 1's • Add and subtract within 5 fluently • Count to tell the number of objects. Compare numbers. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1	<ul style="list-style-type: none"> • Decode words with consonant digraph and final "e" • Blend sounds (bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp and st) • Ask and answer questions from a 1st grade benchmark text • Read fluently from a 1st grade benchmark text • Recognize capitalization and punctuation • Add and subtract within 10 fluently • Measure lengths indirectly and by iterating length units
2	<ul style="list-style-type: none"> • Comprehension: ask and answer text recall questions, retell • Read fluently with 85% accuracy from a 2nd grade benchmark text • Stamina: sustain independent reading for >10 minutes • Write using standard conventions. • Add and subtract within 100 fluently • Use place value understanding and properties of operations to add and subtract. • Measure and estimate lengths in standard units.
3	<ul style="list-style-type: none"> • Comprehension: Ask and answer questions, retell • Read fluently and expressively with 85% accuracy from a 3rd grade benchmark text • Stamina: sustain independent reading for >15 minutes • Writing: topic sentence, sentence structure, 3 supporting sentences with conclusion, grammatically correct sentence structure. • Add and subtract within 1000 Multiply and divide within 100 fluently • Develop understanding of fractions as numbers. • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
4	<ul style="list-style-type: none"> • Develop deeper understanding of theme, characters, concepts, supportive details, and summarize • Fluency with word recognition, voice inflection & reader confidence • Demonstrate understanding of effects of figurative language, word relationships. • Writing using 3 types & show strength of paragraph structure • Add and subtract within 1,000,000 fluently • Use the four operations with whole numbers to solve problems. • Generalize place value understanding for multi-digit whole numbers
5	<ul style="list-style-type: none"> • Read for understanding, text which includes domain specific vocabulary, metaphors and similes. • Compare two texts. • Analyze understanding text structure, authors' purpose, writing technique • Ask thoughtful questions • Write for a purpose using expressive language and logically sequenced ideas. • Multiply multi-digit numbers fluently • Add and subtract equivalent fractions
6	<ul style="list-style-type: none"> • Identify textual evidence to support answers to questions.

	<ul style="list-style-type: none"> • Understand figurative and connotative word choice • Analyze arguments and claims. • Revise writing in response to feedback. • Divide multi-digit and multi-decimal numbers fluently • Use ratio reasoning to solve problems • Divide fractions by fractions
7	<ul style="list-style-type: none"> • Summarize and paraphrase without plagiarizing. • Evaluate the soundness and reasoning of an author's argument • Compose multiple paragraphs clearly and cohesively using standard conventions. • Solve multi-step problems with rational numbers • Solve one variable equations in the form $px+q+r$ and $p(x+q)=r$ fluently
8	<ul style="list-style-type: none"> • Recognize the effects of text structure and point of view on writing. • Identify explicit and implicit meaning. • Evaluate credibility and bias in written resources. • Write narratives using effective literary techniques, clear point of view and sensory details. • Solve one variable linear equations, including cases with infinitely many solutions or no solutions • Solve problems involving volumes of cones, cylinders and spheres
9-11 ELA	<ul style="list-style-type: none"> • Employ strategies for understanding words and phrases in context, including figurative, connotative, and technical vocabulary. • Utilize technology to collaborate using online resources and multimedia tools. • Construct arguments using precise, knowledgeable claims distinguished fairly from counterclaims. • Use close reading strategies to analyze complex nonfiction text.
Alg I	<ul style="list-style-type: none"> • Developing fluency writing, interpreting and translating among various forms of linear equations and inequalities and using them to solve problems • Interpreting, translating, and analyzing different representations of linear, quadratic, and exponential functions
K-12 District-wide SEL Core Competency Focus	
<p>Responsible Decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>	

GRADES AND GRADING GUIDE

High School Seniors (refer to pgs. 15-20)

High School pass/no pass

K-8 Grading

Grades will not be recorded for grades K-8.

- A priority will be placed on providing students and families with relevant and meaningful feedback about student work and progress.

Teachers in grades K-5

- Continue to submit standards based progress reports, capturing to the best of their ability, student progress on individual academic standards.
- Detailed feedback can be used to inform the district as it begins planning for the 2020-2021 school year to address any instructional gaps that arise as a result of lost direct instructional time.

SENIOR GRADING and GRADUATION CONTINUOUS LEARNING PLAN

Purpose:

This plan is designed to:

- Provide options for seniors to demonstrate competency in course work in multiple ways.
- Comply with guidance provided by the NM PED.
- Create an online option for students to complete their existing course with competency-based testing to allow students to test out of content they have already mastered.
- Maintain options for completing coursework while social distancing.

NMPED Guidance:

- The NMPED waiver will remove the requirement for seniors to attend a minimum of 1,080 hours. All students are still required to complete at least 24 credits of required and elective coursework. Sec. 22-12-1.1 (J) NMSA 1978. **APS requires 25 hours.**
- End of semester final grades should be calculated, reported and transcribed in the school's student information system.
- **NMPED is encouraging schools and districts to adopt a pass/fail grading system for the last grading period:** Grades will be difficult to determine during this time, and given our concern for equity, we encourage all LEAs to adopt this for the last grading period. Third quarter GPAs can stand when appropriate. Local decisions to promote or retain students should continue to be based on student needs and the determination of student assistance teams and parents. Please keep equity issues in mind and make sure that your system does not unfairly disadvantage students who have limited access and who may not have the same levels of academic support at home.

Statement to Families and Students:

APS is committed to recognizing excellence and achievement in an environment that provides equitable access to learning. The health crisis faced by our community has created unforeseen challenges for both students and teachers in transitioning to a continuous learning setting. Many families lack access to technology and our teachers are adapting to new methods of delivering instruction and identification of resources more relevant to this type of learning.

The decision to move to a "pass" or "no credit" grade for high school students was not done without considerable thought and deliberation by district leadership. Cumulative grades will not be impacted positively or negatively by the grade policy and students will continue to benefit from weighted credits for this semester. In fact, many universities across the country have moved to this grading model in response to closures. Class rankings will continue to be calculated in compliance with district procedural directive:

"For the purposes of calculating GPA and class rank for seniors, calculation will be made at the end of the seventh semester. The top ten (10) students will be determined at the end of the final semester."

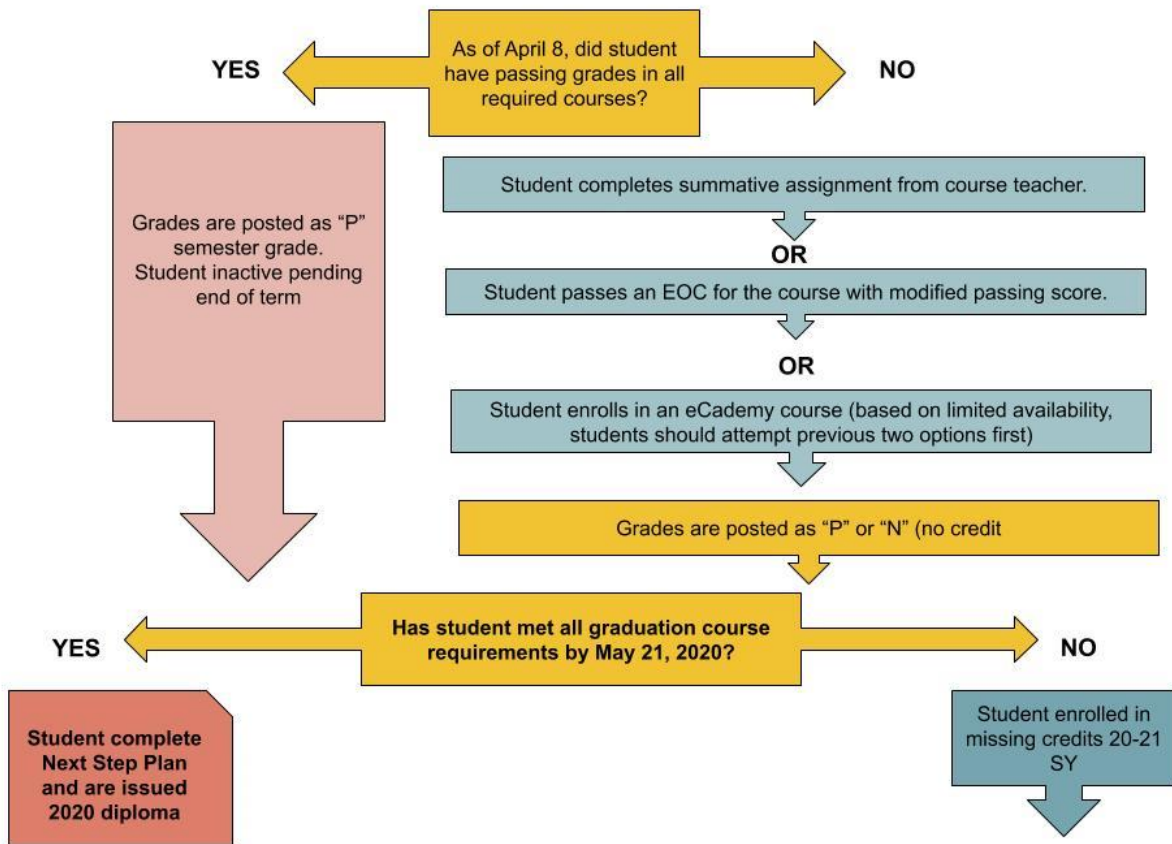
The disappointment of students who have worked hard to earn high grades weighed heavily in the decision, but had to be balanced against the needs of students who, perhaps, could not maintain those grades based on factors out of their control. While no perfect solutions are available in situations such as the one we now face, Albuquerque Public Schools believes that this grading policy most accurately represents our priority of equity for all students.

Pass/No Pass clarification

- For students who were **passing** a course at the end of the 5th term:
 - Instruction will continue to be delivered and meaningful feedback provided in lieu of assignment grades.

- Semester grade will be entered as “P”.
- For students who were **failing** a course at the end of the 5th term:
 - Instruction will continue to be delivered and meaningful feedback provided in lieu of assignment grades.
 - Teacher will work closely with student to close learning gaps or provide opportunities to demonstrate competency in the course.
 - Students who have sufficiently demonstrated competence in essential course skills and content will be given a grade of **“P”** for the semester.
 - Students who are unable to demonstrate competence in essential course skills and content and for whom repeating of the entire semester is necessary will be given a grade of **“N”** for the semester

Graduation Guidance for Teachers



Credit via work completion:

Grades 9-12 - 30 minutes per teacher (3 hours maximum/day) [define content and digital tools]

Online course completion at eCademy for senior students failing a current class or in credit recovery classes

- Pretesting is turned on to support students in accelerating progress on 3.13.2020
- Classes have remained available for students since initial closure of school
- Settings are configured so that students can progress through coursework without needing teachers to open tests

- Students with IEPs are assigned modified courses as available
- EL students have access to translation in all Edgenuity classes
- Online course completion of eCademy courses for all students who were enrolled in eCademy classes prior to school closure (all conditions a-e above apply)
- Determine method for delivery of coursework (technology assistance or printed materials)
- Set a deadline for teachers to post grades for work done prior to the close of schools. SIS will set date.
- Communication between school staff about seniors that are on track to graduate and seniors that are not on track to graduate.

Credit via competency-based assessment(s):

- Cut score for students who already have completed SAT/ACT and count them as completed courses
- Count passage of AP tests as completion of course
- Count passage of certifications as completion of course (e.g. EMT)
- For seniors, an EOC may be taken to demonstrate competency. A score of 50% will be considered passing for the class. Normally, a score of 75% is considered passing. Since students will take the exam having missed approximately 1/3 of the school year's instruction, the cut score is adjusted by 1/3, thus giving 50% as the pass rate.
 - End of Course Exams to demonstrate competency: The NMPED has decided to make all high school end of course exams publically available. Blueprints, exams, and answer keys are accessible in an [EOC Google Drive folder](#). PED encourages educators to use the blueprints, which identify critical standards to be measured, to develop open-ended questions or to integrate questions as part of instruction. The PED has a one-page resource document for a variety of other local, performance-based demonstrations of competency options that do not necessitate a secure browser or secure testing.

Credit through expanded course equivalency:

- Completion of Dual Credit through College online courses
- Completion of modified end of course exam(s)

Consider using "pass" or "no credit" transcript designations instead of letter grades.

- Use pass or no credit on transcripts for Spring 2020 courses.
- For seniors, a course with a current grade of F that is NOT a graduation requirement will be dropped from the transcript entirely.

Districts and schools will need to support seniors in completing their Next Steps Plan.

- Put next step plans online (need technology support for this)
- Once online, Administrators should ensure all Next Step Plans are completed

Dual Credit Specific guidance for high school seniors:

- Students who must complete a dual credit course in order to graduate should be prioritized in the district's problem-solving attempts. Districts should make every effort to support internet access so these students can complete, since an incomplete may defer graduation.

SPECIAL POPULATIONS SENIOR SUPPORT

Counseling (Appendix B)

Counselors available for student centered online/phone consultations and then referral out if therapy services are needed.

Credit Recovery at eCademy for students who are missing or failing a class prior to the close of schools.

- Review of transcripts to determine graduation status.
- Counselors are currently emailing the eCademy help desk at ecademyhelpdesk@aps.edu if you have a senior needing more than 2 classes (approved on a case by case basis)

Process for identifying additional seniors and enrolling seniors who either are failing a course currently OR have been missed through HS counselors:

- Counselor Letter (Appendix A)
- Distribution plan for seniors to be devised by Technology (refer to pgs. 42-44).

Mental Health

Refer to NM Crisis and Access Line Call toll free 24 hours a day, 1-855-622-7474

Special Education

Transition Specialists (TS) reviewed all senior graduation progress in the first quarter of the school year. They also have a system in place to double check graduation progress at the end of each quarter and first semester. If there were issues, TS' were to address them with IEP teams, students and parents as soon as possible and in an on-going basis. This was in collaborative with the sponsor teachers, head teachers and the school counselors.

(refer to pgs. 16-22)

English Learners - Language and Cultural Equity (LCE)

- LCE identified 600 students classified as English Learners
- Guidance on hours of instruction (refer to pg. 27-28)
 - Bilingual Seal
 - Seniors completed portfolios and need to complete presentations.
 - Presentations were scheduled for March 14, 21 and 28th.
 - Atrisco Heritage Academy completed some presentations on March 7.
 - Coordinate with five high schools to plan/capability for completing the presentations.
 - The following are ideas/suggestions that we have already received:
 - For students who have computer and internet access:
 - Utilize Zoom- orally present portfolios as we project their digital Google Slides or PowerPoint on the screen.
 - Record presentation and send to bilingual coordinator/teacher
 - For students who DO NOT have computer/internet access:
 - Students may present via Face Time through phone
 - Check out computer/Chromebook to student
 - Flexible judging.
 - Contingency plan for a non-pass.

Native Americans

- Navajo Language Dual Credit coursework will be completed through an online Navajo Rosetta Stone set up with individual students Contact teacher: Phillip_p@aps.edu
- Gradpoint Online Credit Recovery Program will be accessed by students who are in the program. Contact: Philip.farson@aps.edu

Refugees/Newcomers (RNSP)

- RNSP identified approximately 35-40 refugee seniors who are on track to graduate this semester.
- RNSP can provide support to seniors and their families with accessing technology equipment and any other wrap around services that are essential to learning (i.e. housing, food, etc.).
- Refugee seniors generally have the same needs as other English Learners but often have interrupted formal education backgrounds, which has limited their exposure and comfort levels with technology and the English language.
- Refugee/newcomer families often experience unstable housing, work/income, access to food, transportation and more.
- Most refugee families do not have adequate access to internet and/or laptops or tablets. Many parents of these students do not speak English and some are not literate in their native language.
- Requires multilingual staff who speak their language, such as RNSP Case Managers, to reach out to them directly.
- RNSP students are very resilient and often are able to resolve these issues with a little support.
- Schools, families and/or community partners are welcome to contact the Refugee & Newcomer Supports Program at brandon.baca@aps.edu or 505-803-7781.

McKinney-Vento Students

- Contact with each senior to ensure they have a device and WIFI access to complete courses by the deadline
 - Teachers can be available to “tutor” seniors via Google Meets, Zoom, etc.
 - Support with getting documents seniors need to apply for college.

Dual Credit (NMPED)

For Dual Credit (DC) courses being taught in a high school classroom:

- Courses are cancelled until at least April 6, 2020.
- High school dual credit instructors should be preparing to move the course to an online environment and restructure content for the shortened time for completion.
- If cancellation continues, these courses will need to be delivered virtually, in accordance with the partner college’s virtual instruction plans.
- Students who do not have online access from home may request a W or I, be see message below regarding seniors.

For Dual Credit classes previously online:

- Courses that were previously online resumed, in most cases, on March 23, 2020.
- Students who do not have online access from home should reach out to the college for possible solutions.

For Dual Credit classes previously taught in a college classroom:

- Most college courses will not resume until April 6th at the earliest. For most courses, instruction will be transitioned to an online environment, subject to the college's policies.

- Classes with significant hands-on learning may transition to a virtual environment; however, the instructor may need to issue an incomplete if the learning objectives intended to be met by hands-on instruction cannot be effectively transitioned. The governor is encouraging colleges to strive for paths to completion.
- Students who do not have online access from home should reach out to the dual credit college for possible solutions.

Dual Credit Council recommendations (require college agreement):

- Students may request a grade of incomplete if they cannot complete the course due to lack of access, with completion allowed up to December 31, 2020.
- Students may request a withdrawal through the end of the semester, regardless of published drop dates.

For questions about Dual Credit, please email Elaine.Perea@state.nm.us

Advanced Placement (AP) (NMPED)

Students can take a 45-minute online exam at home. Educator-led development committees are currently selecting the exam questions that will be administered. Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice. For each AP subject, there will be two different testing dates.

- There will be no traditional, face-to-face exam administrations. Students can take a 45-minute online exam at home. For each AP subject, there will be 2 different testing dates.
- Students will take exams on any device they have access to—computer, tablet, or smartphone. Taking a photo of handwritten work may also be an option.
- College Board is working to provide access for schools and students with limited technology assets. Contact College Board directly at <https://collegeboard.tfaforms.net/74>.
- The exam will only include topics and skills most AP teachers and students should have covered in class by early March.
- Any student already registered for an exam can choose to cancel at no charge.
- AP Coordinators should indicate students’ fee reduction eligibility in AP Registration and Ordering by April 30.

Important AP Links

- Beginning Wednesday, March 25, students and teachers can attend free, optional live AP review courses: <https://apstudents.collegeboard.org/coronavirus-updates#free-ap-classes>
- To see the full exam schedule and modified exam details (April 3), to get help with using AP Classroom, and see complete information about AP Testing: <https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>
- AP coordinators who haven’t collected exam fees have the option to arrange a payment partner through which students can make payments: <https://apcentral.collegeboard.org/ap-coordinators/exam-ordering-fees/exam-fees/managing-fee-collection/ap-exam-fee-collection-providers>

TIER II CONTINUITY OF LEARNING PLAN

Purpose:

The goal of Tier II is to provide supplemental, strategic and individualized support for at-risk (struggling or significantly advanced) students for whom Tier I instruction and targeted interventions prove insufficient. Students receiving Tier II services continue to receive Tier I instruction, but with the benefit of more targeted, intensive interventions prescribed by the SAT intervention plan or BIP. These interventions should be provided by the classroom teacher or in combination with other appropriate staff in the school to address academic skill or behavioral needs.

Communicate/Coordinate with Your Student’s Family: Tier II teachers will communicate with the families using telephone, school decided digital platform, or paper handouts given out during the Grab and Go food pickup. Teachers will provide instruction to address student Tier II goals as is reasonably feasible during this time. Keep in mind that instruction may not be able to be delivered in a regular classroom setting.

Action Plan:

- Supplemental intervention instruction is in addition to the Tier I core content.
- See recommended guidelines for student commitment on page 6 of this document.

Instructional Resources to Support Continuity of Learning within Tier II

Grades	Online District Resources to Support Tier II	Available Materials to Print To Support Tier II	Technology Distribution to Support Tier II
K-5	ST Math iReady ELA iReady Math iStation ELA iStation SLA Benchmark Universe	Foundations Benchmark Universe Benchmark <i>Spring Forward</i> Benchmark <i>Steps to Advance</i> *Teacher created/generated materials as per existing Tier II/SAT-R4 instructional plans	Prioritization of devices and digital access for TIER II students
6-8	ST Math iReady Math iReady ELA iStation Math iStation ELA iStation SLA Read 180 System 44 Math 180 (pilot schools only)	Read 180 System 44 Math 180 (pilot schools only) *Teacher created/generated materials as per existing Tier II/SAT-R4 instructional plans	Prioritization of devices and digital access for TIER II students
9-12	iReady Math iReady ELA Read 180 System 44 Math 180 (pilot schools only)	Read 180 System 44 Math 180 (pilot schools only) *Teacher created/generated materials as per existing Tier II/SAT-R4 instructional plans	Prioritization of devices and digital access for TIER II students

Documentation:

SAT documentation is suspended for SY19-20 Semester II

- Any diagnostic testing or documentation submitted prior to the initial school closure will continue to be reviewed.
- For additional SAT information please contact Heather Dadey heather.dadey@aps.edu

SPECIAL EDUCATION CONTINUOUS LEARNING PLAN

Guidance for Instructional Services.

LEAs must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP.

Communicate/Coordinate with Your Student's Family:

Special Education Teacher will contact family using Google Classroom (or similar platform) or paper handouts given out during the Grab and Go food pickup. Teacher will provide instruction to address student IEP goals as is reasonably feasible during this time. Keep in mind that instruction may not be able to delivered in a manner you would see when meeting face to face.

Service Provision:

Develop a plan for how you will serve your students with the caretaker in the home. Determine the student's ability to access technology. Offer the following options:

- Video meeting/phone call to check in, assess needs and offer support/activities to address student goals. Assess needs based on student's IEP goals relative to what is reasonable given the Stay-Home Declaration by the Governor. Establish a schedule for regular contact with the student. Please refer to the links with how to conduct these types of meetings if needed. (e.g. Google Meet)
- Email activities for the family to complete at home.
- Email online resources that can help with practice.
- Visit the Special Education Intranet Site for links to educational activities, tools, and trainings for teachers.
- Consult list of resources posted in the Digital Learning Home Access on the APS website.

Documentation:

After communicating (or attempting to communicate) with a parent, make a note in the Student Contact Log in Synergy. Document your regularly scheduled agreed upon time for student instruction/contact.

- Complete progress towards goals with regard to instruction being provided.

Guidance to Access Resource Teachers

APS administrators and special education teachers can access all department resource teachers during the office hours of 8:00AM – 4:00PM, Monday through Friday. Instruction on how to access the resource teachers can be found on the APS Special Education Department page on the intranet site.

Guidance for Ancillary Services

Communicate/Coordinate with your student's Sponsor teacher:

The sponsor teacher will (likely) be using Google Classroom or paper handouts given at the Grab and Go food pickup. Ancillary service providers will be working with the teacher to provide services for the student.

Service Provision:

Develop a plan for how to serve your students with the sponsor teacher. Contact the family and offer the following options:

1. Brief video meeting/phone call to check in, assess needs, and offer support/activities. Instruction on how to access the ancillary resources can be found on the APS Special Education Department page on the intranet site.
2. Send activities for the family to complete at home
3. Send online resources that can help with practice

For students with Custody issues:

A red line appears at the top of the student file in Synergy. Click on the icon “C” and a drop down will (hopefully) indicate who the Educational Decision Maker (EDM) is for this student. The EDM needs to provide Prior Written Notice (PWN) using a stand-alone form for the student to receive other than face to face services.

If you do not know who the EDM is, you need to contact:

Stephanie Browne, Foster Care Point of Contact, stephanie.browne@aps.edu; 505-855-9843.

Documentation:

After communicating (or attempting to communicate) with a parent, make a note in the Student Contact Log in Synergy.

MaxCapture documentation will continue to be expected. It is understood that the provision of services will not always be direct but all of them need to be documented (e.g. collaboration, consultation, etc.). If you use an approved method of direct service (e.g. Google Meet or phone conference) then you will document that as direct.

Complete outstanding MaxCapture documentation (including notes for school closure) and develop IEPs/ReEvals as appropriate.

For already completed evaluations, upload the completed report and communicate with the sponsor teacher and IEP specialist to hold Amendment IEP.

Guidance for Conducting Multidisciplinary Evaluation Team (MET)/IEP Meetings**Scheduling and Notification of MET/IEP Meetings:**

A notification of meeting must be provided to the parent/guardian (e.g. mail, email). Upload to Synergy or save notification forms to be uploaded at a later date.

Sponsor teachers/providers and/or Head teachers will schedule and conduct all MET/IEP meetings that are due prior to September 1, 2020. All efforts should be made to include all required participants as well as other staff, as appropriate. If a required member is not able to participate, the excusal process should be followed. You can access the IEP Attendance Form on the Special Education Department Intranet page. Meetings may be conducted by phone conference or through the Google Meet communication platform.

Documentation in Synergy:

After communicating (or attempting to communicate) with a parent/guardian, make a note in the Student Contact Log in Synergy.

Required Signatures:

Staff will document in the PWN the means by which each team member participated in the meeting.

Example: “Parent participated by Google Meet.” Efforts will be made at the next in-person IEP to collect participants’ actual signatures for any person who was previously noted to have participated by alternate means.

Providing a Copy to Parent/Guardian:

With parental permission, email all documents to parent/guardian. Should email not be an option, contact your Exceptional Student District Specialist (ESDS) for further guidance.

Consent for Initial Services for Initial IEPs:

Should parents/guardians desire for services to be provided as outlined in the student's IEP, indicate such on the Consent for Initial Services form and the Prior Written Notice. **Example:** "Consent for services was provided orally by the parent/guardian due to the outbreak of COVID-19 and the order issued by Federal and State Authorities to refrain from in-person physical contact."

Conversely, should the parent/guardian not consent to the initial provision of services, indicate such on the Consent for Initial Services form and the Prior Written Notice. **Example:** "Rejection of services was provided orally by the parent/guardian due to the outbreak of COVID-19 and the order issued by the Federal and State Authorities to refrain from in-person physical contact."

Procedural Safeguards:

A copy of the *Parent and Child Rights in Special Education* brochure must be sent to the parent/guardian electronically. If this not an option, contact your ESDS. Indicate on the Prior Written Notice the procedural safeguards were emailed and identify the email address where they were sent.

Guidance for Reevaluations due prior to September 1, 2020

Purpose: Due to the state of New Mexico declaring a Public Health Emergency and restricting APS staff's access to direct student contact and interaction, evaluations with formal testing is not feasible until restrictions are lifted.

We will complete all reevaluation documents (including MET reports and Review of Existing Evaluation Data (REED)s as necessary) prior to September 1, 2020.

Prior Written Notice (PWN) Statement for students whose current three-year reevaluation requires formal testing:

At this time, APS accepts the proposal requesting formal testing, but due to the state of New Mexico declaring a of Public Health Emergency, the district is unable to conduct formal testing for the current reevaluation. When government restrictions are lifted, and preschool and K-12 public schools are reopened, a formal reevaluation that can include formal testing can be conducted.

Per Gov. Michelle Lujan Grisham, due to the recent COVID-19 outbreak, New Mexico has closed all public pre-school and K-12 schools as a preventative measure to help curb the spread of COVID-19. Additional restrictions instructed New Mexicans to remain in their homes or places of residence except for outings absolutely necessary for health, safety and welfare.

Action Plan:

School Psychologists - are to complete reevaluations without formal testing for all students identified as Emotionally Disturbed

Speech and Language Pathologist Evaluators - are to complete reevaluations without formal testing for all students identified as Speech or Language Impairment

Educational Diagnosticians - are to complete all reevaluations without formal testing for students not identified as Emotionally Disturbed or Speech or Language Impaired.

All EVALUATORS: This is only for reevaluations that are due prior to September 1, 2020.

- **Quality Assurance Diagnostician (QAD)'s will complete the following steps:**
 - All QAD's will gather the following information from evaluating diagnosticians:
 - Reevaluations with testing each testing evaluator is currently working on

- Where is the testing evaluator in the evaluation process:
 - Testing has not begun
 - Testing is partially complete
 - Testing is completed
 - If testing has not begun or testing is only partially complete then the reevaluation will be completed as a reevaluation without formal testing. An updated PWN will be completed to document this.
 - If testing has been completed, testing evaluator must complete MET report in synergy as soon as possible and inform school of reports status (all appropriate MET documentation must be completed). Please be aware that evaluator may have to participate in MET by phone if eligibility change is being considered.
 - Review and upload any REEDs that QAD has already received from schools. If REED requests testing, document why testing is not feasible at this time within the MET.
 - QAD will update list of reevaluations due prior to September 1, 2020 with student's status (status updates will include, but are not limited to, if student needs a REED, if evaluator must contact guardian and update PWN as to why testing is not feasible at this time).
 - Lists will be distributed to appropriate Evaluators so that MET reports along with appropriate documentation can be completed (including PWN and Reed document if necessary).
- **Evaluators will be in charge of the following:**
 - Review assigned reevaluation list and complete necessary steps:
 - REED is uploaded and formal testing was determined to not be necessary
 - REED is uploaded and formal testing was determined to be necessary
 - No REED was uploaded (Evaluator must create REED document and contact guardian)
 - Complete the necessary steps required (see below)
 - **REED is uploaded and formal testing was determined unnecessary:**
 - Complete a PWN document (mail to guardians and upload into Synergy)
 - Complete MET documents in Synergy (see MET guidance documents)
 - In the Synergy contact log document the date that MET documents were completed
 - **REED is uploaded and formal testing was determined necessary:**
 - Student's guardian will need to be contacted by the Contact Diagnostician/Evaluator completing the MET documents. Guardians must be informed that, due to the state of New Mexico declaring a Public Health Emergency and restricting APS staff's access to direct student contact and interaction, evaluations with formal testing is not feasible until restrictions are lifted. An updated PWN must be sent to the guardian. Utilize district statement provided by the district
 - Complete MET documents in Synergy (see MET guidance documents)
 - In the Synergy contact log, document the date the guardian was contacted. In the contact documentation, district statement.
 - **NO REED is uploaded or available** (Evaluator must create REED document and contact guardian):
 - Student's guardian will need to be contacted by the Evaluator completing the MET documents. Guardians must be informed that, due to the state of New Mexico declaring a Public Health Emergency and restricting Albuquerque Public School (APS) staff's access to direct student contact and interaction, evaluations with formal testing is not feasible until restrictions are lifted.
 - A PWN must be sent to the guardian and also uploaded into Synergy. Utilize statement provided by the district.

- Complete MET documents in Synergy (see MET guidance documents)
- In the Synergy contact log, document the date the guardian was contacted. In the contact documentation, include district statement.

Guidance for Early Childhood Part C to Part B

Order: *Per Gov. Michelle Lujan Grisham, due to the recent COVID-19 outbreak, New Mexico has closed all public pre-school and K-12 schools as a preventative measure to help curb the spread of COVID-19. Additional restrictions instructed New Mexicans to remain in their homes or places of residence except for outings absolutely necessary for health, safety and welfare.*

Purpose: Due to the state of New Mexico declaring a Public Health Emergency and restricting APS staff's access to direct student contact and interaction, evaluations with formal testing is not feasible until restrictions are lifted.

NOTE:

The current outbreak of COVID-19 has caused school closures, non-essential employees are required telework with no in person contact, and stay home mandates; as a result, parents are unable to provide child for evaluation and staff are unable to be at work to evaluate children.

Action Plan:

Pre-Transition Conference

- Information provided by Family Infant Toddlers (FIT)/Early Intervention (EI) must be within 90 days of conference date.
- APS Diagnostician review all FIT/EI documentation from Transition Assessment Summary Form (TASF) and/or Individualized Family Service Plan (IFSP), etc.
- APS determines if data is sufficient to determine Developmental Delay (DD) or other eligibility (Visual Impairment (VI), Hearing Impairment (HI), Autism, etc.) without evaluating the child.
- If data is sufficient:
 - Virtual consent is obtained to allow the use FIT/EI info to determine DD or other eligibility
 - MET and IEP scheduled and held through telephone, teleconference, and/or email
- If data is insufficient and testing is needed or not:
 - APS provides the parents with a Prior Written Notice (PWN).
 - PWN indicates child does not qualify due to:
 - insufficient data provided by FIT/EI
 - APS determines child is not eligible for Part B services
 - Child Find # is given to parent

Transition Conferences:

- EI provides APS with documentation
- After reviewing EI documentation, APS provides EI with an updated REED
- EI facilitates conference with parent
- EI holds transition conference without APS; testing will not be recommended at this time until pandemic is under control and the government opens schools.
- EI provides Transition Conference Summary to APS
- Based on Transition Conference Summary, APS will schedule MET/IEP or Does Not Qualify (DNQ) (telecommunications; no face to face) with parent.

Post Transition Conference:

- APS reviews all children in que for an evaluation

- If sufficient data for DD or other eligibility, no testing will be done
- If consent was obtained
 - APS will contact the parent and provide a PWN withdrawing consent to test
- APS sets up MET/IEP or DNQ (telecommunications; no face to face) with parent
- Special Exceptions:
 - If student is DD and now FIT/EI and APS are considering Speech Language Impairment (SLI)
 - Move forward with DD-Communication with early reevaluation upon our return
 - If student has obvious disability such as Down Syndrome
 - APS moves forward using FIT/EI documentation, medical reports, and professional judgement to determine eligibility such as Intellectually Disabled (ID)

ENGLISH LEARNER CONTINUOUS LEARNING PLAN

It is important for students stay connected to language learning. Learning time is a ratio equal to NMPED maximum instructional time per grade level.

- Best Practice is to continue teaching subjects in the language of instruction that is in approved Bilingual Multicultural Education Program (BMEP) Application
- ELD guidelines for a three-hour day would be approximately 30 minutes a day or 45 minutes every other day.
 - 3-hour Dual Language programs need to spend equal amounts of work/instruction in English and Spanish.
 - 1-3 hour heritage programs need the same amount of time for Spanish Language Arts as they are providing for English Language Arts.

Recommendations for Continuing Education Plan for ELD (English Language Development) and State Funded Bilingual Multicultural Education Programs

- Best Practice is to continue teaching subjects in the language of instruction as is indicated in approved 2019-2020 BMEP Application

Grade	Total Rec. Maximum Student Commitment per day	Dual Language 3 hr Program instruction in program language	1-3 Hour Heritage Programs	ELD Instruction (English Language Development) for EL students receiving BME services	ELD Instruction (English Language Development) for EL students NOT receiving BME services
K-1	45 minutes	22.5 minutes	Students in BMEP should receive equivalent instructional time in Native Language Arts Instruction (SLA or Native Language and Culture) as English Language Arts. Also continue additional subjects taught	ELD 5-7 minutes daily (Total 30 minutes ELD per week)	ELD 5-7 minutes daily (Total 30 minutes ELD per week)
2-3	60 minutes	30 minutes		ELD 8-10 minutes daily (Total 45 minutes ELD per week)	ELD 8-10 minutes daily (Total 45 minutes ELD per week)
4-5	90 minutes	45 minutes		ELD 12-15 minutes daily (15 minutes per day or 30 minutes every other day)	ELD 12-15 minutes daily (15 minutes per day or 30 minutes every other day)

			in program language (per BMEP application)		
6-12	3 hours max	30 minutes for each class that is part of bilingual program	30 minutes for each class that is part of bilingual program	30 minutes for ELD class (the same as all other classes)	30 minutes for ELD class (the same as all other classes)

Parent Resources:

https://docs.google.com/document/d/1VVoz_iNRuxfWbpsZ2Zrdyrw2IWVMuB0KAhwfvupRY0g/edit?usp=sharing

Teacher Resources:

<https://docs.google.com/document/d/17ZQCjFikbxi8O6MkarehRiNe9-88Fx1KW12Y65IAFAQ/edit?usp=sharing>

Teachers are encouraged to:

- Provide essential communications in languages representative of student and family populations.
- Reach out to families to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for the families.
- Designate a point person for each EL family to access over the phone interpreting and/or specific personnel within the district who can provide interpretation services.
- Recognize that resources may need to be adjusted according to different grade levels and language levels as needed.
- Provide options and multiple ways for students to demonstrate knowledge/skills
- Include technology and non-technology options.
- Coordinate distribution of hard copies and/or online work.
- Collaborate with general education staff to maximize efficiency.
- Offer “office hours” via phone and/or computer for scheduled check-ins with students.
- Give suggested timelines that allow for students to work at their own paces.
- Create or share screen video tutorials about how to use resources for students.
- Share resources on how to use translation features in commonly used applications.
- Provide strategies that support academic language needs.
- Use structured or sheltered English practices and highlight opportunities for students to engage in conversation virtually.

ACCESS Assessment

NMPED Guidance:

- LEAs will receive data from ACCESS, as the testing window was completed before the announcement of physical school closure.
- Spring 2020 ACCESS data can be used to determine if students have exited EL status.

Bilingual Seals

Seniors (refer to pg. 18)

Middle School and Elementary School Bilingual Seals

Language and Cultural Equity will work with each school to ensure that students are acknowledged and receive recognition in their bilingual learning. We understand everyone is at a different point in the process and below are a few options.

Scenario 1: Student has completed the portfolio and needs to present (taking in to consideration technology and internet access)

1. *Utilize On-line Platform-* Student may orally present their portfolios as digital Google Slides or PowerPoint on the screen and the presentation can be recorded for documentation
2. *Face Time-* We can set up a time for them to present via Face Time
3. Record the presentation and send it to bilingual coordinator/teacher
4. Students may present via Face Time through phone
5. Teachers simply grade the completed portfolio without the presentation if the portfolios are available electronically

Scenario 2: If student/teacher has started on Portfolio but all students are on a different portion and they are not complete

1. Work remotely or as part of homework packet to complete the portfolio as part of the Spanish/English continued instruction/work and evaluate the portfolio without presenting
2. Grade/evaluate where the students are and what they have completed
3. Decide at the school level what portions are needed to be completed to be evaluated/judged (Portions of Portfolio listed on Page 12 & 13 in Handbook attached)

Scenario 3: If students/teachers have NOT started the portfolio

1. Decide at the school level which portions of the portfolio will be completed as part of homework packet/distance work that will be evaluated. It could simply be a written portions of the portfolio, for example the reflections of their English and Spanish work samples (Portions of Portfolio listed on Page 12 & 13 in Handbook)

If none of the options/scenarios listed work for your school site, please contact Sandra Alvarado alvarado_s@aps.edu.

CULTURALLY and LINGUISTICALLY RELEVANT CONTINUOUS LEARNING

CLR Pathway Pilot schools continue work towards goals.

- *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (Hollie, 2015)

Teachers may continue work on Biliteracy Framework.

Goal 1- ***bilingualism and biliteracy***- students are learning content via two languages and they must be able to speak, write, read, listen and use the two languages as support for the other

Goal 2- ***high academic achievement***- students must excel in language arts, science, math, social studies, physical education, music and art in both languages of instruction

Goal 3- ***sociocultural competence***- the most important goal and what the first two goals stand on, all stakeholders work to defend students' right to access diverse curriculum and instructional materials and validating families' home languages and dialects, goes beyond having one diversity night each school year, it is about equity and social justice in all aspects of student's educational experience.

Biliteracy Instructional Framework

C6 Bilingual Instructional Framework™

- Create
- Connect
- Collaborate
- Communicate
- Consider
- Commit

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C6 Bilingual Instructional Framework™

- Framework designed to create access to grade level standards regardless of student language proficiency
- Aligned to the *Guiding Principles for Dual Language Education 3rd Edition*
- Target the attainment of the 3 goals of dual language
- May be used in dual, bilingual, and/or monolingual school settings because of the additive nature of the framework

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C6 Bilingual Instructional Framework™	
Create and design authentic learning experiences that bring together content, language, and culture.	<ul style="list-style-type: none"> ▪ Content learning target ▪ Language learning target ▪ Culture learning target
Connect learning experiences to students' lives and linguistic repertoires.	<ul style="list-style-type: none"> ▪ Activating and valuing students' schemas ▪ Social and academic language (as part of one linguistic repertoire) ▪ Cross-linguistic connections
Collaborate with students as a facilitator of instruction, rather than a depositor of information.	<ul style="list-style-type: none"> ▪ Culturally responsive pedagogy ▪ Differentiated instruction ▪ Higher level thinking
Communicate and model oral and written language, while structuring authentic student-to-student interaction that reflects each of the program languages.	<ul style="list-style-type: none"> ▪ 4+1 Language domains ▪ Scripting ▪ Authentic bilingual instruction and environmental print support
Consider students' varied instructional needs as an opportunity to promote reflection and self-assessment.	<ul style="list-style-type: none"> ▪ Student learning modalities ▪ Active student engagement ▪ Diverse and authentic bilingual assessments
Commit, in collaboration with students, to creating a learning environment that is focused on continuous improvement and service to others.	<ul style="list-style-type: none"> ▪ Personal and academic growth ▪ Sociocultural competence ▪ Global citizenship and service

EARLY CHILDHOOD CONTINUOUS LEARNING

Action Plan:

- PreK Teachers will continue to follow guidelines for their work according to the Alternate Work Examples provided by the AFT/NMPED.
- PreK teachers, both general and special education teachers will be provided with a week of professional learning based on the APS Professional Learning Guidelines the week of April 6, 2020 to be prepared for their Continuous Learning Plan for PreK children beginning the week of April 13, 2020.
- All APS preschool teachers will use Google Meet to provide 30-minutes of interactive face-to-face small group (<10 students at a time) direct instruction that encompasses literacy and social-emotional goals. This may require two separate sessions each day.
- APS preschool teachers, both general and special education, will develop lesson plans using the NMPED FOCUS required template and will provide:

Daily Learning Time with students: 30 minutes of direct instruction. Additional storytelling and play is always encouraged.

Daily Learning time will include: 5-minute increments of direct instruction
Hands-on activities

Imaginative play Creative arts Music and movement Outdoor exploration Fine/gross motor activities Storytelling

Sample Schedule:

5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines) 5 minutes: Story Time (video from teacher or read to by caregiver) 5 minutes: Brain Break (music and movement - ideas provided by teacher) 5 minutes: Introduce new content (video from teacher or instructed by caregiver) 10 minutes: Hands-on activity related to content or story (activities provided by teacher)
--

Extra Suggestions for Extending Learning

- 30-60 minutes of outdoor play
 - 10-20 minutes of reading with family (books of their choice)
 - 90+ minutes of imaginative play
- PreK Teachers will also develop lesson plans using the NMPED FOCUS required template for use of OWL curriculum for the following school year, and how the curriculum can be used to meet the goals that they outlined from their data for Literacy and Social Emotional Essential Indicators. OWL is only for NM PreK teachers, while Social Emotional Essential Indicators is for all preschool teachers.
 - NM PreK Grant funded classrooms will meet FOCUS requirements for data collection will culminate with the data that was collected and finalized for the Middle of the Year ECOT. The Four-Step Data Analysis for Literacy and Social-Emotional Essential Indicators will be reflected on for the end of the year, due to the cancellation of the End of the Year ECOT data collection window and finalization. This will enable the PreK Teachers to plan and strategize to meet the needs that were outlined in their Four Step Data Analysis Plan for the next school year.
 - The Family Engagement Plan requirement for 90 hours will be condensed to at least 60 hours completed as of March 13, 2020. This plan as well as the Family Survey's (if completed before March 13, 2020) will be analyzed by the PreK Teachers to help them create an effective Family Engagement Plan for the next school year.
 - In addition, each PreK Teacher will create a beginning of the year handout of information that they will present to parents at the beginning of next school year. The Early Childhood Department will provide a template that will help them to include necessary information.
 - As Special Education resumes MET/IEP team meetings teachers of special and general education services will be called upon to meet IDEA requirements, as well as:
 1. Transition from Part C to Part B, FIT to LEA, IEP meetings
 2. EDT/IEP meetings
 3. Annual IEP meetings
 4. Transition from Pre-Kindergarten to Kindergarten meetings
 The special and general education preschool staff must be in attendance at these meetings

- As increasing numbers of educators and students move to virtual learning during this time of social distancing due to COVID-19, our APS PreK Coaches will review Family Educational Rights and Privacy Act (FERPA, OCR) and implications for distance learning due to school closures.

How PreK Resource Teachers will Provide Support to Teachers:

- Communicating on a regular basis by email to provide professional resources, information about online professional learning, as well as face-to-face training (as social gathering restrictions are lifted), resources for parents, continuing Practice Based Coaching through TORSH online Platform, and completion of NMPED FOCUS requirements.
- Continuing Practice Based Coaching by bi-monthly Zoom meetings, beginning the week of April 6, and continuing until work requirements are fulfilled according to APS
- Provide support for PreK Teachers around platforms for online and distance learning, lesson planning, and connecting with children and families to provide equitable access to learning.
- Provide support to fulfill all FOCUS requirements, Practice Based Coaching requirements, access to professional online learning, and parent and family involvement.
- Provide support and ideas to teachers for individual differentiated activities for parents to engage with their child.
- Provide support with video conferencing, online platforms as teachers begin their instruction, and communication with families. This will be the Facebook New Mexico Early Childhood Learning Corner, Canvas online resources for teachers, and Google Meets for classroom meetings, and Parent/Teacher Conferences.
- Provide support to complete the Family Engagement Plan requirement for 90 hours will be condensed to at least 60 hours completed as of March 13, 2020. Analyzed by the PreK Teachers this will help them create an effective Family Engagement Plan for the next school year.
- Provide support for each PreK Teacher will create a beginning of the year handout of information that they will present to parents at the beginning of next school year. The Early Childhood Department will provide a template that will help them to include necessary information.

How Special Education Resource Teachers will Provide Support to Teachers (Appendix D):

- Communicating on a regular basis by email or other communication platform to provide professional resources, information about online professional learning, and resources for parents.
- Provide support and ideas to teachers for individual differentiated activities for parents to engage with their child.
- Provide support for PreK Teachers around platforms for online and distance learning, lesson planning, and connecting with children and families to provide equitable access to learning
- Providing support to fulfill all FOCUS requirements, access to professional online learning, and parent and family involvement.
- Provide information and support for special education preschool teachers to reflect on the ECOT and ECO data from BOY and MOY and to use this data to help design instruction for next school year.
- Provide support for the Family Engagement Plan requirement for 90 hours will be condensed to at least 60 hours completed as of March 13, 2020. Analyzed by the PreK Teachers this will help them create an effective Family Engagement Plan for the next school year.
- Provide support for the creation of a beginning of the year handout of information that they will present to parents at the beginning of next school year. The Early Childhood Department will provide a template that will help them to include necessary information.

Communicate with Your Student's Family:

- PreK Teacher will contact family using Google Classroom (or similar platform that the teacher may be already using) or paper handouts given out during the Grab and Go food pickup. Teacher will provide instruction as is reasonably feasible during this time. Keep in mind that instruction may not be able to be delivered in a manner you would see when meeting face to face.

- Teacher will offer published and consistently maintained “Office Hours” using video conferencing or telephone access for families to ask questions and communicate concerns. Time will be flexible based on individual parent’s schedule.
- Provide online learning link to OWL games and activities, and access to FOCUS Family Activity Calendars, in English and/or Spanish.
- Provide support to families to engage with their child using differentiated activities.

SOCIAL-EMOTIONAL CONTINUOUS LEARNING

Social Emotional Learning will be incorporated into the learning plans established by the district.

- Have student’s journal and then post answers to daily writing prompts.
- Engage in “what’s going on” interactive discussions to get groups of students to notice and wonder about images and ideas.
- Write down, rip up, and throw away your stress.
- SEL for online learning:
 - Set the tone
 - Create the environment
 - Embed the expectations
 - Self-reflection activities
 - Review, Reteach, Remodel
 - Be consistent
- Quick wins to keep in mind while teaching on a digital platform:
 - If on video remember to smile and find ways to stay calm
 - Have clear expectations and guidelines
 - Work in partnerships or groups. Set up digital teams or have students be virtual buddies.
 - Be culturally aware and culturally reciprocal
 - Support students who may be anxious or nervous about the pandemic.
 - Give students choice and respect their wishes
 - Send out positive reminders, quotes of the day, sayings, and videos to students.
- Teachers/ staff will refer students to the counselor if additional Mental Health supports are needed.
- Counselors available for student centered online/phone consultations and then referral out if therapy services are needed. Attendance Social Workers could support at direction of Counseling Department
- Mental Health – refer to NM Crisis and Access Line Call toll free 24 hours a day, 1-855-622-7474
- Contracted Community Mental Health Providers will
 - Stay in contact with all APS students currently on their caseload.
 - Continue to offer services to these students utilizing the virtual resources the agency has.

Other Counselor Supports

- **School Counselors at all levels will continue to support students and families using online resources and phone calls. This includes:**
 - Follow-up with students referred by the teacher, that may need a check-in and/or consultation. Providing brief, solution focused social emotional supports.
 - Finding resources for students experiencing mental health distress that may need ongoing therapy.
 - Communicating any mental health concerns with parent or legal guardian.
 - Providing mental health resources and information to parents on the school website.
 - Following school closure guidelines issued by the District Counseling Department for students who are experiencing suicidal ideation.

- Clearly post to each school website how to access the school counselor(s).
- **High School Counselors will also do the following:**
 - Establish weekly check-ins for students (especially seniors) in danger of failing required coursework.
 - Enroll seniors in eCademy or other online options, as established by the school district.
 - Assist with college applications and letters of reference for students.
- **High School College and Career Counselors:**
 - Coordinate FAFSA completion supports and communicate with families to enlist their help completing the FAFSA documents. Track FAFSA completion for all seniors.
 - Provide student/family support regarding college/career planning
 - Assist students/families with scholarship applications and deadlines, College applications and deadlines, college financial aid letters, letters of reference or any other needs they may have.

Building Relationships

- All staff is encouraged to continue to build relationships with students and families while providing supplemental lessons and through individual contacts
- Social Emotional/positive relationships included in Bed Time Stories

ELECTIVES and SPECIALS

Suggested time-frames for specials should be considered part of the total continuous learning load for all grades.

- Consideration should be given for the portion of the school day/year this class might normally represent.
- Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials.
 - Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).

AVID

Support to teachers and principals:

- AVID Elective teachers should use MyAVID regularly and utilize the compiled resources for distance learning.
- AVID Elective teachers will be invited regularly to meet/collaborate/explore resources with our AVID department on Zoom.
- Teachers of the AVID Elective are invited to participate in the *AVID Virtual Collaborative* every Thursday morning on Facebook Live.
- Continue to use the *Weeks-at-a-Glance* to guide content of instruction.
- Resource teachers and director can be contacted any time for support, resources and AVID requirements.
- Christine Ragsdale (Secondary schools and tutors), christine.ragsdale@aps.edu
- Michelle Thompson-Loyd (Elementary schools), thompson_loyd@aps.edu
- Amy Mahr (All schools, principal support, Summer Institute), mahr@aps.edu
- Remaining secondary Site Coordinator meetings will take place virtually via Zoom or Google Meet.
- Remaining elementary Site Coordinator meetings will take place virtually via Zoom or Google Meet.
- AVID Academy 4 (teacher PD) will be a virtual meeting or webinar.

Career Tech Ed (CTE)

Teachers can continue to create assignments fostering career exploration and research and utilize Career Readiness tools.

- New Mexico Department of Workforce Solutions: Exploring Careers with Career Solutions Facilitators Guide – sent to high school counselors.
- New Mexico Department of Workforce Solutions Career Readiness tools provide the following resources for students:

Career Exploration: <https://www.nmcareersolutions.com/vosnet/Default.aspx>

The process of identifying careers you are interested in is called career exploration. Take the time now to evaluate who you are and what you want so you can get started on the right path.

- The Career Solutions site will help students:
 - Asses their personal interests and values -
 - Knowing personal work interests and values will help individuals decide what kinds of jobs and careers they might want to explore.
 - Learn more about their field of interest –
 - How much does each role pay on average IN NEW MEXICO
 - How many jobs in that field are currently available IN NEW MEXICO
 - How many jobs in that field are projected to become available IN NEW MEXICO
 - What NM programs are available to start my career pathway
 - Compare occupation interests –
 - Compare up to three saved occupations side-by-side, review information on wages, education, and job tasks.
 - Much more!

Why I Work: <https://www.dws.state.nm.us/WhyIWork/>

Why I Work is a financial tool that shows you how much money you need to make to afford the things you want and need.

- Here's how it works:
 - Click through the screens to identify what you spend each month on different items
 - Your spending for each category will be totaled
 - Then use career solutions to explore occupations that have annual wages similar to what you need

DWS Apprenticeships: <https://www.dws.state.nm.us/en-us/Job-Seekers/Explore-Career-Options/Apprenticeship>

Apprenticeship and Pre-Apprenticeship programs combine paid on-the-job training with related classroom instruction. The goal is to prepare individuals for skilled occupations while equipping them with the practical experience that employers seek in applicants. As a result, employers often ensure that program completers retain employment at an increased wage.

The newly updated Apprenticeship page allows students to explore earn and learn career pathways.

- Students can see:
 - List of current New Mexico apprenticeship programs
 - Overview of each program
 - Average pay for each career IN NEW MEXICO
 - Requirements for each career
 - Direct contacts for each program

Fine Arts

Fine Arts Revision for APS Plan for Continuity of Learning

Fine Arts

Elementary Art and/or Music, K-5

- 1 Lesson per week, per grade level for both art and music **beginning Monday, April 13.**
- Link to access lessons: <https://sites.google.com/aps.edu/apsfinearts/home>
 - Lessons will include video and supplemental online and PDF materials
 - Children's Literature will be integrated into both art and music lessons
- PBS segments of visual and performing arts

The Critical Standard being maintained throughout all lessons will be:

NM Core Arts Standard: Connecting: Anchor Standard #11: *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

Additional Suggestions:

- **Performing Arts:** listen to and/or watch music, theatre, dance performances
 - Describe what is heard and/or seen
 - Analyze what is heard and/or seen
 - Make connection between prior knowledge and the new information that is being presented
- **Visual Arts:** Visual Thinking Strategies
 - Use any piece of available artwork or look out a window or at a page of a book and ask:
 - What is going on in this picture?
 - What makes you say that?
 - If the conversation comes to a halt, ask:
What else can we find?

Secondary Fine Arts, 6th – 12th

Specific assignments will be determined by Fine Arts teachers at school sites based on needs in conjunction with school site's Plan for Continuity of Learning.

The Critical Standard being maintained throughout all lessons will be:

NM Core Arts Standard: Connecting: Anchor Standard #11: *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

Additional Suggestions:

- **Performing Arts**
 - Listen to and/or watch music, theatre, dance performances
 - Describe what is heard and/or seen
 - Analyze what is heard and/or seen
 - Make connection between prior knowledge and the new information that is being presented
 - Digital group and/or individual performances (video and/or audio)
- **Visual Arts:**
 - Visual Thinking Strategies
 - Use any piece of available artwork or look out a window or at a page of a book and ask:
 - What is going on in this picture? What evidence leads you to your conclusion?
 - What do you think the artist was trying to convey?
 - What focal points do you see in the work and what draws you to them?
- Digital Portfolios

Contact Information for Performing and Visual Arts Zone Managers:

Joe Gershin, Performing Arts, Zones 1 & 4
joseph.gershin@aps.edu

Renee Gallegos, Visual Arts, Zones 1 & 4
renee.gallegos@aps.edu

Antonio Romero, Performing Arts, Zones 2 & 3
antonio.romero@aps.edu

Denise Rudd, Visual Arts, Zones 2 & 3
denise.rudd@aps.edu

Indian Education

Elementary Resource Teachers: Star Early Reading from where the K-1 students left off.

- Star Reading from where the 2-5 grade students left off
- Star Math, assess level of proficiency with the students and to assign online instructional work from the website to work on skill areas needed to improve on
- Utilize the K-8 Indigenous Curriculum Units as online literature to read and assign work as instructed by Dr. Lundgren (these units are available in One Note)
- Other online software utilized by individual teachers

Middle School Teachers:

- Utilize the K-8 Indigenous Curriculum Units as online literature to read and assign work as instructed by Dr. Lundgren (these units are available in One Note)
- Other online software utilized by individual teachers

High School Teachers:

- Utilize the K-8 Indigenous Curriculum Units as online literature to read and assign work as instructed by Dr. Lundgren (these units are available in One Note)
- Other teaching software utilized by individual teachers

Language Teachers:

- Navajo Language, utilization of the Rosetta Stone (available online from home)
- Zuni Language, explore availability of instructional material online and assign the work through Zoom or utilize other online programs

Gradpoint Online Credit Recovery Program

- Registered students with password access to continue work online to work on credit recovery (prioritize Seniors first)

Library Services and Instructional Materials

APS Teacher-Librarians are encouraged to:

- Reach out to fellow teachers to offer assistance with instruction supporting the critical standards. Many library resources (digital and non-digital) and standards align with and can support the critical standards.
- Reach out to students and families, using methods that work for their school communities. Many librarians are finding ways to conduct read-a-louds for students. Teacher-librarians will receive

guidance from Library Services on how to comply with copyright regulations and still use this valuable method of connection.

- Align methods of communication and platforms with what their school is using. Librarians who already support teachers and students by sharing existing library digital resources via online platforms are encouraged to share this knowledge and expertise through librarian virtual meetings and the existing listservs.
- Collaborate with and support teachers creating content for students.
- Encourage reading.
- Focus on helping teachers embed essential library skills (primarily those that are also life skills, such as media and information literacy) into lessons/instruction that teach the critical standards. Use time communicating with students to focus on reading and using critical thinking library skills in creative ways.
- Assist teachers in finding appropriate online and non-online resources for their students.
- Assist teachers with book suggestions and other non-online ideas and potential resources.
- Provide database and ebook support, as well as reader advisory to students and faculty, via email, chat, and other methods as listed under Technology.
- Assist students in locating appropriate materials and resources via email, chat, and other methods as listed under Technology.
- Suggest and promote ebooks and online resources to students and faculty, along with non-digital alternatives and options.
- Continue to use the APS teacher-librarian listservs to share thoughts, ask questions, and develop best practices to support ongoing learning under current conditions.
- Continue to develop orders for library materials, according to the existing schedule.

For assistance, teacher-librarians should reach out to Library Services:

- Rachel Altobelli (Rachel.altobelli@aps.edu)
- Sara Sabol (sabol@aps.edu)
- Valerie Valdez (Valerie.valdez@aps.edu)
- Alicia Eccleston (Eccleston_a@aps.edu)

For phone support, please email Library Services (above) and we will schedule a time to talk.

- Continue to update spreadsheet of online instructional and student resources: https://docs.google.com/spreadsheets/d/1j91d6PYA_zo_gVCL_1A7glWOw710gVC4FkrSQIm4Dn_g/edit#gid=0
- Continue to assist librarians and teachers in finding appropriate online resources for their lessons and projects
- Continue to provide information on copyright and the Fair Use Act
- Webinars on distance librarianship for school librarians
- Webinars on the use of tools such as Destiny Collections, MackinVIA, and LibGuides to create collections of online resources
- Webinars on connecting with readers
- Continue to be available by email, phone, and through regularly scheduled virtual meetings and office hours
- Continue to receive, organize, and distribute donated books and school supplies, in addition to surplus or discarded books and instructional materials
- Continue to modify and adjust support for librarians and schools, as we all learn more

Physical Education

Children and adolescents should do 60 minutes or more of physical activity each day. Most of the 60 minutes should be either moderate- or vigorous intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week. Frequent periods of physical activity throughout the day yield short-term benefits for mental and cognitive health.

PE teachers can send out physical activity suggestions to students daily/weekly.

- Have student's journal and then post activities and times spent on activities
- Have virtual exercise buddies
- Send pictures to teacher of student and family doing activities together
- Many activities count as physical activity
 - <https://www.hhs.gov/fitness/be-active/ways-to-be-active/index.html>

Health Education

Health Educators can prepare short supplement on:

- COVID-19 supplemental lesson for students
 - Use CDC Health Alerts to set up lessons
 - Lesson on COVID-19 and Vaping risks.
- Social distancing
- Cyber safety – needed in this time of cyber communication
 - Add to tele teaching on KNME k-12
- Health Education project-based learning supplements
- Individual student wellness plans/logs based on the 5 dimensions (social, emotional, spiritual, physical, and intellectual) of health.
 - Teachers may set up journaling with daily/weekly prompts to students by dimension

McKinney-Vento Homeless Project

Continue outreach calls to families

- Work in partnership with other entities to ensure basic needs are being met and families have what they need
- Share community resources with families
- Determine what the needs of our families are for devices and WIFI access for remote learning
- Support families with the transition to remote learning
- Support with Birth Certificates, SS cards, Medicaid, food stamps, work comp, etc., helping families do these things remotely
- Encourage outreach workers to hold virtual mentor meetings with middle and high school students that were previously attending the lunch program

New Referrals

- Get in system and assigned to outreach worker on a daily bases
- Continue to get children enrolled in school, if not enrolled
- Reaching out to all Community Partners for direct referrals of children experiencing homelessness

SCHOOL, FAMILY, AND COMMUNITY SUPPORTS

- Continue to coordinate food distribution
 - Food services (breakfast and lunch)
 - Community-driven food distribution. Note: this can be expanded to serve more families, to engage community partners to distribute to high need homes that do not have transportation, to include other items, e.g. hygiene, education packets, technology, etc.).
- Continue to coordinate emergency child-care services.
- Engage with partners to support tutoring/homework help, resource distribution, lesson plans, etc.
- Access and distribute school supplies.
- Development of videos (or other content) to support families with student learning at home.
- Utilize other department to support Service Center question overflow.
- Utilize the dual supervised Family Counselor assigned to EHS to provide tele support for families districtwide as needed
- Continue Tele Med EAP Services
- Allow clubs that provide social emotional supports to students to meet through Google Meets (e.g. GSAs)

Family Engagement

Staff Capacity Building to Support Family Engagement

- Webinars (conducted via Google Meet or EdWeb):
 - Family Engagement: Building Relationships with Families During the Time of Social Distancing - Proposed Date: Thursday, April 9
 - Family Engagement: Connecting Learning at Home and School During the Time of Social Distancing - Proposed Date: Thursday, April 16
 - Overview of Family Engagement Foundations: Important Elements to Keep in Mind While Teaching During the Time of Social Distancing – Proposed Date: Thursday, April 23
- Bookstudies (conducted via Google Classroom):
 - Engage Every Family by Steven Constantino
- For school staff that attended the Title I Family Engagement Institute / have a copy of the book. Proposed start date: Monday, April 20.
 - Powerful Partnerships: A Teachers Guide for Engaging Families for Student Success by Karen Mapp
- Proposed start date: Monday, April 27 (pending book order). Information on how to pick up books will be available soon.

Community Schools

Purpose: Intentionally mobilize and deploy Community School Coordinators to join a district-wide coordinated effort of linking families to supports within APS, ABC Partnership, and the community.

Key Project Structures

- Critical Parameters
 - All Community School Coordinators working at the district-level in an aligned way
 - Maintain and preserve confidentiality of both staff and community participants
 - Align with and complement Service Center effort

- District-wide approach
- Clarity of purpose & project components
- Action planning of related Tasks for all project components
- Effective marketing (naming of project) & broad communication of project to all families

Project Components:

1. Organize a district-wide helpline for linking families to basic needs, acute resources, social emotional and academic supports within the district, ABC CS Partnership and the community. Identify key categories; create resource lists, how-to guides, etc. to help families access vital resources.
 - a. Assign lead and support personnel & groups to various types of services
2. Ensure and provide equitable access. Create tracking systems to ensure that referrals are coordinated and delivered.
3. Develop a collaborative and integrated network across CS Coordinators and district personnel in order to align efforts and supports.

Services/Resources for Project:

- Connect families to economic development resources, including accessing benefits and navigating systems that arise from the Federal and State Governments' relief legislation
- Connect families with legal resources, such as the UNM School of Law of Pegasus Legal, to help them navigate unique legal circumstances that arise during the COVID-19 outbreak
- Find partners who can support the Continuous Learning Plan.
- Partner with the New Mexico Asian Family Center to support Vietnamese-speaking families.
- APS Clothing Bank and School Supply Barn
- Community-supported Food distribution
- Resources that Title One Homeless Project (and other staff) are aware of
- Tutoring partnerships
- Child care supports

TECHNOLOGY SUPPORT AND DEVICE DISTRIBUTION PLAN

Mission

Provide Albuquerque Public Schools High School students Chromebook computing devices for transitioning to online learning and to utilize online resources and government information.

Proposed method

Distribution of a new Chromebook at each comprehensive high school to students in grades 9-12. Distribution teams to be on-site six hours a day for three days a week.

Timeline

1. The first distribution of 8,111 devices will be initiated during the week of April 6th, 2020

Pre-Deployment

- APS Technology Department collaboration:
 - [Finance and Procurement](#) - departments will identify and utilize funds for emergency
- Chromebook procurement of 18,111 units
 - [Educational Technology](#) - department will identify online resources for training and
- Google Classroom management
 - Owner - Shellmarie Harris
 - [Capital Fiscal Services](#) - department will set up school site student rooms in TipWeb inventory management system and develop a low touch student checkout process
 - Owner - Hans Zimmer
 - [Enterprise Graphics](#) - department will print Wi-Fi and device setup instructions for parents
 - Owner - Jerome Martinez
 - [Communications](#) - department and spokesman will prepare press releases and public communication
 - Owner - Monica Armenta
 - [High School Administrators](#) - principals will facilitate the usage of their sites, including site access, signage, building access, tables, shade tents, and power.
 - [School Police](#) - department will provide physical security for staff and Chromebooks during distribution
 - Owner - Chief Gallegos
- APS Technology will complete the following:
 - Increase Service Desk staff and provide student password and Chromebook support training.
 - Technology Google Team will prepare CBs for home use

Site Preparation

Project Manager - Kristine Archuleta, Technology Client Services

Distribution Requirements:

1. Shade canopy, table, and chairs - [HS Administration](#)
2. Internet access via hotspots - [Technology Dept.](#)
3. Rolling cart or dolly - [HS Administration](#)
4. Gloves, masks, hand sanitizer, wipes - [Technology Dept.](#)
5. Document boxes to collect paperwork - [Technology Dept.](#)
6. Check-out forms and pens - [Technology Dept.](#)
7. Cones for directing traffic - [HS Administration](#)
8. Schedule physical security - [School Police](#)
9. Identify and schedule volunteers and technicians - [Technology Dept.](#)

Handout Logistics

- Handouts will utilize a station model with parents and students remaining in vehicles throughout the process.
- 4 FTE minimum per distribution location
- 1 APD Police officer minimum per distribution location
- 4 stations
- Stations can/should be duplicated to meet demand. Chromebook distribution would need to be duplicated first.

Stations

1. **Entrance/Check-out form Distribution** (1 to 2 FTE depending on volume)
 - a. Staff will greet vehicles and hand them 1 pen and 1 *Student Checkout Loan Agreement* form
 - b. Staff will then direct the vehicles to station 2
2. **Vehicle Queue** (1 to 2 APD Police officers)
 - a. APD officers will direct traffic into orderly queues (10-15 vehicles) to fill out forms while waiting to proceed to station 3

 - b. When a Chromebook distribution station becomes available, the APD officer will release 1 queue to each station in the order they arrived.
3. **Check-out form Collection / Chromebook Distribution** (2 FTE per station)
 - a. Staff2 will get new Chromebook(s) and orient them so asset tag is visible
 - b. Parent will place signed form(s) in collection box
 - c. Staff1 will write the asset tag number on the Checkout form
 - d. Staff1 will write the asset tag number on the Checkout form
 - e. Staff2 will give Chromebook to parent and direct them to the exit.
 - f. If parent indicates that there is no internet at the home, Staff1 will direct vehicle to station 4
4. **Hotspot Sign-in** (1 FTE)
 - a. Staff will utilize their mobile phone hotspot to provide a network for the student to sign into the Chromebook
 - b. Station can also function as an overflow area if parents have lots of questions or concerns

Documents needed:

Student Checkout Loan Agreement

This agreement contains language necessary for parent(s) to accept responsibility (translated into Spanish as well). It contains a field for asset tag number, serial number, model number. It contains a signature and date line for the parent/student to sign.

Chrome how-to documentation

Provided by Ed Tech the document includes a getting started section, login instructions, links to online resources, QR codes etc. It also includes information on how to contact the APS Service Desk if needed.

Equipment Receipt: This document is provided to the parent when they receive their Chromebook. It contains the legal information and the APS student internet acceptable use policy.

Safety

To ensure the safety of APS staff, parents, and students each distribution location will operate

within the directives set by the NMDOH. Staff will wear proper PPE when handling paperwork and chromebooks. Staff will maintain safe distance from one another and will not gather in groups larger than 5 individuals.

The Chromebook distribution stations have been organized to minimize the amount of contact between staff and parents/families/students.

Key Ideas

- APS recommends only having students pre-K through 2nd grade in front of a screen at a maximum of 1 hour a day with various activities such as listening to a book on a podcast, working on writing assignments and their daily assignments from their teachers. 3rd through 5th grade a maximum of 1.5 hours a day, 6th through 8th grade a maximum 2 hours a day and 9th through 12th a maximum of 3 hours a day.
- 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

- See above in Technology distribution plan
- APS has created a tips and tricks on a page document to be handed out with the distribution of Chromebooks. This includes how to login to your Chromebook, how to connect to Wi-Fi and how to contact the APS helpdesk. To see the document: <https://drive.google.com/open?id=1JLTzL40iIfEeeBRrI9X3t3junYbL5VLg> . 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.

APS has documentation that will be handed out with the checkout of APS devices that the service desk and tech support is only for APS issued devices.

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.

Username 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 remote 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. Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans.

Consider the following:

- Establish a set schedule and routine for educators.
 - For an Example
 - **8:00 am** – get up and get dressed
 - **8:30 am** – Breakfast
 - **9:00 am** – SCHOOL STARTS!
 - **Access KNME programming for pre-k through 5th grade at scheduled times**
 - Break for lunch around noon-ish, finish planning learning activities.
 - Give quality feedback to students that have finished assignments
 - **2:00-3:00 pm** – SCHOOL ENDS!
- 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.
- 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	Google Meet allows groups	Meet how to: Google Hangout Meet	Departments must whitelist this

	with option of 10000 to stream	to connect through video, audio, chat or dial in. Users can easily share screens as they connect.		feature for both students and staff. Can record and archive the meeting
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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 set up & you can	Create a Class Adding Students and Guardians How to Add Materials Linking Grades	Always free for G Suite users	Available from any Chrome Browser Download from: Google Play, App Store (Apple), Chrome Web, Amazon Kindle

		easily track a student's progress.			
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://docs.google.com/spreadsheets/d/1ExVzMV9v8ZV6Yv2Hjx3VvgMhx1W6Ool5jigJdTOWqRE/edit#gid=0>
- Educators: <https://docs.google.com/spreadsheets/d/1-PSStZqnLWIQ7o4itzUOBSbgg7VwF0eHxPI8DjQR0OuA/edit#gid=0>
- Special Education: <https://docs.google.com/spreadsheets/d/1vBdoKCC17LZRqvg0jGSQEKCEpInJ2uNurSWuCkanZw/edit#gid=0>
- Webinars scheduled for Professional Development for Teachers on distant learning tools. (optional)
- [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.
- Go-Guardian testing on pushing out policies to Chromebooks to allow for safe online learning at home and tracking of physical devices.
- Provide training and support with School Messenger to School Administrators.

PROGRESS MONITORING

Reflect, monitor, and evaluate effectiveness of the implementation of the plan and the results (based on 90-day plan language and concepts).

District-wide and Individual Schools

What do you hope to achieve in you district Continuous Learning Instructional Plan?

What do you hope to achieve in your school Continuous Learning Instructional Plan?

Statement:

- Create Desired Outcomes and Define Critical Actions

Focus Area				
Desired Outcome				
Timeline	Critical Actions to Achieve Desired Outcomes	Resources Needed	Persons responsible	Departments Involved

Progress Monitoring:

Focus Area		
Desired outcome		
Progress Indicators		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

Reflection:

Evaluation Statement:

Appendix A: APS-KNME/PBS Lesson Template

APS-KNME K-5 LESSON PLAN TEMPLATE Page 1 of 2 @HOMEw/APS APS Curriculum and Instruction TLN

NOTE: No branded materials can be used on KNME TV. If you use Benchmark/Origo/Fundations materials etc., you must make your own version of activities and handouts. No logos or copyright material can be presented on camera.

Each lesson plan should contain material that will fill a 56-minute recorded lesson. You may provide fillers, extensions, bell ringers, brain wake-up activities leading into the lesson and you should also plan some sort of read aloud so that should the lesson not fill the 56-minute expectation, the teacher on camera will have other activities to choose from to fill the remaining minutes of recording time.

Templates/handouts/instructions that might be needed should be attached when you send the lesson to us by email. Keep in mind that we have limited numbers of pages we can send to students each week in a hardcopy packet so choose your handouts wisely. Consider that a student may not have everything they need at home so give alternatives they can make or use. Example: Need Dominoes? Provide a paper domino template in your plan. We are neither grading nor assessing students on these lessons.

We need lessons in the following grades and content areas: Elementary ELA, ELD, Math, Science, Art for grade blocks K-1, 2-3, and 4-5

Specify minutes spent in each section of the lesson below:

Title of Lesson:	Submitted by:
Content Area:	
Materials Needed:	
Handouts Attached:	
Standard Addressed:	
Skill to be Maintained:	
Essential Question:	
Academic Vocabulary/Word Wall words: Include at least 2, no more than 4.	
Brain Drain or Warm Up Activity:	
Basic Lesson Description and Procedure: 1. 2. 3. 4. 5.	
Game Rules/Procedures if Included:	
Lesson Conclusion/Potential Practice at Home:	
Potential Extension Questions: (Think "Mr. Rogers." Ex. Have you ever felt this way? Etc....)	
Read Aloud: (Could be done at any point in this lesson; please specify)	
How might this lesson be accommodated or modified up or down depending on student need and ability level?	

Additional Information:

Appendix B: Letter to Counselors

Tuesday, March 24, 2020

Dear High School Counselors,

During this unprecedented time of school closures, we are going to need your assistance to help our students that needed credit recovery prior to the shutdown. We would like to request that you work from home online to help us with important High School Counseling tasks including:

- Review Senior grades and transcripts to see if they are on track to graduate (by accessing Synergy and your transcript review binders) by 5:00 pm on April 6th.
- **Enroll ONLY Seniors in eCademy for credit recovery for classes failed previously** by April 8th to be completed online from their home (**DO NOT** enroll them in classes that they are currently in at their schools, this is only for Seniors who needed credit recovery prior to the shutdown).
- Email the eCademy help desk at ecademyhelpdesk@aps.edu if you have a senior needing more than 2 classes (approved on a case-by-case basis).
- Communicate by email and/or phone with parents and Seniors if credit recovery is needed. Please log the contact into synergy and complete the Students In Need of Technology log (attached to this email) for students needing a computer or internet access (email to Vicki Price when complete). Please make every attempt to contact each student needing credit recovery.
- Communicate with your CA about Seniors that are on track to graduate and also Seniors that are not on track to graduate.

If you need a laptop/technology assistance to complete these tasks, you can contact your principal or CA for assistance. Your District Resource Counselors will be able to assist you with any questions that you have or training that you need to complete the tasks we are asking of you.

Sincerely,

Deborah Elder, Executive Director of Innovation
Aimee Milazzo, Executive Director for Curriculum and Instruction
Erin Easley, Principal eCademy High School
Vicki Price, Senior Director of Counseling
Susan Hewatt, District Resource Counselor
Francesca Sanchez-Waghorn, District Resource Counselor

Appendix C: NMPED Guidelines for Student Learning and Instructional Time Based on Grade

Elementary	
Pre-K	<p>Daily Learning Time: 30 minutes of direct instruction. Additional storytelling and play is always encouraged.</p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"> • 5-minute increments of direct instruction • Hands-on activities • Imaginative play • Creative arts • Music and movement • Outdoor exploration • Fine/gross motor activities • Storytelling <p>Sample Schedule</p> <ul style="list-style-type: none"> • 5 minutes: Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines) • 5 minutes: Story Time (video from teacher or read to by caregiver) • 5 minutes: Brain Break (music and movement - ideas provided by teacher) • 5 minutes: Introduce new content (video from teacher or instructed by caregiver) • 10 minutes: Hands-on activity related to content or story (activities provided by teacher) <p>Extra Suggestions for Extending Learning</p> <ul style="list-style-type: none"> • 30-60 minutes of outdoor play • 10-20 minutes of reading with family (books of their choice) • 90+ minutes of imaginative play
K-1	<p>Daily Learning Time: 5-10 minute time spans, a total of 45 minutes. Additional storytelling and play is always encouraged.</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading Foundations • Online or written math work and puzzles (use manipulatives and items at home!) • Hands-on learning activities that encourage cross-content science learning such as gardening, tracking and observing the weather • P.E., art, music, etc. • Social-emotional learning • Storytelling
2-4	<p>Daily Learning Time: 10-15 minute time spans, a total of 60 minutes. Additional storytelling and play is always encouraged.</p>

	<p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross- content science learning or social studies • P.E., art, music, etc. • Social-emotional learning
5-6	<p>Daily Learning Time: 20 minute time spans, a total of 90 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross- content science learning or social studies • P.E., art, music, etc. • Socio-emotional learning
Secondary	
Middle and High School	<p>Daily Learning Time: 3 total hours a day</p> <p>Recommended Time:</p> <ul style="list-style-type: none"> • 30 minutes for each class - middle school • 30 minutes for each class - high school <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading and reflection • Writing tasks • Recorded lectures • Online or written mathematics • Content-loaded tablets with text and activities • Discussion boards • Online resources • Content-based activities • Project-based or service-learning projects
Specials	
Visual Arts, Music, PE, Health, Computer Science, World Languages, etc.	<p>The time allotted for special/electives will vary greatly by school district and level. <i>Suggested time frames for specials should be considered part of the total continuous learning load for all classes.</i></p> <p>Consideration should be given for the portion of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).</p>

Appendix D: Early Childhood Resources

Early Childhood Links/Resources

New Mexico Early Childhood Learning Corner <https://fb.me/NewMexicoEarlyChildhoodLearningCorner>. This page is dedicated to supporting teachers and families of young children with intentional and specific resources for early learning.

PBS kids: <https://pbskids.org/apps/>. These educational apps are a great way to extend your child's learning and can be accessed using a phone, tablet, or computer.

Bright by Text: Text PLAY to 274448 to receive developmental tips based on the age of your child right to your phone. Messages are available in English and Spanish.

Parentivity: <http://parentivity.org/>. This resource provides support for families with children prenatal to age 5, tailored to the age and development of each specific child.

CSEFEL (Center on the Social and Emotional Foundations for Early Learning): <http://csefel.vanderbilt.edu/resources/family.html>. This resource supports social-emotional development in young children.

Healthy Children:

https://www.healthychildren.org/English/media/Pages/default.aspx?fbclid=IwAR3TTacnxXfYZKx9wo0Dg1Bv8wi37T1CCnbsCbdNhoH4O_PJkwx5nXtWvA. This website has information on creating a family media plan.

Vroom: <https://www.vroom.org/>. This website offers specific learning activities in English and Spanish for families.

Scholastic: https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html?promo_code=6294&magazineName=classroommagazines&fbclid=IwAR2g4PBUCzrjovTtZt2DKk6BrFM6z_b8HGaB_HdwoCArMXk_xkf7yB8Otjw. This resource supports distance learning for families of preschool children.

Sesame Street: <https://sesamestreetincommunities.org/>. This website offers developmentally appropriate activities with the help of your favorite Sesame Street characters.

NM PBS Learning Media: <https://nm.pbslearningmedia.org/grades/prek/>. Find resources for early childhood lesson plans, videos, games, and activities aligned to state and national standards.

Preschool Family Calendars: See attached PDF documents for March and April. May and June are currently being created. These calendars are in English & Spanish and provide quick interactive activities that can be done daily with children that support all areas of development (literacy; math; creativity; science; physical development, health & well-being; self, family, & community).

NAFSCE (National Association for Family, School and Community Engagement):

https://nafsce.org/page/coronavirus?utm_source=InforMZ&utm_medium=Email&utm_campaign=Email&zs=kecob&zl=K7b22. This webinar supports ways to engage families through the COVID-19 pandemic.

First Book: <https://firstbook.org/>. As schools, districts, and communities are distributing meals to children, why not add some books? THE BOOKS ARE FREE – and shipping/handling costs are only 55 cents per book.

Community Playthings: <https://www.communityplaythings.com/resources>. The Community Playthings resources keeps early childhood educators in touch with new articles and ideas every week.

New Mexico Kids: <http://www.newmexicokids.org/coronavirus/home-learning.php>. This is a collection of resources and activities for families and teachers of young children.

FOR ADDITIONAL INFORMATION PLEASE CONTACT

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