Albuquerque Public Schools
Instructional & Operational Comprehensive Re-entry Plan SY20-21

Meeting the COVID-19 Challenge with High Leverage Learning
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Message from Interim Superintendent Elder

Dear APS Educators,

The 2020-2021 school year promises to be like no other. As strangely as last year ended, this year begins with even more unknowns. The specter of COVID 19 looms, the state faces unprecedented economic challenges, and our communities – including our schools – are grappling with issues of structural racism. Albuquerque Public Schools is ready to face whatever obstacles lie ahead, thanks to its team of incredibly hard-working, caring educators. If you are an APS employee, that means you. We are all in this together with a shared mission to care for students, keep them safe, and create better lives through learning.

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

The Reentry Plan is divided into two sections: Learning and Operations. Both sections touch on classroom and school-wide matters. Depending on your role on the team, you may choose just to read the parts that pertain to you, or you may want to peruse the entire plan. But please use it. It will prove to be a useful reference as we all venture together into a whole new world of public education.

Sincerely,

Scott Elder
Interim Superintendent
The COVID-19 pandemic has forever changed public education more dramatically than any other phenomenon in the history of our state public education system. An event of this magnitude has definitely impacted how Albuquerque Public Schools (APS) provides education to students in the fall and how we look at essential learning and services to students and families. The “new normal” of school operations may be measured in terms of before and after the pandemic. As we planned for the reentry, it was essential to look at what we did as we completed the last school year. With the closure of schools, APS faced the challenges of meeting students’ academic, safety, health, and socio-emotional needs. This document was created to provide guidance on best practices. Daily school instruction and operations will include increased health and hygiene measures. In addition, all school areas will be marked for social distancing. Enhanced cleaning procedures and sanitation measures will be necessary on a more frequent basis. The document will follow guidelines from the New Mexico Public Education Department (NMPED).

New Mexico will take a phased approach to reentering schools. Beginning August 3 all schools in the state will be able to start the school year utilizing a hybrid model of instruction. Under the hybrid model, the number of students present in the building at any given time will be limited in order to ensure that six feet of social distancing can be maintained at all times. Students will alternate between in person instruction at the school building and online instruction when at home. The state’s goal is to move all schools into a full school schedule as soon as it can be safely accomplished.

APS collaborated with many national, state and local organizations, the Governor’s Reentry Task Force, and school districts from the Council of Great City Schools to create the Instructional and Operational Reentry Plan. APS consulted with medical professionals at the University of New Mexico, Department of Health and School-Based Health Centers to determine the safest ways to contain the spread of COVID-19. APS is following the current COVID-19 Safe Practices, Public Health Orders, and NMPED requirements until schools can safely fully reopen (i.e. a reliable vaccine can be created, and mass produced). These orders include requirements for social distancing, face coverings for people in schools except while eating, drinking and exercising (with limited exceptions), personal hygiene, and cleaning of high touch areas and larger school spaces. The plan contains guidance on COVID-19 safe practices as well as information on how to respond to a student/staff member who is symptomatic and/or presents with a positive COVID-19 test.

APS Leadership researched and analyzed models and guidance documents from leading organizations and educational institutions and created three instructional program models with two options each to begin the conversation on what reentry would look like for school year 2020-2021. The models also have considerations for students with Individual Education Plans (IEPs), Native American communities, and English Learners (ELs). Other factors to consider included financial, logistical, transportation, health, and professional development (PD). Eight teams were formed to look at specific areas for the school district to consider. The teams then banded together to streamline the plan.

As with every plan, initiative or program APS designs, students are at the center and equity is the lens through which the plan was created. The goals of this plan included: 1) Individuals (role-group inclusive) returning from a traumatic life disruption will be supported in their integrated social, emotional, and cognitive processing through their return to school. 2) Individuals (role-group inclusive) will be equipped with the knowledge, skills, capacities, and resources to return to school with an increased ability to adapt to potentially changing scenarios. 3) Focus on defined short- and long-term student learning success in the context of societal and educational disruption.

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

New Mexico Public Education Department’s Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The following are important minimum requirements for all reentry. The eight minimum requirements for reentry are:

1. To begin, all districts and schools across the state will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
2. Schools must participate in a surveillance and rapid response-testing program for all staff.
3. Schools must adhere to the social distancing requirements of their designated category.
4. Schools should avoid large group gatherings.
5. Face coverings are required for all students and staff except while eating, drinking, and exercising, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
6. All staff must be screened on a daily basis, including a temperature check and review potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
7. For transportation, all staff and students must wear face shields or masks. In addition:
   a. A maximum of two students may sit together on a bus seat.
   b. Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability.
8. Meals must be provided to students during in-person instruction and remote learning.

NMPED COVID-19 SAFE OPERATING CATEGORIES
Each school district and charter school shall follow guidelines for reentry based on the public health conditions. Throughout the document, you will see categories referred to as red, yellow, and green. Below are the NMPED explanations for each category.

<table>
<thead>
<tr>
<th>Reentry Guidelines</th>
<th>REMOTE</th>
<th>HYBRID</th>
<th>FULL REENTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students engage in remote learning.</td>
<td>The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level.</td>
<td>All students eligible to return five days per week.</td>
</tr>
<tr>
<td></td>
<td>Limited small groups (special education, some K–3 students) eligible for in-person instruction if feasible.</td>
<td>Students not in the building engage in remote learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Model</th>
<th>REMOTE LEARNING</th>
<th>HYBRID LEARNING</th>
<th>TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts and schools should use CARES Act money or other funds to ensure that each student has a digital device and support for connectivity in the home in order to be able to provide a robust online learning program in the event of a closure. See Supporting Teaching and Learning for more guidance.</td>
<td>Combination of some in-person days and some online days. Traditional learning can occur if six foot social distancing is strictly adhered to.</td>
<td>All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended. Group activities are minimized.</td>
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## APS COVID-19 Safe Operating Categories

<table>
<thead>
<tr>
<th>Reentry Guidelines</th>
<th>REMOTE</th>
<th>HYBRID</th>
<th>FULL REENTRY</th>
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<td></td>
</tr>
<tr>
<td>Limited small groups (special education, some K–3 students) eligible for in-person instruction, if feasible.</td>
<td>Students not in the building engage in remote learning.</td>
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### Instructional Model

<table>
<thead>
<tr>
<th>Instructional Model</th>
<th>REMOTE LEARNING</th>
<th>HYBRID LEARNING</th>
<th>TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5:</strong> Students engage with classroom teacher online 4 days/week Catch-up Strategies built in. Smaller Required Groups</td>
<td>Combination of some in-person days and some online days. Traditional learning can occur if six foot social distancing is strictly adhered to. Students will be grouped into two groups for weekly rotation. Group A, students with last names A-L will attend the first week of hybrid instruction. Group B, students with last names beginning with M-Z will attend the second week. Groups A and B will rotate in-person attendance on a weekly bases.</td>
<td>All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Buses run all regular routes all days with sanitation processes in place.</td>
<td></td>
</tr>
<tr>
<td><strong>6-12:</strong> Students engage with content teacher online 2 days/week Similar to A/B face to face schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K-12:</strong> Opportunity for creative collaboration Reinforce learning Computer Based Instruction with additional resources</td>
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</tr>
</tbody>
</table>

### Safety and Logistics

<table>
<thead>
<tr>
<th>Safety and Logistics</th>
<th>REMOTE</th>
<th>HYBRID</th>
<th>FULL REENTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID-19 symptoms</td>
<td></td>
<td></td>
<td>Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID-19 symptoms</td>
</tr>
</tbody>
</table>
Purpose: Students, staff, families (all stakeholders), health and safety were the top priority in planning for reentry for school year 2020-2021.

Key Assumptions in Planning:
1. Students, families, and all APS employees will start school in August 2020 following a time of significant stress, trauma, financial and economic hardships, and insecurity.
2. Existing inequities will have been exacerbated achievement gap, access to resources, COVID-19 slide, and summer slide but significantly longer.
3. Normal startup support processes may be delayed or otherwise problematic.
4. Teachers, principals, and other school and district staff will know a great deal more about Continuous Learning and distance learning than they knew only a year ago.

Goals:
1. Individuals (role-group inclusive) returning from a traumatic life disruption will be supported in their integrated social, emotional, and cognitive processing through their return to school.
2. Individuals (role-group inclusive) will be equipped with the knowledge, skills, capacities, and resources to return to school with an increased ability to adapt to potentially changing scenarios.
3. Focus on defined short- and long-term student learning success in the context of societal and educational disruption.

Planning Teams (Appendix A):
Health & Safety:
- Safety, Hygiene, and Sanitation
- Meals
- Logistics/Social Distancing
Development
- Emotional Recovery/Well Being
- Essential, Competency Based Learning/ Academic Entry
- Blended Learning
- Key Partners and Providers
Communications
- Internal and External

Timeline: (one school calendar approved by BOE 5.18.2020)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2020</td>
<td>Final Draft Ready</td>
</tr>
<tr>
<td>July 7, 2020</td>
<td>Cabinet Review</td>
</tr>
<tr>
<td>July 15, 2020</td>
<td>Board of Education Review</td>
</tr>
<tr>
<td>July 23-24, 2020</td>
<td>Administrator’s Conference of Education (ACE)</td>
</tr>
<tr>
<td>August 5, 2020</td>
<td>Teachers Report to Work</td>
</tr>
<tr>
<td>August 12, 2020</td>
<td>Virtual Work Begins with Students</td>
</tr>
<tr>
<td>September 8, 2020</td>
<td>First Day of School for Group A (Pending Public Order)</td>
</tr>
<tr>
<td>September 15, 2020</td>
<td>First Day of School for Group B (Pending Public Order)</td>
</tr>
</tbody>
</table>
**Academic Strategic Plan**

**APS Academic Strategic Plan (ASP)**

**“Relationship, Respect, Resilience, Rigor & Readiness”**

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

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

**CORE VALUES**

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

**GOALS**

- **Student Focus**
  - Achievement
  - Respect
  - Choice
  - CCR
- **Community**
  - Public Relations
  - Partnerships
  - Government Affairs
  - Customer Service
- **Finance & Operations**
  - Transparency
  - Process
  - Facility & Asset Management
  - Safety & Security
- **Data & Analysis**
  - Compliance
  - Development
  - Implementation
- **Human Assets**
  - Diverse Employee Recruitment & Retention
  - PD Structure
- **Support Services**
  - Aligned Resources
  - Mental Health & SEL Engagement
  - MT(L)SS

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8| APS Instructional and Operational Plan SY20-21
Schedules

APS planning teams have looked at a variety of instructional models from state and national organizations and school districts. Considerable attention was given to student safety, health, emotional well-being and adherence to New Mexico Department of Health, Centers for Disease Control, and Occupational Safety and Health Administration (OSHA) guidelines.

**APS will follow the remote model to begin the school year.** NMPED initially asked school districts to follow a hybrid model. The earliest the district would follow the hybrid model would be September 8, 2020 pending public orders.

The hybrid model would follow an in-person attendance Week by Week Model. Half of the student population would attend class in-person four full days per week, Tuesday through Friday, while the other half would engage in distance learning. Then students would alternate each week. Smaller groups of students make it more efficient for APS schools to adhere to social distancing protocols in buildings and on buses.

**Hybrid Model for all students:**
- In Person Attendance - Week by Week Model
  - Weekly Rotation Tuesday through Friday
    - Group A (A-L) first week
    - Group B (M-Z) second week
    - Special considerations will be given to family members that do not have the same last name
  - Special Education Department will coordinate IEP services with students
  - No early release Wednesdays for Elementary Students

**Secondary**
- High School: Block Schedule
- Middle School: Regular Schedule

**Elementary and Preschool**
- Regular Schedule
## Timeline and Professional Development

*Re-Entry documents will be housed on a Google Site

<table>
<thead>
<tr>
<th>Time:</th>
<th>Professional Development Needed:</th>
</tr>
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<tbody>
<tr>
<td><strong>Prior to School</strong></td>
<td></td>
</tr>
<tr>
<td>July 15th</td>
<td>PD for Principals:</td>
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<tr>
<td></td>
<td>* Attend BOE meeting</td>
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<tr>
<td><strong>Prior to School (Mandatory)</strong></td>
<td>Thursday, July 16th: Operational, Health, and Safety</td>
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<tr>
<td>July 16th</td>
<td>Need to know information and Q&amp;A</td>
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<tr>
<td>2-3 Hours</td>
<td>* Safety, Hygiene, and Sanitation</td>
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<tr>
<td></td>
<td>* Meals</td>
</tr>
<tr>
<td></td>
<td>* Logistics/Social Distancing</td>
</tr>
<tr>
<td><strong>Prior to School (Mandatory)</strong></td>
<td>Friday, July 17th: Instruction and Development</td>
</tr>
<tr>
<td>July 17th</td>
<td>Need to know information and Q&amp;A</td>
</tr>
<tr>
<td>2-3 Hours</td>
<td>* Emotional Recovery/Well Being</td>
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<td></td>
<td>* Essential, Competency Based Learning/ Academic Entry</td>
</tr>
<tr>
<td></td>
<td>* Distance Learning/Hybrid Learning/Equity</td>
</tr>
<tr>
<td></td>
<td>* Key Partners and Providers</td>
</tr>
<tr>
<td><strong>Virtual iLead Essential to School Leaders (Based on Need)</strong></td>
<td>Department information presented based on need</td>
</tr>
<tr>
<td>July 21-22</td>
<td>* LCE</td>
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<td>* Special Education</td>
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<td>* Pre-K</td>
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<td>* Elementary Assessment</td>
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<td>* Indian Education</td>
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<td>* Instructional Materials</td>
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<td>* Fine Arts</td>
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<td>* CTE</td>
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<td>* PE</td>
</tr>
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<td>* School Librarians</td>
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<tr>
<td><strong>ACE</strong></td>
<td>Thursday July 23, 2020:</td>
</tr>
<tr>
<td>July 23-24</td>
<td>Leadership teams will be at their schools; participating in ACE presentations and working on their return to school plans, PD, and student supports</td>
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<td></td>
<td>8:00 - 9:00- KEY NOTE: Scott Elder speak of vision and plans for 2020-21</td>
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<td>9:00 - 10:00- Return to work plan, clarifications, small rooms for answers.</td>
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<td>10:15 - 10:45- TLF distance learning plan (Curriculum and Instruction)</td>
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<td>11:00 - 12:30- MTSS - Presentation</td>
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<td>12:30 - 1:00- LUNCH</td>
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<td></td>
<td>1:00 - 1:45- Specific Department Q &amp; A time AND School Leadership Planning Time</td>
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<tr>
<td></td>
<td>1:45 - 2:30- Specific Department Q &amp; A time AND School Leadership Planning Time</td>
</tr>
<tr>
<td></td>
<td>SUBMIT questions not answered to all departments. Departments will facilitate their own sessions for Q and A - run the logistics of their own sessions.</td>
</tr>
<tr>
<td><strong>Friday July 24, 2020:</strong></td>
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<tr>
<td></td>
<td>8:00 - 9:30- KEY NOTE: Dr. Muhammad</td>
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<tr>
<td></td>
<td>9:45 - 10:45- Culturally Responsive Teaching and learning</td>
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<tr>
<td></td>
<td>10:15 - 11:15- Social Emotional Learning Plans/ Advisory</td>
</tr>
</tbody>
</table>
| 11:30 - 12:00- Attendance  
| 12:00 - 12:30- Team work at schools  
| 12:30 - 1:30- Lunch  
| 1:30 - 3:00- Q and A with Departments, Dr. Muhammad, Associates and PSSs (all with meeting links) |

| **First Five Days**  
August 5-11 | **PD for Teachers and Staff:**  
| ● Create a checklist for what needs to be presented to staff  
| ● Tools/resources that have been developed to provide PD |

| **First Days Back**  
August 12-24 | ● Staff meetings occurring  
| ● Virtual home visits with students (checklist/questionnaire)  
| ● Scheduling and adjustments |

| **Ongoing** | ● Monday planning days will allow for ongoing PD as needed  
| ● Utilize Monday’s to do check-ins with families  
| ● Weekly Principal call to provide updates (possibly Thursdays)  
| ● Ongoing technology supports  
| ● Tuesday Times |
Meeting the COVID Challenge with High-Leverage Learning

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

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

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

After losing valuable weeks of instruction within the school year, we cannot afford to let the summer months go by without providing learning opportunities for students. Local television is uniquely positioned to provide the most equitable access to all New Mexico household including those, which may lack technology, or internet access. The district produced eight weeks of instructional programming, which was broadcast in partnership with New Mexico PBS. These 4 hours per day of programming focused on grade differentiated elementary education. Core instruction in reading and math was supplemented with Science, Fine Arts, and Social Emotional Learning. Daily programming in Spanish was also provided. The success of this programming is the basis for an additional five weeks of programming broadcasted in the same time slot from mid-June through mid-July. This programming will differ slightly in that it will focus more closely of explicit reading and math instruction and align to a pre-planned scope and sequence designed to mitigate learning loss.

Support for secondary students needing to recover credit for coursework is provided through online curriculum via eCademy Magnet High School. Additional teachers have been trained in managing distance education in the Edgenuity platform in order to expand the availability of courses to meet any increased demand.
Defining Essential Learning
The loss of weeks of instruction this year has brought to the forefront how precious and limited a resource time is. In anticipation of the possibility of one or more similar interruptions next year, it is important to create a common expectation of instructional priorities. There is every possibility a considerable amount of time will need to be spent re-visiting content that would normally be delivered in the previous grade level. There will also be an increased need to attend to the need for students to feel emotionally safe and connected in the wake of the trauma of the COVID crisis. Within the time available for instruction, it may not be possible to “cover” all the standards that would normally be addressed. It is more important the most essential standards be addressed at a level of depth to ensure mastery and a solid foundation of learning.

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

Supporting Social Emotional Learning
In planning for next year, we must assume academic learning cannot take place fully without creating an environment of emotional safety and connectedness for students. This can be a challenge if there is a necessity to begin the year in a distance-learning environment at a time when teachers normally focus on relationship-building and establishment of a classroom culture. Schools will need additional tools to adapt to this new environment while continuing to meet student needs.
- The Behavior Support Specialist Team has developed online professional development sessions and resources for building connected and respectful environments in an online setting.
- All secondary schools will have weekly advisory meetings with students.
- The Office of School Climate, in collaboration with the Special Education Department, has developed classroom lessons designed to teach and support the development of social emotional skills.
- The Counseling Department provides individualized supports to students as well as in class lessons.

Measuring Learning Progress
In order to adjust instruction appropriately and measure student progress, a system of aligned assessments must be well defined. The beginning of year (BOY) interim assessments will be delivered in an earlier window than usual in order to gauge learning loss and adjust instruction to fill gaps. Between interim assessments, schools are encouraged to develop common grade-level and content area assessments, performance tasks, and work collaboratively to identify student instructional needs. Academic Improvement Plans will be put in place for students who are not making adequate academic progress. Students with more significant academic challenges or who are suspected of a disability will be referred to SAT.

Focused Academic Interventions
Students who are struggling with Tier I instruction should be provided additional support through:
- District supported Tier II intervention curriculum such as: ST Math, Fundations, Read180, Math180
- Additional guided practice
- Work with interventionists
- Targeted practice though instructional tools associated with interim assessments
RECOMMENDATIONS FOR ALL STUDENTS

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

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

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

The Solid 7: Teacher Actions to Beat The COVID-19 Slide
1. Pay attention to the new 3R’s* first
2. Focus on mastery of essential learning
3. Be thoughtful and intentional in the use of time
4. Rely on high-leverage teaching strategies
5. Plan for learner variability
6. Monitor student learning closely
7. Engage the team to support students

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

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

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

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

2. **Focus on Mastery of Essential Learning**

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

If we are to spend more time teaching something and potentially have less time to do it, it is important to prioritize learning goals. “Mastery” is different from “coverage”, but it produces longer-lasting results. The Curriculum & Instruction Department has identified essential standards in ELA and math for grades K-8. They are posted here.

3. **Be Thoughtful and Intentional in the Use of Time**

![Bloom's Taxonomy](image)

In a hybrid situation, the limited time available in a face-to-face setting is valuable and should be used for activities requiring higher-order thinking, communication and collaboration skills. Activities that involve independent practice, watching a lecture, or reading can be done at home. Some very challenging activities may require time at home to be worked on, with time in class to present, discuss and get feedback. More info here

4. **Rely on High-Leverage Teaching Strategies**

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

a) Be clear about what you want your students to learn. More
b) Use explicit instruction- I do, we do, you do. More
c) Build on prior knowledge. More
d) Give frequent, goal-oriented, actionable feedback. More
e) Give multiple exposures & chances to practice. More
f) Apply knowledge and skills to real-world dilemmas. More
g) Create opportunities for cooperative learning. More
h) Build self-efficacy. Success creates confidence creates success. More

5. Plan for Learner Variability

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

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

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

6. Monitor Student Learning Closely

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

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

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

7. Engage the team to Support Students

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

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

- In a full capacity model, the district will adhere to the normal APS Grading Policy.
- For a hybrid model, grades will be assigned based on demonstrated mastery of essential standards aided by grade level rubrics.

ATTENDANCE

Taking and Tracking Attendance

- **Face-to-Face/In-Person Instruction**
  - Teachers and Substitute Teachers will take attendance for each day/class period.
  - Attendance will be entered into the Student Information System (SIS) daily within the first 30 minutes of the day/class period.
  - Data Clerks will have until 14 days to record absences (e.g. to tardy, or to excused).
  - Face-to-Face Attendance will be reported to the New Mexico Public Education Department through STARS as directed by NMPED.

Interventions

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

Face-to-Face In-Person Instruction Expectations

- Both excused and unexcused absences, as well as out of school suspensions, will be measured to identify each student’s chronic absence rate.
  - Students who are In Need of Individualized Prevention, due to having a 5% - 9% chronic absence rate, will receive outreach from school staff (Tier 2).
    - School staff will ensure students will complete an Individual Prevention Plan on why it is important to be in school every day. This plan can be facilitated through individual and/or classroom discussion, student reflection, and other activities.
    - School level phone calls to families is highly encouraged.
  - Students who are Chronically Absent, due to having a 10% – 19% chronic absence rate, will receive Early Intervention Strategies from school staff.
    - Staff will work with students and/or families to determine the root causes for the student missing school, and will then develop and implement a Student Attendance Success Plan, which includes interventions and resources to support school attendance. (Tier 3)
Students who are *Excessively Absent*, due to having a chronic absence rate of 20% or more, will receive Intensive Support Strategies from school staff. (Tier 4)

- Staff will work with students and families to determine the root causes for the student missing school, and will then develop or update and implement a Student Attendance Success Plan, which includes interventions and resources to support school attendance.
- Students will be referred to an appropriate school team, where the student will receive wrap around services and interventions that will remove barriers to attending school.
- Students who do not respond to interventions and wrap around services within 10 instructional days may be referred to Juvenile Probation Services (JPO) or Children Youth and Families Department (CYFD) for more intensive wrap around services and interventions.

Remote Learning
- The District is creating guidance around remote learning attendance.

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**RECOMMENDATIONS FOR BLENDED LEARNING**

**Purpose**
The unknown trajectory of the 2020-21 school year demands educators prepare to be agile and adaptable. That is, ready to move quickly to adjust to new conditions. The Continuous Learning Plan (CLP) time-period from March through May demanded an emergency response to a global crisis. The emergency response activities were the first exposure many had to digital learning. Key features of the emergency response included; no introduction of new learning, voluntary attendance, and student work was not graded. Educators and students did the best they could within the parameters of the CLP. The CLP time-period was punctuated by the scramble to address the inequity of existing conditions, such as device access and digital deserts without internet service. Throughout the emergency response period, educators and students increased their capacity to use technology in ways that were new to them. The inevitable learning loss following an extended school closure is no surprise to educators, especially when compounded by the trauma of enduring a pandemic. A proactive approach to preparing for unprecedented agility and adaptability through blended learning will ensure educators, students, and families are better prepared to engage in quality learning throughout the upcoming school year.

Blended learning leverages technology to provide synchronous learning experience happening at the same time (synchronized by the clock), but not necessarily in the same place, as well as asynchronous activities that happen at different times. Blended learning increases digital integration in face-to-face classes, equips teachers and students with the tools and skills to learn across multiple scenarios, and provides access to quality and rigorous learning. A significant shift in approach from brick and mortar bound learning to a blended model begins with a clear understanding of what blended learning is and addressing misconceptions about what it is not.

**Definitions and Examples**
Blended learning is a formal education program in which a student learns:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
• at least in part in a supervised brick-and-mortar location away from home;
• and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience

Blended learning leverages technology to provide synchronous learning experience happening at the same time (synchronized by the clock), but not necessarily in the same place as well as asynchronous activities that happen at different times.

Blended learning practices increase digital integration in face-to-face classes, equip teachers and students with the tools and skills to learn across multiple scenarios, and provide access to quality and rigorous learning. A significant shift in approach from brick and mortar bound learning to a blended model begins with a clear understanding of what blended learning is and addressing misconceptions about what it is not.

**Quality Blended Learning IS . . .**

• Sometimes in school and sometimes out of school
• Predictable, with accessible and consistent templates for parents and students
• More personalized in time, place, path, and pace learning activities are accessible
• Has specific rubrics to define expectations of student learning products
• Digital grading of multiple choice, teacher grading of written work and projects
• Instructor involvement with students through face-to-face and digital communication
• Peer interaction through face-to-face and digital communication
• Independent learning
• Supports for students
• Depth of curriculum, not breadth
• Key content with resources and support for teachers to teach those in a digital platform
• Real world applicable and circular depth to curriculum
• A system wide approach to standards
• Defined at-school, at-home, and family involvement
• Supports for students and parents (in addition to teachers, accessible beyond school hours, i.e. ATF Homework helpline with more teachers, tech hotline)
• Multiple opportunities to get help from their teacher (parents, too) at various times
• Flexibility of time
• With credible resources (i.e. Kahn Academy), can function as learning extension, personalized pacing and support
• Active cognitive engagement with digital resources

**Blended Learning is NOT . . .**

• The old way of grading or accountability
• Regular school but online
• A form of sit and get where kids watch videos all day long
• Busywork
• Time- fillers
• Linear learning
• Time-bound mastery
• Students working in isolation
• Half-hazard, it’s planned
• An excuse for poor learning practices
• Less work than traditional (for students or for teachers)
• “work”=products that meet learning standards/rubrics
• Online “educational” games

19| APS Instructional and Operational Plan SY20-21
• Passive consumption of digital material
• Student assignments that are not connected to what happens in the classroom

The formal education provided through blended learning requires thoughtful planning for activities, which require direct contact in synchronous time with the teacher, and activities that happen asynchronously outside of school.

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

Synchronous Learning Activities (In school as possible, via web tools when not)
• Begin with specific training for how to use devices at home and at school for learning
• Direct instruction
• Guided practice
• Direct feedback and conferencing
• Collaborative peer group work
• Highly interactive between teacher/student, student/student
• Intervention and enrichment in small groups
• Assessment/grading: learning via demonstration of standards mastery more than completion of work
• MS elective rotations on campus, HS extra/co-curricular/electives on campus

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

Asynchronous Learning Activities (can occur in or out of school)
• Independent work
• Independent practice
• Extends classroom experiences
• Front-load new information to prepare for classroom experiences
• Student research projects (individual more than groups) i.e. project-based learning, problem-based learning
• Firm due dates
• Purposeful accountability
• Assessment/grade learning via demonstration of standards mastery more than completion of work
• Students can watch videos of lessons online
• Should not be traditional teaching methods, just online, needs to be different
• High interest, engaging (i.e. not using Seesaw to take pics of worksheets),
• Incorporate movement
• Engage families (recognize parents are sometimes working at home too)
• Pacing
• Less is more
• Quality content, standards aligned
• Materials: teachers shouldn’t have to make it all up (i.e. Mystery Science)
• Templating, much similarity
• Effective digital learning strategies
• Give teachers resources
• Elementary examples of what kids can do at home with district program resources: i.e. what’s available to support Benchmark, Fundations, and Stepping Stones at home
• Middle examples: i.e. what’s available to support EngageNY,
• Menu of options

The following tights and looses provide a web of support for teachers to plan units to encompass an integrated learning experience between in-school and out-of-school learning experiences.

<table>
<thead>
<tr>
<th>FULL ENTRY</th>
<th>Highly Recommended (District-wide)</th>
<th>Suggested (School-based)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Standards</strong></td>
<td>• Focus on essential standards: district expectation is to teach to mastery</td>
<td>Add “very important” and “important” standards once mastery on essentials is attained.</td>
</tr>
<tr>
<td></td>
<td>• Content should be templated for all student/families so access is seamless and consistent (i.e. GoogleClassroom, SeeSaw)</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>• First, set a strong foundation in building relationships with students, addressing social/emotional needs</td>
<td>• Provide school-wide uniform expectations of implementation</td>
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<td></td>
<td>• First 3 weeks: set-up technology, using of technology, accessing and using district platforms, behavior expectations for in-person AND online classroom environments</td>
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<td></td>
<td>• Teach routines to prepare students for transition between home/hybrid/in-class</td>
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<tr>
<td></td>
<td>• Plan complementary synchronous and asynchronous activities to meet the learning objectives as identified in the essential standards</td>
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<tr>
<td></td>
<td>• Keep platforms minimal and standardized (GoogleClassroom, Seesaw) so families with students in multiple schools know how to access materials, communicate with the teachers, and find resources</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Use rubrics district-wide for essential core standards</td>
<td>District-provided rubrics are baseline for assessment for teachers to use as a resource</td>
</tr>
<tr>
<td></td>
<td>• Use rubrics to provide students with meaningful feedback to improve their work products</td>
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<tr>
<td></td>
<td>• Assign grades based on demonstrated mastery of the essential standards only</td>
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</tr>
<tr>
<td><strong>Social Emotional Learning</strong></td>
<td>• Integrate SEL, especially strategies for self-awareness and self-management skills as they apply to multiple learning environments</td>
<td>How teachers incorporate SEL and wellness into lessons</td>
</tr>
</tbody>
</table>
- Build relationships in face-to-face and online environments
- Build relationships with family to see what their needs are and prep them for their role in yellow or red (protocol) (mobilize teachers to coach parents for at-home learning)
- Scaffold assignments and learning experiences to rebuild attention and academic stamina while ensuring students experience success in their efforts

### Technology
- 1:1 device assigned the first day of school, every student
- Provide a technology orientation to families and daycare providers to familiarize them with the device and basic troubleshooting
- Provide families with training and materials to support young children, PreK-3 and those students with identified disabilities to operate technology and navigate platforms
- Provide infrastructure in district for technology support for teachers, students, and parents and advertise it so they know how to access support
- Technology instruction to prepare for hybrid or learn-at-home schedules as needed
- Basic troubleshooting skills [PD for all teachers]-Mentor pairs for accountability and help with systems some may struggle with

### Students:
- Build habit of bringing device to and from home every single day, caring for device
- Teach the how-to for all hardware and software students will be required to use

### Attendance
- Attendance expectations face-to-face (Should be tight through District)[# of hours/minutes in classwork outside of school hours by Elem/MS/High]
  Face-to-face attendance, @home work expected (see attendance pg. 16).

Schools should have a uniform policy about how to address student attendance and make-up work when students are under quarantine but not necessarily sick. How will the school support students’ at-home learning when the majority of students are learning at school, but a particular family is home for two or more weeks in quarantine because of exposure.

| HYBRID |
|------------------|--|
| Highly Recommended (District-wide) | Suggested (School-based) |
| **In-School Learning** | **In-School Learning** |
| - Everything in face-to-face chart above | - Models for how to handle the home-based work should be up to the school, including the strategies (such as jigsaw, personalized pacing) |
| - PLUS | - Schedule time for teachers to meet with students for enrichment and differentiation, teachers will have to be flexible about how they differentiate |
| - Build engaging digital media strategies for in-class learning | |
| - Ensure students know what to do in learning at home time that builds on instruction in the classroom | |
- Help students create a schedule for their at-home work time
- Establish value of asynchronous opportunities and expectations for engagement
- Start activities in class that may be finished at home, then shared back next time in class
- Start activities at home that are built on in class
- Teach and target, fully focused on essential standards
- Less “herding” more personalized pacing with fewer standards based on performance
- One place with all links, make it simple for families [teachers collaborate to make it simplified]
- Only assign purposeful work that aligns to learning objectives
- Attend synchronously from home when needed (i.e. student is not sick but in quarantine)
- Only assign purposeful work that aligns to learning objectives

<table>
<thead>
<tr>
<th>Learning at Home in a Hybrid</th>
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</thead>
<tbody>
<tr>
<td><strong>Highly Recommended (District-wide)</strong></td>
</tr>
<tr>
<td>- Record lectures in class and make them accessible to students to get lesson asynchronously</td>
</tr>
<tr>
<td>- Give 1:1 feedback via chat, email, Google Meets</td>
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<tr>
<td>- Use district provided rubrics and exemplars to make performance expectations clear</td>
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<tr>
<td>- Assessment of work from home should have minimal impact on grade, frequent check-ins on projects</td>
</tr>
<tr>
<td>- “Attendance” is expected but looks like participation</td>
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<tr>
<td>- Task predicts performance</td>
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<tr>
<td>- Inquiry-based learning</td>
</tr>
<tr>
<td>- Students: attendance, video on, visibly engaged in synchronous online learning</td>
</tr>
<tr>
<td>- Consistent tools districtwide/infrastructure of district support for teachers, students, families and clearly communicated to everyone</td>
</tr>
<tr>
<td>- Provide troubleshooting flowcharts from district to support everyone with district-wide tools</td>
</tr>
<tr>
<td>- Offer training for parents, families, daycare providers on technology/troubleshooting/how to help</td>
</tr>
</tbody>
</table>

**REMOTE**

<table>
<thead>
<tr>
<th>Highly Recommended (District-wide)</th>
<th>Suggested (School-based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in green and yellow above, plus:</td>
<td>The in-class components of the hybrid model would still need to occur, some in a synchronous manner i.e. direct instruction, but should be recorded for access later for families who couldn’t be online in real time as a backup</td>
</tr>
<tr>
<td>- Clear, frequent, and on-going two way communication with students and families (needs district guidelines)</td>
<td></td>
</tr>
<tr>
<td>- Specific hours/minutes of instruction per week/day</td>
<td></td>
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</tbody>
</table>
- District-supported platforms (Google Classroom, SeeSaw)
- When Google Meets are scheduled students must be in attendance (tighter at HS than K-8)
- Learning at home should focus on some collaboration time
- Reorganized work day/work week examples.
- Continuation of online tools of iStation, iReady, Ready
- Master scheduling of synchronous instruction to meet the needs of EL and Special Education
- Provide materials for EL and Special Education
- Back-up resources and expectations for students with unreliable technology access
- Allowing Special Education students to attend school for face-to-face instruction while all other students are learning remotely if possible
- For quality, efficiency, and sanity, teachers should closely collaborate with their colleagues
- Scheduled “office hours” for small groups
- Opportunities for classmates to connect with each other using a Google Suite tool.
- Self-paced learning and practice
- Teacher flexibility to create Google Meets on two or three occasions when parents can attend with students. (e.g. 3 pm, 7 pm Tuesday)
- Build in opportunities for self-assessment and quizzes
- Opportunities for PK-3 students, as well as some categories of Special Needs students and ELs, to be instructed face-to-face on campus if possible

<table>
<thead>
<tr>
<th>Clear and ongoing two-way communication with students and families about structure, supports, and progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and brief directions are vital when communicating remotely. If you can present an example of how you would like something done via video or document that is the best. Consider how you will build in opportunities for students to ask questions since they cannot raise a hand virtually. Provide rubrics so students can self-assess progress.</td>
</tr>
<tr>
<td>Clearly outline when learning will be assigned each week, when the teacher will be expecting the work completed, and allow for self-pacing given the unique needs of each student (i.e. lesson loaded on Monday and due the following Monday).</td>
</tr>
<tr>
<td>Be clear about how and when to reach out to you with questions</td>
</tr>
<tr>
<td>An opportunity in which the student can access the material and complete the work on their own with differentiation based on Special Education, EL identification and layered continuum of supports.</td>
</tr>
<tr>
<td>Clear and ongoing feedback from teachers to students about progress, effort, and next steps. This may be differentiated; formats could be a recorded message, a video, an email, or a phone call. Tools to consider include Google Classroom message, SeeSaw, Synergy.</td>
</tr>
<tr>
<td>Staff are expected to use Google Meet, not Zoom for optional class meetings. TSD has Google Meet Premium, which allows for 250 participants at once and unlimited time in meeting and recording.</td>
</tr>
<tr>
<td><strong>Optional</strong> synchronous (“real time”) instruction with the teacher through Google Meet. This can be recorded and sent to all students/families for asynchronous (“not real time” or “anytime”) review.</td>
</tr>
<tr>
<td>Scheduled “office hours” for small groups. Licensed instructional staff: Please do not meet one-on-one with students in a video chat.</td>
</tr>
<tr>
<td>Content loaded into Google Classroom with linked text (i.e., videos, readings).</td>
</tr>
<tr>
<td>Use of technology tools EdTech Website or the C&amp;I Website to deliver content and/or activities.</td>
</tr>
<tr>
<td>Opportunities for classmates to connect with each other using a tech tool.</td>
</tr>
<tr>
<td>Personalized communication with students and families, designed to support continued relationships. (i.e. family emails, pre-recorded video messages)</td>
</tr>
<tr>
<td>Opportunities to integrate SEL and Wellness activities.</td>
</tr>
</tbody>
</table>
eCademy K-12 Online Magnet School
In response to the rapidly changing educational landscape brought upon by COVID19, APS is providing full-time online school for all grades. APS recognizes the limitations of full-time online school and the extensive research base that describes the outcomes of this model. Providing options for families to meet the health and safety needs of students with health issues and for families who prefer students learn at home for the school year is priority. As such, identifying strategies to mitigate the traditionally poor outcomes of full time virtual schooling for our eCademy K-12 online school is imperative. First, the pupil/teacher ratio (PTR) for grades K-8 will be the same as face-to-face schools so educators may provide ample personalized attention and support for every student. Second, eCademy teachers are local, New Mexico certified teachers, not teachers in another state. APS will ensure each eCademy student in grades K-8 has a device and internet access. Finally, each family with elementary and middle school student in eCademy K-8 will have clearly delineated roles and responsibilities to ensure students have adequate at-home support.

APS is offering a full time online learning option in all grades for:
- Students who are medically high-risk categories and should not be in face-to-face school environment
- Students who prefer an online format
- Families who prefer not to send their student to face-to-face school until a vaccine is available

INSTRUCTIONAL MATERIALS

Our needs for instructional materials will vary depending on the setting of instruction. Classroom sets of textbooks may not be available to take home, but there may be consumable and digital resources that support hybrid or remote instruction. Here is a matrix of district-supported core instructional materials differentiated by grade level, content and instructional setting.

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

RECOMMENDATIONS FOR SPECIFIC CONTENT AREAS:

FINE ARTS

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

District Fine Arts Programs K-12 (dance, drama, music and visual art)

The NM Core Arts Standards focused on for SY 20/21 will be four anchor standards:
1. Creating – maintaining and advancing artistic skills, self-expression and processing, identity and personal best
2. Connecting – social emotional health, reflecting on the meaning in artistic works and connecting meaning to the outside world (community, county, world), building and maintaining connections and relationships with peers
3. Performing/Presenting – realizing, interpreting and sharing artistic works
4. Responding – understanding and evaluating how the arts convey meaning

Additional focus of all APS Fine Arts classes:
- Inclusivity of diverse cultures and societies
- Antiracism
- Cross-curricular support and connections

Scheduling Considerations
- The Fine Arts administrators are available to provide guidance to principals on scheduling art, music and drama classes
- Creative scheduling of smaller classes throughout the day
- Transition time between fine arts classes to allow for proper social distance and disinfection guidelines to be followed
- Schedules should allow equitable access for all students enrolled in a Fine Arts Program to have access to instruction

Secondary Performing Arts

In July, preliminary results of an aerosol distribution study are expected to be made available. (Preliminary results for wind and brass instruments are scheduled for release on July 10. Preliminary results for singing are scheduled for release by July 25. Marching band, orchestra, guitar, piano and theatre/drama results will be published as well.) Safety of students and educators is of paramount importance, therefore at this time, based upon CDC recommendations, there is not enough valid and qualified research to give guidance on how to return safely to face-to-face FULL ensemble/troupe rehearsals.

The guidelines put forth by the NMPED and APS for social distancing and classroom capacity should be followed. In order to accommodate larger music and drama classes, it may be necessary to think creatively about available outdoor spaces and facilities to ensure students can still have access to their Performing Arts curriculum. Keeping every student possible in Performing Arts classes is essential during this trauma-filled time; this can entail schools working with the Fine Arts administrators and the Performing Arts teachers to come up with a solution that will work best for students.

Social Distancing:  Music and drama class size will be dependent on space requirements and possibly utilizing outdoor spaces as many Performing Arts classes are very large.

Personal Protective Equipment:  Face coverings for teacher and students with large pumps of hand sanitizer available. Absolutely NO sharing of instruments, stands, sheet music, costumes or scripts.
Supplies: Ideally, each student should have his/her own instrument. If an instrument or costumes need to be shared, someone properly trained to completely sanitize the instrument or costume should clean them.

Teaching and Learning Platforms: The Fine Arts teachers will utilize Google Classroom to organize distance education options. Teachers will utilize services such as Smartmusic, Zoom, and EdPuzzle, to promote student engagement in lesson activities.

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


Secondary Visual Arts
Social Distancing: Class size of 16-18 students, in order to seat two students at each table. Students will enter class as they arrive instead of forming a line outside of the door. A seating chart for each class is in place and long-term. Seating should be away from central access points, such as the sink.

Personal Protective Equipment: Face coverings for teacher and students with large pumps of hand sanitizer available. Absolutely NO sharing of supplies.

Supplies: Lessons will use supplies from the general supply list and student class fees. If unique supplies are needed, students will pick up supplies as they walk to their seats (in zippered pouches stored in the classroom). Photography requiring a dark room to develop prints will only be done at school, as chemicals will not be sent home with students. Ceramics/jewelry tools will need to be disinfected and/or students may purchase their own.

Teaching and Learning Platforms: The Fine Arts teachers will utilize Google Classroom to organize distance education options. Teachers will utilize services such as Zoom and EdPuzzle, to promote student engagement in lesson activities.

Teaching and Learning Guidelines: Instruction based on lessons using simpler materials in order for equity and possible adjustments for materials from home. Materials for synchronous learning could be delivered beforehand at “Grab and Go” lunch sites. Students will be offered a number of ways to express their ideas, knowledge and understanding of their specified classes in visual arts, such as: general art, ceramics, photography, drawing and painting, etc. Utilizing online critique opportunities, in and outside of the classroom, the students will build an understanding of each other's work and opportunities to showcase it through virtual art shows that reflect an understanding of the NM Core Arts Standards. Implementing the hybrid model will require clearly defined expectations, student outcomes and provide students with the opportunity to become stronger self-directed learners. Using a hybrid model of teaching and learning for visual arts will continue to provide students a learning environment that will build relationships with both
the teacher and peers. All courses district wide offered at all APS schools require consistency in the topics of study. Students may be asked to research a topic at home and be prepared to bring in examples to add to artwork in process. Class time will be for demo, critique, and feedback to support continued to work on a projects and assignments maybe longer in duration such as two to three weeks.

**Art I & II along with AP classes:** Most of the studio work will be done at home. Class time will be used for instruction, demonstrations, critiques, etc.) Work can be turned into the teacher or through Google Classroom.

**Photography:** The students will have two to three weeks for assignments and several units will be organized and ongoing to best prepare and allow for flexibility.

**Ceramics and Jewelry:** The students will start with tool making with found objects and then move into the design process with students using class time to create and receive demonstrations.

**Curriculum Needs:** Davis Art Online

**Elementary Performing and Visual Arts**

**Social Distancing:** Class size to be determined by the individual school site.

**Personal Protective Equipment:** Face coverings for teacher and students with large pumps of hand sanitizer available in the teaching space. Absolutely NO sharing of supplies or instruments.

**Supplies:** Lessons will utilize supplies from general supply list provided to parents at the beginning of the year. Unusual and/or unique supplies will be provided by the Fine Arts teacher for the student to use in the classroom and/or at home. Additional supplies may be delivered beforehand at “Grab and Go” lunch sites.

**Teaching and Learning Platforms:** The Fine Arts teachers will utilize Google Classroom to organize distance education options. Teachers will utilize services such as Zoom, Flip grid, Seesaw, EdPuzzle, to promote student engagement in lesson activities.

**Teaching and Learning Guidelines:** Elementary Fine Arts instruction will be given in both the synchronous and asynchronous models. Instruction based on lessons using simpler materials in order for equity and possible adjustments for materials from home. The Fine Arts teachers would provide short 20 to 30-minute check-ins and instruction in the students’ homeroom in order to minimize exposure of large numbers of students and will provide asynchronous lessons in an online format. An additional option would be for Fine Arts teachers to project lessons from the Fine Arts classroom into the general or special education classroom.

**Curriculum Needs:** The elementary Fine Arts teachers have requested access to some type of web-based curriculum such as Quaver for music teachers and Explorations in Art for art teachers.

The most powerful benefits of an arts education are those that are intangible and words cannot express. The fine arts are what people of all ages turn to during trauma-filled times to help them cope, express themselves, connect, and relax. There cannot be a focus on Social and Emotional Learning, which does not include the fine arts. "The fine arts are what make us human and complete as people. The arts cannot be learned through occasional or random exposure any more than math or science can. Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student."*
Key Assumptions:
- Fine Arts Education is essential for all
- Fine Arts Education supports the social and emotional well-being of students and contributes to emotional balance and stability during traumatic events
- Fine Arts Education nurtures the creation of a welcoming school environment, where students can express themselves in a safe and positive way and contributes to a healthy and inclusive school community
- Fine Arts Education is part of a well-rounded education for all students, as understood and supported by APS Board of Education and by state policymakers

District Fine Arts Programs K-12 (dance, drama, music and visual art)
The NM Core Arts Standards focused on for SY 20/21 will be four anchor standards:
  5. Creating – maintaining and advancing artistic skills, self-expression and processing, identity and personal best
  6. Connecting - social emotional health, reflecting on the meaning in artistic works and connecting that meaning to the outside world (community, county, world), building and maintaining connections and relationships with peers
  7. Performing/Presenting – realizing, interpreting and sharing artistic works
  8. Responding – understanding and evaluating how the arts convey meaning

Additional focus of all APS Fine Arts classes:
- Inclusivity of diverse cultures and societies
- Antiracism
- Cross-curricular support and connections

Scheduling Considerations
- The Fine Arts administrators are available to provide guidance to principals on scheduling art, music and drama classes
- Creative scheduling of smaller classes throughout the day
- Transition time between Fine Arts classes to allow for proper social distance and disinfection guidelines to be followed
- Schedules should allow equitable access for all students enrolled in a Fine Arts Program to have access to instruction

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards.

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the well-being of all students and the entire school community.
<table>
<thead>
<tr>
<th>DISTRIBUTING SUPPLIES</th>
<th>SOCIAL DISTANCING</th>
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</table>
| • Art and music supplies should be included in school supply lists. | • Students should be scheduled in groups small enough to allow for maintaining social distancing within the Fine Arts classroom, WITHOUT excluding any students from the Fine Arts Program who wish to be enrolled in those classes. Site administrators should consult with Visual and Performing Arts instructors with regards to dividing large classes, such as performing ensembles, to ensure success. Consider utilizing outdoor or other larger spaces in the school such as gymnasiu
| • Arrangements should be made for students to pick up instruments and materials needed to complete their visual/performing arts coursework. | mms, cafeterias, and auditoriums to accommodate social distancing guidelines. |
| • Protocol will be established for distribution of instrument/materials while following social distancing and PPE guidelines and requirements (e.g., by appointment). | • Social distancing should occur as suggested by the NMDOH/CDC. Currently that distance is a 6x6 foot space around each student with the student sitting in the center. (NFHS) If necessary, dividing students into small groups to work in separate rooms should be considered. |
| • Distribution could be coordinated with other district distribution days of technology, books or meals. | • Performances and exhibits will adhere to state and local social distancing guidelines. If possible, consider using outdoor spaces, in person performances streamed to an online audience, or a combination thereof. |

**SOCIAL DISTANCING**

- It is recommended limiting the use of sharing equipment in the Fine Arts classroom (e.g., theatre area sewing machines and shop equipment, mats, blocks, music stands, instruments).
- Mark spaces with tape to keep students, furniture, and equipment properly distanced. *Straight rows and staggered chair placements are recommended* as curved setups can affect the aerosol movement in a room. (NFHS)
- Considerations for expanded storage spaces and use of alternative storage areas is recommended, especially for large programs. Student groupings and staggered retrieval times should be considered. Where possible, removing extraneous, unused furniture and equipment to promote social distancing is suggested.
- It is suggested, where possible, the use of plexiglass dividers to provide individual workspaces be used.
- Routines should be established and teachers need to carefully monitor students as they enter and exit the classroom to ensure social distancing guidelines are being observed.
### VISUAL AND PERFORMING ARTS PPE AND SANITATION

<table>
<thead>
<tr>
<th>REMOTE</th>
<th>HYBRID AND FULL REENTRY</th>
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<tbody>
<tr>
<td><strong>DISTRIBUTING SUPPLIES</strong></td>
<td><strong>PERSONAL PROTECTIVE EQUIPMENT (PPE)</strong></td>
</tr>
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</table>
| ● Teachers will need to include instruction on how students should clean and sanitize their instruments, props and supplies.  
● It is imperative that teachers and schools adhere to copyright laws when distributing sheet music, scripts and other learning materials digitally. | ● Teachers and students will wear appropriate face coverings that follow CDC and local District guidelines. *Teachers are assumed to talk the most and as a result should wear the most efficient mask possible readily available, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.*) (NFHS)  
● *No talking should occur in the room without a mask being properly worn.* (NFHS)  
● *Teachers should consider using a portable amplifier to keep their voices at a low conversational volume.* (NFHS)  
● Ensure proper ventilation is assessed and consider alternative spaces if there are concerns. *Existing HVAC systems should be fitted with HEPA filters if possible.* (NFHS)  
| **CLEANING AND DISINFECTING** |  
| ● Handwashing or hand sanitizing stations will be easily accessible in the classroom. Students and teachers will be encouraged to sanitize before entering and upon exiting the classroom  
● Teachers will need to include instruction on how students should clean and sanitize their instruments, equipment, and supplies.  
● Routines and systems should be put in place and teachers will need to allot class time to ensure furniture, equipment, and supplies are being sanitized between classes. Teachers will need to educate and emphasize the importance of hygiene with their students. |
# Visual and Performing Arts Curriculum and Instruction

## Hybrid and Full Reentry

### Equity & Access
- It is recommended all Fine Arts classes receive equitable instructional time in a student’s educational load while following district and site-based guidelines. A typical arts education can consist of direct instruction, learning management platform time, and student self-study to provide multiple opportunities for students to present, perform and engage in curricular content.
- Students should be scheduled in groups small enough to allow for maintaining social distancing within the classroom, WITHOUT excluding any students from the Fine Arts Program who wish to be enrolled in those classes. Site administrators should consult with Visual and Performing Arts instructors with regards to dividing large classes, such as performing ensembles, to ensure success.

### Standards-Based Curriculum
- The curriculum will continue to be guided by the National Core Arts Standards (adopted by NM) while also supporting students’ Social and Emotional Learning. Each assignment and activity will be directly linked to the four New Mexico Arts Standards of Creating, Performing, Responding, and Connecting.
- Although Fine Arts instruction will look different than in a traditional setting, it is important to note students will still continue to learn important skills based on the New Mexico Core Arts Standards.

### Learning Device Protocols
- Students must have access to a reliable broadband internet connection.
- Learning devices (i.e. Chromebooks and iPads) will be necessary. It is necessary provided devices have recording capabilities in order to aid in performance submissions.
- Educators should only use district-approved virtual learning environments and platforms such as Google Classroom, Zoom, and/or school/class websites.
- Students and parents/guardians should be given instruction regarding protocols for any technological platforms to be implemented.

### Protecting Student Privacy
- It is encouraged for students to use a neutral virtual background during video conferences.
- Where permitted, 1:1 meetings with Fine Art students can be beneficial. Teachers should follow district guidelines to determine whether or not this format can be utilized.
- When posting virtual or video performances or exhibits in an online environment (e.g. virtual live streaming, broadcasting, drive in concerts) it is recommended videos are unlisted (private) in a password protected area, adhere to FERPA compliance, and obtain proper copyright permission and public licensing.

### Delivery & Instruction
- It is suggested assignments and other graded activities be delivered/posted through district approved online portals to ensure consistency during virtual/hybrid models and to supplement in-person instruction when full reentry is permitted.
- Online content delivery may include synchronous and asynchronous learning, large and small group instruction, and access to multiple online curricular platforms. Students may be asked to create portfolios, submit recordings, collaborate in groups, complete written assignments, and access curricular assignments on alternative arts based educational sites. Assignments and activities could...
include a mixture of video conference classes (large and small), the use of online performance assessments, asynchronous practice time, virtual solo performances, virtual field trips to performances or galleries, online masterclasses, music theory and composition, arts history, and student analysis of viewed performances as well as peer-reviewed work.

- It is recommended that teachers be given the flexibility to implement a combination of online large group/full ensemble, small-group/section or individual instruction meetings to provide students more individualized instruction.

**ADDITIONAL RESOURCES & TRAINING**

- In addition to district required platforms, arts educators are also encouraged to use supplemental platforms to enrich student learning, such as: Kahoot/Quizlet, See Saw, and Flipgrid.

It is recommended that arts teachers are permitted to participate in an arts-based, content specific PLC to collaborate and create a viable curriculum either at the school site or with the APS Fine Arts Department.

**FULL REENTRY**

- To maintain consistency and fluidity in potential changing circumstances, it is recommended that Fine Arts teachers be given the flexibility to continue the use of online platforms to supplement in-person instruction.

**VISUAL AND PERFORMING ARTS GRADING, ASSESSMENT AND SPECIAL EDUCATION**

**REMOTE, HYBRID AND FULL REENTRY**

**GRADING & ASSESSMENT**

- Feedback should occur in a timely manner using both verbal and written format.
- Rubrics should be included with all assignments when appropriate.
- Grading should follow district guidelines to include both formative and summative assessments. It is recommended to allow for individual pacing and flexible outcomes (e.g. allowing students opportunities to redo assignments after receiving feedback, modifying assignments based on supply needs).

**SPECIAL EDUCATION**

- Fine Arts teachers will work with grade level teams, parents/guardians, counselors, and Special Education teachers to ensure accommodations are being met based on current student IEP.
- Accommodations may include extended learning time, small-group instruction, chunking work into smaller segments and opportunities to speak rather than type or write answers (e.g. exam format).
- Gifted and other IEP accommodations may include students receiving enrichment via learning management systems, individualized assignments in the form of presentation or performance of artistic works. Students can also engage in self-directed learning for further enrichment.
Due to limited time with students, IEPs should be scheduled outside direct instructional time where possible even during full reentry.

Resources

- Fall 2020 Guidance for Music Education
- ABA Covid-19 Student Safety and Music Program Continuation Ideas for Consideration
- "The importance of Fine Arts Education
  http://www.katyisd.org/dept/finearts/Pages/The-Importance-of-Fine-Arts-Education-.aspx
- Performing Arts Aerosol Study
  https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf?fbclid=IwAR0E6G13z2wMuRf_gy0vEOqql-nLB6pEl8uyCReWwB1JBEN35xPJ2qWaGYtk

CAREER AND TECHNICAL EDUCATION

As schools reopen, several CTE-specific factors must be considered. Many CTE programs utilize school-based tools and equipment as well as workplace learning. Both of these situations will be heavily impacted by restrictions imposed due to the current health crisis. It is important Department of Health recommendations be followed closely during opportunities for face-to-face learning. Care must be taken to appropriately disinfect any tools or equipment between uses and those students wear appropriate PPE. Students may also have limited access to work-based learning contingent on DOH recommendations. Accelerate completion of credential requirements schools systems must consider implementing a compressed curriculum for CTE courses that focus on essential content. Diagnostic tests, formative assessments, or other assessment options in CTE can be implemented at the beginning of the school year to ascertain learning loss and progress. During periods of virtual or hybrid instruction, it is important students continue to advance their knowledge and skill related to their pathway. This time may be also utilized to research career development and recommendations for post-secondary education and training. The Association for Career and Technical Education (ACTE) has a number of online resources identified by pathway. The New Mexico Department of Workforce Solutions also has a number of career guidance resources online.

Students pursuing credentials need to monitor any changes to credential requirements and opportunities for distance learning. Many events that have traditionally been a focus of CTSOs may also move to an online format due to the health implications of large gatherings and travel restrictions.

PHYSICAL EDUCATION

Physical Education is more important than ever for the physical and emotional health of our students. As with other disciplines, it is especially important to follow Department of Health guidelines for PPE and social distancing at this time. Individual students may also have specific needs related to their use of PPE. SHAPE America, the Society of Health and Physical Educators has compiled recommendations and resources for teaching in a distance setting.
RECOMMENDATIONS FOR SCHOOL LIBRARIES

Purpose
While much of what awaits us in SY20-21 is unknown, we want to encourage APS Libraries to start with three core values -- Relationships, Reading, and Learning. These three values -- which cannot and should not be separated from a continuous focus on equity, Cultural and Linguistic Responsivity, and a commitment to working collaboratively with students and families -- will help us build a new kind of school library program, one that operates in a physical, blended, or virtual environment.

Relationships
School librarians build relationships. School librarians work with students throughout their time in elementary, middle, or high school. School libraries are safe spaces. Students are able to be themselves in different ways in the library, and have their individual interests valued, nurtured, and prioritized. Now more than ever, we need these relationships to be strong and thriving, because students need their librarians and their libraries to continue to be sources of support, refuge, and inspiration. This can -- and does -- happen in both physical and virtual library environments.

Reading
School librarians help students develop a love of reading, and the ability to read for pleasure, joy, engagement, distraction, information, and much more. Now more than ever, we need students to be readers. We all need solace and distraction right now, and a place for our minds to relax, explore, and be safe and free. Reading gives this to students, and librarians give reading. This can -- and does -- happen in both physical and virtual library environments.

Learning
School libraries teach students to learn and to think. Instead of a specific curriculum, school librarians teach students to ask good questions and find good answers. Digital citizenship is crucial for online learning environments. Now more than ever, we need all humans to be learners and thinkers, with a clear understanding of how to be a responsible participant in the online world. Students need to be able to read, evaluate, and use digital resources. In their libraries, with their librarians, our students practice the art and science of figuring things out, and discover the joy of questioning, knowing, and sharing. This can -- and does -- happen in both physical and virtual environments.

Shared Spaces
In the event shared spaces are ill-advised under any scenario, school libraries can operate virtually or with modified protocols. School librarians can focus on their core priorities of relationships, reading, and learning in an in-person, blended, or fully virtual environment.

Additionally, it may be possible to find ways to circulate library materials in a variety of scenarios, by using online holds and various methods for pickup or delivery. Recent research indicates a quarantine period of three days, for library materials, may be sufficient.

Flexibility, Collaboration, and Plan Evolution
While this document contains recommendations for each of the three scenarios we may move through as a district during SY20-21 (full capacity, blended, and virtual), we recognize each APS library is unique and located within a unique school community.
APS librarians who develop alternative plans should submit them to Library Services for review. If the plans meet APS health and safety guidelines, along with instructional priorities, they will be added to the official recommendations list. We hope this will help us all learn from each other and benefit from the knowledge APS librarians gained this spring and will continue to gain as we proceed through this next year.

While scenarios are listed as blended or fully virtual, if a fully virtual strategy works for a blended situation, it may be used during blended times. If any of the initial recommendations prove to be unworkable or unsafe, they will be removed from the official list.

FULL CAPACITY

<table>
<thead>
<tr>
<th>All scenarios</th>
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<tbody>
<tr>
<td>● Librarians provide support for in-person instruction in a variety of ways -- collaborating on lessons, recording story times or other short videos which could be used during in-person instruction, helping teachers gather resources in-person instruction, etc.</td>
</tr>
<tr>
<td>● Librarian rotates to each classroom (may require substantial funding for librarian PPE), or might also provide remote instruction, by using Google Meet, from the physical library, while students remain in their classrooms</td>
</tr>
<tr>
<td>● Librarians encourage reading and a sense of community through methods such as virtual story times, online book clubs, “lunch bunch” Google Meet sessions, social media, email Reader’s Advisory, and more.</td>
</tr>
<tr>
<td>● Librarians encourage students to use tools, like Destiny Discover, to access ebooks and other digital resources from our library collections.</td>
</tr>
<tr>
<td>● Librarians are encouraged to share their ideas for building community in a virtual space with their fellow APS and New Mexico school librarians.</td>
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<table>
<thead>
<tr>
<th>Option A:</th>
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<tbody>
<tr>
<td>● Librarian teaches students how to put books on hold*, and delivers requested books to students</td>
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<tr>
<th>Option B:</th>
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<tbody>
<tr>
<td>● Librarian teaches students how to put books on hold*, and students come to the library to pick up requested books</td>
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<tr>
<th>Option C:</th>
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<tbody>
<tr>
<td>● Students come to library for book checkout only</td>
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<tr>
<td>● Students are encouraged to touch only books they plan to check out</td>
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<tr>
<td>● Libraries are cleaned between each class (may require substantial funding for cleaning supplies and personnel)</td>
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HYBRID

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<thead>
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<th>All scenarios</th>
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<tbody>
<tr>
<td>● Library instruction takes place on full virtual days/times.</td>
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<tr>
<td>● Librarians record at least some lessons, so students can view them at flexible times.</td>
</tr>
<tr>
<td>● Librarians provide support for in-person instruction in a variety of ways -- collaborating on lessons, recording story times or other short videos, which could be used during in-person instruction, helping teachers gather resources for both asynchronous and synchronous virtual instruction, assisting with copyright, etc.</td>
</tr>
</tbody>
</table>
- Librarians encourage reading and a sense of community through methods such as virtual story times, online book clubs, “lunch bunch” Google Meet sessions, social media, email Reader’s Advisory, and more.
- Librarians encourage students to use tools, like Destiny Discover, to access ebooks and other digital resources from our library collections.
- Librarians are encouraged to share their ideas for building community in a virtual space with their fellow APS and New Mexico school librarians.

**Option A:**
- Librarian teaches students how to put books on hold*, and books are delivered to classrooms (alternatively, students may go to the library only to pick up their on-hold books)
- Librarians will work with their school communities on specific schedules and systems, as school design and enrollment will influence the feasibility of this option

**Option B:**
- Books remain in the library
- Students go to the library for book checkout only, and are encouraged to only touch the books they plan to check out (may require substantial funding for cleaning supplies and personnel)

**VIRTUAL**

**All scenarios:**
- Librarians focus on core values of relationships, reading, and learning
- Library instruction takes place virtually.
- Librarians record at least some lessons, so students can view them at flexible times.
- Librarians support teachers in a variety of ways -- collaborating on lessons, recording story times or other short videos, which could be used during in-person instruction, helping teachers, gather resources for both asynchronous and synchronous virtual instruction, assisting with copyright, etc.
- Librarians encourage reading and a sense of community through methods such as virtual story times, online book clubs, “lunch bunch” Google Meet sessions, social media, email Reader’s Advisory, and more.
- Librarians encourage students to use tools, like Destiny Discover, to access ebooks and other digital resources from our library collections.
- Librarians are encouraged to share their ideas for building community in a virtual space with their fellow APS and New Mexico school librarians.

**Option A (only if librarian volunteers):**
- Students place holds on library books in the Destiny library catalog
- On a schedule determined by the librarian and the school community, librarians schedule time in the library to pull books and prepare them for students to pick up at food distributions
- Librarians or other teachers may volunteer to take turns passing books to students at food distributions
- When books are returned, they are placed in quarantine for at least three full days
- **This option should be completely voluntary, as librarians may have health concerns for themselves or vulnerable family members**

**Option B:**
- Schools acquire paperback books to be used as consumables (this option would require funding for paperback books)
Distribute paperbacks at food distributions
Return of these paperbacks will not be required

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

RECOMMENDATIONS FOR SPECIFIC STUDENT GROUPS:

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

The SAT department continues to monitor the student currently in SAT or had been in SAT previously in the year. The data is disaggregated into three categories: academic, behavior only, and academic and behavior referrals. In addition, SAT Liaisons perform an analysis of the likelihood SAT will result in Special Education Testing. It is more unlikely than not a SAT referral will lead to Special Education testing district-wide across grade levels. However, at the middle school and high school levels, SAT referrals will more likely lead to Special Education Testing. C&I Student Assistance Team (SAT) Liaisons are working to support and provide training for SAT at schools district-wide. Each school has a SAT, whose purpose is to support the progress of students struggling with the general education curriculum despite the use of differentiated instruction and universal interventions. The SAT develops Tier 2 interventions for at-risk students who are not responding to the Tier 1 core program in the general education environment and students who might need supplemental, strategic, and individualized support. Initial evaluation for special education (Tier 3 interventions) is appropriate when the SAT recommends the same or agrees with a parent request. SAT Liaisons worked with the Special Education Department to develop common document forms and align practices to efficiently serve students across the district.

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

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

SAT will to continue to support students in a remote, hybrid, or full capacity models.


MT(L)SS

Pursuant to the Every Student Succeeds Act, a Multi-Tier System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs with regular observation to facilitate data-based instructional decision-making. The New Mexico Public Education Department (NMPED) defines a Multi-Layered System of Supports (MLSS) as a coordinated and comprehensive intervention framework to organize schools and school systems to support student learning by identifying and supporting students’ academic and behavioral needs, and by recognizing and providing resources teachers, health and wellness staff, and school administrators require for full implementation. The goal of MLSS is to support high-quality instruction and intervention, healthy students, and safe learning environments. APS participated as a pilot school district in the NMPED MLSS implementation of the dyslexia screener, structured literacy, and the MLSS framework.

Characteristics of an MT(L)SS School

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Attendance</th>
<th>Behavior</th>
<th>Health</th>
<th>Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Layer 1: Universal Interventions (all students)</strong></td>
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</tr>
<tr>
<td>-Rigorous instruction</td>
<td>-School-wide attendance incentives</td>
<td>-School-wide social emotional learning (PBIS, Zones of Regulation, AIM, Restorative Practices, etc.)</td>
<td>-School has an updated site safety plan</td>
<td>-School site provides reciprocal family engagement opportunities that meet the needs of the school as well as the community</td>
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<tr>
<td>-CCSS-aligned scope and sequence, lesson plans</td>
<td>-School-based attendance team</td>
<td>-Updated student handbook</td>
<td>-Established health and wellness policies and procedures</td>
<td>-Families take an active role in shaping school policies and initiatives</td>
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<tr>
<td>-Instructional expectations monitored through observations and walkthroughs</td>
<td>-Evidence-based core curriculum</td>
<td>-Behavior norms are explicitly taught and reviewed regularly</td>
<td>-Positive to corrective feedback ratio is above 5:1</td>
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<tr>
<td>-Evidence-based formative and summative assessments</td>
<td>-Culturally and linguistically responsive instruction</td>
<td>-School staff are trained to identify behavioral concerns that impair a student's social and behavioral development</td>
<td>-Relevant staff members are aware of students' health needs and know how to respond</td>
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<tr>
<td>-Coordinated and ongoing teacher and principal PD</td>
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<td>-School staff are trained to identify behavioral concerns that impair a student's social and behavioral development</td>
<td>-Health and wellness teams meet regularly</td>
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</tr>
</tbody>
</table>

| **Layer 2: Evidence Based Targeted Interventions (some students)** | | | | |
| -Plan for intervention | -Use of EWS data to provide attendance support | -Use of EWS data to provide behavior support | -Resources are available to meet individual family needs such as ESL/GED course offerings, SAT/IEP workshops, etc. |
| -Teachers are trained in providing in-class interventions | -Attendance contracts | -Small groups meet with counselor or social worker | |
| | | -School staff are trained to identify behavioral concerns that impair a student's social and behavioral development | |
| | | -Relevant staff members are aware of students' health needs and know how to respond | |
| | | -Health and wellness teams meet regularly | |

| **Layer 3: Intensive, Individualized Interventions (few students)** | | | | |
| -Lit Strats/Math Strats courses have clear instructional expectation and are targeted to students' needs | -Attendance contracts include contact with social workers, counselors, and families | -Individualized behavior interventions such as token systems, direct behavior instruction, behavior contracts, self-monitoring tools | -School staff receives specialized training in meeting unique health needs | |
| -Dedicated interventionist | | -Staff receives PD to provide intensive behavior interventions | | |

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

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

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

MT(L)SS will to continue to support students in a remote, hybrid, or full capacity models.

**STUDENTS WITH IEPs**

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

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

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

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

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

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

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

- According to the guidelines from the U.S. Department of Education, we must continue to understand IEPs may NOT be universally modified. Schools should take into consideration alternate methods for providing educational services to children with disabilities ages 3-21, who are receiving IEP services, such as, teleservices, learning packets, face-to-face services and/or online lessons. We will need to adjust, as our response to the virus may determine how we will need to operate.
- One of the positive aspects of the current pandemic situation is many meetings were held virtually or through teleconferencing. This was convenient for many families, as they did not have to find childcare for other family members or did not have to travel to the school for the meeting. Many families may wish to continue to hold these meetings in this format for safety reasons this school year.
• Many parents were provided with a draft copy of the IEP, so they had time to review it and were able to develop their questions and concerns before the IEP. This led to IEPs being completed in a shorter amount of time, compared to the past and is a practice many feel should be continued as we move forward.

• As we return to the new school year, it is important to ensure connections are made with families and those connections lead to updating important contact information. That way, if we have to move to distance learning for safety reasons, families will be contacted in a timely manner.

• When teachers and related service providers are able to establish baseline data on student skills, IEP Teams can determine what actions need to be taken to mitigate any loss of skills, if that is the case.

• It is important to assure families services will continue and students' needs are being addressed.

• When holding student IEPs, it is important consideration of compensatory education be evaluated and determined whether it is necessary.

• Because of the uncertainty of COVID-19, it is important to discuss changes to instruction due to hybrid models to accommodate social distancing, online instruction due to school closures, and accommodations and modifications to meet the needs of the student for the various platforms they may experience.

• The IEP is the roadmap for each student with a disability. In these challenging and evolving times, including COVID-19 restrictions, it is critical the IEP team meets and works with the family to jointly determine what is working for each student in distance learning, as well as what accommodations and methodology of learning allows the greatest access.

**Instructional Services (Essential Learning)**

All students are expected to experience some loss of skills because of the closure of schools for COVID-19. It has been estimated many students will have experienced significant gaps in mastering standards for the previous grade level. APS’s Office of Equity, Instruction, Innovation and Support (OEIIS) has made a determination teachers will need to be able to address losses in previous grade level standards and place a laser focus on 50% of essential standards for the current grade level to get students where they need to be. As special educators, we know all too well how students have gaps in mastering standards from previous grades. We may be able to help our general education peers develop strategies as they grapple with meeting the needs of all students. Even in the best of circumstances, our students with disabilities experience potential loss of skills necessary to close the achievement gap. It is imperative we continue to connect with students’ families during these extraordinary times. How do we prepare for various delivery of service formats? School participation may look different from in the past because of COVID-19.

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

Staff and students have experienced trauma during these times and, as such, a focus on trauma informed instruction should be at the forefront of everything we do when the school year begins. Schools must ensure students with disabilities have access to the same or equitable learning platforms as their regular education peers to the greatest extent possible no matter the format school is being provided.
We are partners in developing student skills for success. Students will need to be educated in proper strategies to mitigate the spread of the virus. Reinforce the need to continue to follow recommendations on mitigation through engaging activities, helping students understand the responsibility we all have.

**Hybrid Instruction**

<table>
<thead>
<tr>
<th><strong>Face-to-Face Recommendations</strong></th>
<th><strong>On-Line Recommendations</strong></th>
<th><strong>Independent Work Recommendations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education classrooms meet face-to-face following CDC social distancing recommendations</td>
<td>Activities should reinforce skills and concepts taught during face-to-face instruction</td>
<td>Could be workbook activities designed to practice the skill learned with the curriculum pertaining to IEP goals/objectives.</td>
</tr>
<tr>
<td>Focus should be on essential standards and IEP goals</td>
<td>Snap and Read, Co-Writer, and Bookshare are tools students can use to complete work</td>
<td>Build reinforcement activities for face-to-face</td>
</tr>
<tr>
<td>Essential to build social-emotional support throughout the instructional time. Should be the focus for the first weeks of school.</td>
<td>Use i-station/i-Ready lessons for ELA and Math</td>
<td>Snap and Read, Co-Writer, and Bookshare are tools students can use to complete work</td>
</tr>
<tr>
<td>Special and Gifted education teachers can take the opportunity to co-teach with related service providers and/or general education teachers</td>
<td>EAs can sit in the virtual setting to support student needs, reinforce skills, etc.</td>
<td>Use EAs where appropriate to support the learning</td>
</tr>
<tr>
<td>Build in time to support online learning with direct instruction on how to access with technology</td>
<td>Use visual supports to teach skills such as videos, TED-Ed talks, and online manipulatives</td>
<td>Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students.</td>
</tr>
<tr>
<td>Build in time to support online learning with direct instruction on how to access with technology</td>
<td>Provide UDL- various assignment options to show content knowledge</td>
<td>Gifted education teachers can provide support and materials to students in Talent Pool or those students needing further enriching opportunities.</td>
</tr>
<tr>
<td>Students will have to meet their general education requirements; each educational team will need to determine how they will build in instructional time for each student with an IEP</td>
<td>Provide expectations for the work students are expected to complete during this time with modifications as needed</td>
<td>Schedule 1:1 personal support and small group instruction for your students in need</td>
</tr>
<tr>
<td>Provide general education teachers accommodations and modifications to their lesson plans for the students with disabilities and students with giftedness eligibility when team or co-teaching</td>
<td>Provide graphic organizers to help students manage their work, visual schedules</td>
<td>Gifted education teacher can provide support and materials to students in Talent Pool or those students needing further enriching opportunities.</td>
</tr>
<tr>
<td>Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students.</td>
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</tr>
<tr>
<td>Provide daily or weekly feedback to families on students’ work</td>
<td>Once rapport has been established - identify students’ academic needs at the BOY using high quality, standards-aligned diagnostic tools. Measure the impact of learning loss, if any and implement strategies to respond.</td>
<td></td>
</tr>
<tr>
<td>EAs could be the point of contact for daily check-in with students and available to provide support</td>
<td>Develop an at home kit for reinforcing skills (i.e. dry erase boards/markers, alphabet boards, number charts, etc.)</td>
<td>Develop projects students could complete during their independent worktime using checklists</td>
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<tr>
<td>Provide office hours for students to meet with you regarding challenges they are experiencing</td>
<td>Provide office hours for families to connect</td>
<td>Gifted education teachers can provide opportunities for in-depth independent study.</td>
</tr>
</tbody>
</table>

**Online Instruction Due To School Closures**

**Core Instruction Supports**
- Continue to work on students’ IEP goals and provide access to the general education curriculum
- Provide learning packets before shutdown, so students have access to their materials
- Address social emotional learning needs with online options for routine check ins, etc. using district curriculum - i.e. Zones of Regulation/ Unthinkables
- Continue to deliver lessons that support the face-to-face instruction online
- Focus should be on essential standards (as appropriate) and IEP goals
- Schedule 1:1 personal support and small group instruction for your students in need

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

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

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

**Health and Safety**

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

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

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

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

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

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

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

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

Considerations for all teachers:

- Before school starts, how will you engage with families and provide activities to help families feel comfortable on the school campus?
- How will you integrate SEL practices?
- How will you provide daily trauma-informed check-ins with students?
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How can we positively communicate the need for physical distancing in the classroom? Children naturally hug, touch, etc. when playing. Consider finding ways to positively reinforce good practices.
- How will we handle students and/or families’ varied understandings of physical distancing measures?
- Consider age-appropriate lessons on the science behind infection. Such lessons may also be used when addressing students who express concern when seeing other classmates’ exhibit signs of allergies or other non-contagious symptoms.
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site? What, if any, exceptions can be made in such circumstances?
- How can we support movement to ensure children are expending adequate energy?
- As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Consider building in transition activities that allow for movement.
- Discourage sharing of items and space. Mark areas with tape to help students understand social distancing.
- How do I integrate SEL practices into instructional planning?

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

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

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

Considerations:

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

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

Related Services (OT/PT/SLP/SSW)
● All related service providers should use their professional judgment to determine how to appropriately provide services to meet a student’s IEP goals.
● Allow for flexibility in service delivery with the hybrid, online or face-to-face models and collaborate with educational/related service staff whenever possible.

For example:
● Consider co-treating with other related service providers during face-to-face or online models.
● Consider the inclusion model for services to minimize movement of students around the school.
● Request to be a co-teacher on the online-classroom platform to post activities and resources for students, families and teachers to access.
● Participate in Google Meets with teachers and/or via break out groups within the Google Meet.
● Schedule school sites and classrooms to minimize travel and movement within the school day and week.
● Monitor student learning/progress through:
  ○ Rubrics from district
  ○ Teacher input
  ○ Parent input
  ○ Student input
  ○ Data collection
  ○ Baselines

● Learning targets will be based on students’ individual IEP goals.
● Develop a relationship with parents to collaborate with scheduling sessions, implementing activities to address IEP goals at home, train and educate.

Instruction/Independent Learning Time
○ Instruction may utilize a variety of settings, platforms, tools, and co-treatments.
○ Related service providers through online classroom platforms can support students’ independent learning where resources, assignments and handouts can be posted for them to access.

Utilizing Technology
According to EdWeek, COVID -19 is shaping technology use. Increasingly, teachers are using technology as a tool to provide educational services. Online instruction is evolving with more students having access to devices than before the pandemic. A new level of troubleshooting technology problems arose as teachers helped students and families access their Google classrooms, with varying success.
As we begin the school year, it has become obvious there is a great divide in opportunities for students when it comes to access to technology. Many teachers and related service providers were challenged in meeting with their students because students and their families lacked experience with technology. When we have the opportunity to sit face-to-face with our students, we should teach them how to access the online platforms we will need to use this school year. Schools should consider hosting opportunities for families to connect and experience those technologies to learn how best to help their children. Develop creative opportunities for students to interact with their peers using technology. Determine what is working and what has not worked to make plans for success.

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

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

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

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

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

- Learning Opportunities
  - School staff can learn how to use UDL tools at their own pace with online courses available through Canvas. To access the Canvas platform, go to my.aps.edu and look for Canvas.
  - Staff can access the resources available on the Special Education intranet.
How Special and Gifted Education Resource Teachers will Provide Support to Teachers
Special and Gifted Education resource teachers will continue to support teachers by providing training, holding office hours for troubleshooting issues, and being available to consult. Please access consultation forms as usual. It appears as though all PD and curricula training will need to be held virtually to mitigate the spread of the virus. Once format can be established, PD and curricula training will be posted on the Intranet and in PowerSchool.

COVID-19 Safe Practices for Educational Diagnostic Evaluations
Required Health and Safety Materials and Supplies for Face-to-Face Evaluation:
- Thermometer
- Disposable face masks/coverings
- Disposable face shields
- Disposable brown paper bags (lunch bag)
- Disposable medical gloves
- Sneez Guard (at least 24”x24” with bottom cutout/pass-through slot)
- Hand sanitizer (at least 60% alcohol)
- Disinfecting spray/wipes
- Paper towels
- Spray bottles (if needed to mix cleaning solution)
- Tissues
- Small single use disposable 2-4 ounce cups for water
- Hand soap

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

Health Questionnaire for all individuals involved in Face-to-Face Evaluations:
In the past 24 hours, have you experienced any of the following:
- Fever of 100.4 degrees Fahrenheit
- Fatigue
- Frequent, Dry Cough
- Aches and Pains
- Sore Throat
- Diarrhea
- Headaches
- Shortness of Breath
- Loss of Smell or Taste
- Have you recently been in close contact with anyone who has exhibited any of these symptoms?
- Have you recently been in contact with anyone who has tested positive for COVID-19?
*Evaluators, students and their families are expected to stay at home if they are ill.*

**Guidelines for 2020-2021 Face-to-Face Evaluations:** Evaluators include Educational Diagnosticians, School Psychologists, Speech Language Pathologists, and Neuro-motor Therapists
- Due to social distancing requirements and CDC safety precautions, ALL evaluations will occur at diagnostic centers (NEDC, NWDC, or SEDC); no school-based evaluation will be conducted.
- In order to limit the amount of staff and students present at once, APS will develop and implement a weekly “slot” or test session schedule.
- Site supervisors
  - Assigned a maximum occupancy for each building/wing based on number of offices; centers may vary based on each facility or building make up.
  - Buildings and/or wings will be divided using the following ratio (slot/session to office):
    - 1 (slot/session) to 4 (offices) or
    - 2 (slots/sessions) to 8 (offices)
    - Not to exceed maximum occupancy
  - Sessions will occur per building/wing
    - one morning (8:30 am) slot/session
    - one afternoon (1:00 pm) slot/session
  - The site supervisor will develop a master schedule to include weekly slots per diagnostic center per building/wing.
- Center Data Technicians
  - Schedule all slots/session.
  - Reminder call the day before the evaluation
  - Review a questionnaire with each student and family regarding their health, the day before to the evaluation appointment as well as the day of the evaluation
  - Check students temperature upon arrival
  - If they exhibit symptoms on the questionnaire or a temperature above 100 degrees Fahrenheit, students will not be eligible for face-to-face evaluation on that day.
- Evaluators (Diagnostician, School Psychologist, SLP, and/or OT/PT)
  - Work in teams as needed for same day evaluations
  - Work on a rotating schedule based on their team and weekly slot/session; evaluator slot/session day and time preferences will be considered by management.
  - Continue to telework as much as possible (i.e. writing pre and post evaluation reports, scoring protocols, and other activities that do not require face-to-face interactions with students and/or parents).

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

### Guidelines for English Language Development

<table>
<thead>
<tr>
<th>Setting</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening Potential</td>
<td>LCE will proceed with the screening process, as usual. Please see the official APS <a href="#">EL Screening Guidance Document</a> regarding the process</td>
</tr>
<tr>
<td>English Learners</td>
<td>found on the APS Intranet.</td>
</tr>
<tr>
<td><em>Face-to-Face</em></td>
<td></td>
</tr>
<tr>
<td>Screening Potential</td>
<td>LCE will prioritize screening students in person and will coordinate with schools to determine student schedules in order to set a screening date and time. In the event students or their parents have selected to engage in virtual learning only, LCE will administer a provisional questionnaire (please see below).</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td><em>Hybrid</em></td>
<td></td>
</tr>
<tr>
<td>Screening Potential</td>
<td>In the event students engage in virtual learning, LCE will administer a provisional questionnaire via phone or video conference. The results of the questionnaire will provisionally place a student in the appropriate course until a formal screening can be administered in person. Provisional questionnaire results will be recorded in Synergy.</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td><em>Virtual</em></td>
<td></td>
</tr>
</tbody>
</table>

### Recommendations for Administrators

As APS complies with and implements safety and health guidelines from NMDOH and NMPED, delays in screening students for English proficiency are to be expected. The Department of Language and Cultural Equity (LCE) recommends administrators proceed with provisionally placing students in ELD services if it is in the student’s best interest and they deem, in good faith, these services are critical for the student’s academic success. All scheduling and placement of potential English Learners (ELs) should be well documented by the site administrator, and parents should be contacted regarding the placement of any student in an ELD course. Parents have a right to deny the placement. An opt-out form is not required for provisional placement, unless the student has been formally screened and identified and the parent refuses the services. If a student is provisionally placed in ELD services and then student is later identified as Initial Fluent English Proficient, the site administrator must remove them from services immediately. LCE will work in good faith to meet the screening deadlines for all potential ELs, however, the safety of our students and testing team is a priority.
Scheduling English Learners with Appropriate Staff

School administrators should continue to schedule students per scheduling guidelines provided by the Department of Language and Cultural Equity (below). Student groups and individualized instruction can operate with fluidity and flexibility within these guidelines to meet student needs. 

*English Language Development services, as per guidance delivered to the New Mexico Department of Education by the School Reentry Task Force in June of 2020, should be prioritized when students engage with their instructors in a face-to-face setting.*

Required Minutes For Face-To-Face, Hybrid & Virtual Settings

- 45 minutes for students NOT enrolled in a bilingual program
- 60 minutes for students enrolled in a bilingual program

*Based on NMPED guidance and under the Equal Educational Opportunities Act of 1974, schools must meet the required minutes noted above in delivering services to ELs to ensure their Civil Rights are protected in any instructional setting. ELD is a protected and designated time for ELs under federal law.*

Elementary Scheduling Guidelines

English Learners should be scheduled with their IFEP peers and engage in designated ELD during the Language Arts block. Students are not required to be separate and apart from their peers but must receive 45/60 minutes of instruction, which targets the four domains of language at the appropriate level based on proficiency.

<table>
<thead>
<tr>
<th>Option 1: 1 grade, 2 proficiency levels</th>
<th>Option 2: 1 grade, all proficiency levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. 8th grade, levels 1 &amp; 2</td>
<td>i.e. 8th grade, levels 1-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3: All grades, 2 proficiency levels</th>
<th>Option 4: All grades, all proficiency levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. 6-8, levels 1 &amp; 2</td>
<td>i.e. 6-8, levels 1-4 (not recommended)</td>
</tr>
</tbody>
</table>

*MS & HS ELs must be separate & apart for ELD*

Endorsement And Licensure Requirements

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary License</td>
<td>Secondary License</td>
<td>TESOL Endorsement</td>
</tr>
<tr>
<td>TESOL OR Bilingual Endorsement</td>
<td>TESOL Endorsement</td>
<td>Language Arts Endorsement</td>
</tr>
</tbody>
</table>

NOTE: Staff members without proper licensure may NOT deliver services to English Learners

For in-depth guidance, please visit the LCE page on the APS Intranet.

**ELD SCHEDULING GUIDANCE DOCUMENTS**

English Learners With Disabilities

EL students with disabilities need to receive their Special Education Reading/English instruction per their IEP as well as their ELD instruction. This may be done in the same class if the special education licensed teacher holds both TESOL and Language Arts endorsements and all students in the class are ELs. Otherwise, EL students must receive ELD instruction separate from their Special Education class.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| **Staffing**  | **Elementary School**  
● ELD instruction must be delivered by a TESOL-endorsed teacher.  
● Special Education services must be delivered by a licensed Special Education teacher.  
● A teacher holding both the TESOL endorsement and Special Education license may provide both services to a qualifying student.  

**Middle & High School**  
● ELD instruction must be delivered by a TESOL-endorsed teacher who also holds a Language Arts endorsement.  
● Special Education services must be delivered by a licensed Special Education teacher.  
● A teacher holding both the TESOL endorsement, Language Arts endorsement and Special Education license may provide both services to a qualifying student. |
| **Scheduling** | **Elementary School**  
● Schedule students with a licensed Special Education teacher holding a TESOL endorsement. NOTE: This class must consist only of English Learners.  
● Special Education and TESOL endorsed teachers work collaboratively to provide both services to the English Learner  
● Schedule for ELD in the general education classroom with a TESOL endorsed teacher and received Special Education minutes separated from the Special Education teacher.  

**Middle & High School**  
● Enroll students in a Special Education ELD course  
   ○ Only ELs with disabilities may be placed in this course  
   ○ Must be taught by a licensed Special Education teacher holding both a TESOL and Language Arts endorsement  
● If a Special Education ELD course is not offered, follow the guidelines below:  
   ○ Special Education teacher and TESOL/LA-endorsed teacher collaborate to provide both services to qualifying students. |
| **SPED Curriculum Resources** | Wilson and SPIRE cannot be modified, and therefore do not count as providing both the ELD and Special Ed. services. |

**Reentry Considerations for English Learners**

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Details</th>
</tr>
</thead>
</table>
| Reentry Culture & Environment (Overview) | ● Prioritize needs, scheduling and supports for ELs  
● Connect with students on a daily basis (in person, phone, e-mail, video conference, etc.) |
- Learning experience of 2020/2021 is unprecedented; build norms and expectations with students to ensure inclusivity and transparency

### Face to Face/Hybrid Environment
- With students, collaboratively build classroom norms and expectations for online learning
- Plan for and implement Checks for Understanding (CFUs) regarding online expectations to ensure all students understand their role in learning
- Plan for and maintain a consistent schedule
- Visual signs and labels to support adherence to social distancing guidelines for students of all language and cultural backgrounds
- Picture schedules
- Ensure students know how to reach you for support when not engaged in face-to-face learning

### Virtual Learning Environment
- With students, collaboratively build classroom norms and expectations for online learning
- Plan for and implement Checks for Understanding (CFUs) regarding online expectations to ensure all students understand their role in learning
- Plan for and maintain a consistent schedule
- Plan for and provide multiple modalities of engagement to ensure all student voices are heard
- Picture schedules/shared Google Calendars
- Ensure students know how to reach you for support when not engaged in synchronous meetings

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### Planning and Delivery Of Instruction

Delivery of 45 or 60 minutes of ELD should be focused on the alignment of the WIDA Can Do Key Use Descriptors to the Essential Common Core English Language Arts Standards, as designated by APS Curriculum and Instruction Department, found [HERE](#).

**THE ELD BLOCK, IN ANY SETTING, SHOULD BE DELIVERED AS ONE, CONTINUOUS BLOCK OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Designated ELD</th>
<th>Integrated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instruction regarding English Learners should be delivered at grade level. English Language Development should be targeted according to a student’s English proficiency.</td>
<td>Content-area standards are the goal; ELD standards are used to guide language support</td>
</tr>
<tr>
<td>English acquisition is the goal</td>
<td>Language is scaffolded and supported in content instruction</td>
</tr>
<tr>
<td>Ensure synchronous remote learning that includes explicit language practice</td>
<td>English is the medium of instruction, but primary language can be used as a scaffold to access content</td>
</tr>
<tr>
<td>Language is taught through rich content</td>
<td></td>
</tr>
<tr>
<td>English is the medium of instruction</td>
<td></td>
</tr>
<tr>
<td>It occurs at a designated time of day</td>
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</tr>
<tr>
<td>Provided by a teacher with a TESOL and</td>
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</table>

54| APS Instructional and Operational Plan SY20-21
Language Arts endorsement grades 7-12
- Provided by a teacher with a TESOL and Language Arts endorsement grades 7-12 or TESOL or Bilingual endorsement grades K-6

Taught throughout the day as part of all content-area instruction
- Provided by all educators

Differentiation

Using ACCESS scores, create individualized instructional plans for each student considering the following:
- Overall score
- Four (4) language domain scores
- WIDA Can Do Key Use Descriptors

In a hybrid instructional model:
- Prioritize new learning in face-to-face setting
- Reinforce and review in virtual setting

In a virtual instructional model:
- Provide ELD instruction to students with like needs and proficiency levels in synchronous meetings. Follow up with individualized instruction and virtual lessons as needed.
- Record lessons and class meetings for replay purposes to support student learning.

In all settings, consider differentiating by process, product, and content. Watch the video linked HERE to review these methods of differentiation.
- PROCESS: Provide students different methods of arriving at the same goal (i.e. allowing students to select from a variety of brainstorming maps when engaging in the writing process).
- PRODUCT: Allow students to demonstrate mastery of an objective or standard in different ways (i.e. allowing students to post a recording, illustration, or image on Seesaw to explain their thinking).
- CONTENT: Provide students with content options to demonstrate mastery of objectives (i.e. allowing students to select different writing prompts to demonstrate mastery of the writing process).

For guidance and support in creating individual plans for students or creating action plans for academic and language growth for a class, please reach out to LCESupport@aps.edu to connect with an ELD Specialist.

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student progress on assignments and assessments should be monitored and discussed with students and/or parents on an ongoing basis.</td>
<td>Provided to students on a weekly basis (at minimum)</td>
</tr>
<tr>
<td>Fluctuations in a student’s performance or a decrease in grade or participation should be communicated and discussed to provide adequate support for academic success.</td>
<td>Provided in formats most accessible to student (video/written/recorded)</td>
</tr>
<tr>
<td></td>
<td>Check to ensure student understands feedback and can apply to new work</td>
</tr>
<tr>
<td></td>
<td>Feedback should focus on growth and student assets</td>
</tr>
</tbody>
</table>
### Assessment

Based on ACCESS 2.0 scores from spring 2020, the language domains of SPEAKING and WRITING (productive language) continue to be a priority for English Learners in APS.

- Identify student needs upon reentry using ACCESS 2.0 spring 2020 scores.
  - Develop individual plan for students with most significant learning/language gap*
- Prioritize English Learners with most significant learning/language gap
- For Designated ELD, focus on demonstration of language production
- For Integrated ELD, focus on demonstration of understanding of content
- Use student-created rubrics
- Use a variety of question types
- Allow additional time to complete assignments and projects
- Incorporate cooperative group and self-assessment

### Resources

The following documents and online resources are supported by LCE to be utilized in delivering instruction to English Learners:

- WIDA ELD Standards
- WIDA Can Do Key Use Descriptors
- WIDA Teaching Multilingual Learners Online
- APS Designated Essential Standards (ELA & ELD)
- LCE ELD Instructional Support Website
- ELD Educator Modules for Virtual Professional Development
- Student and Teacher Resources

### Culturally & Linguistically Responsive Instruction

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally &amp; Linguistically Responsive (CLR) Instruction</td>
<td></td>
</tr>
</tbody>
</table>
  - Utilize asset-based thinking when engaging with students at all times  
  - Build relationships with students  
  - Understand and apply knowledge of cultural difference and how distance learning hinders/supports learning  
  - Build time to for SEL  
  - Use current events as open dialogue and expression  
  - All students have equitable access and quality internet capability before holding them accountable with any assessments or grading  
  - Teach and reteach how to access and navigate programs, apps, and appropriate websites  
  - Build routines and “check-ins” for students  
  - Consider all student and family needs during this time including mental health, social services, special needs, homeless students, and so on and how we will assist in meeting the needs of the students/families  
  - Think of the students for whom traditional methodology does not work for and what they are experiencing now and change instruction to support those students. |
<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional Learning</td>
<td>• Set up your teaching space to help students feel connected</td>
</tr>
<tr>
<td></td>
<td>○ Bring familiar objects from your classroom to your teaching space</td>
</tr>
<tr>
<td></td>
<td>• Make contact with students and families using different avenues</td>
</tr>
<tr>
<td></td>
<td>○ Phone, text, email, virtual meetings</td>
</tr>
<tr>
<td></td>
<td>○ Make families aware of available free hotspots</td>
</tr>
<tr>
<td></td>
<td>• Build connections to students</td>
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<tr>
<td></td>
<td>○ Start each school session to address how students feel and allow</td>
</tr>
<tr>
<td></td>
<td>them to express themselves. Make it a discussion and a time of</td>
</tr>
<tr>
<td></td>
<td>expression and reflection</td>
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<tr>
<td></td>
<td>• Link Social Emotional Learning to academic topics, lessons and</td>
</tr>
<tr>
<td></td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td>○ Journaling</td>
</tr>
<tr>
<td></td>
<td>■ Allow students to write, draw and use photos to express</td>
</tr>
<tr>
<td></td>
<td>themselves</td>
</tr>
<tr>
<td></td>
<td>○ Writing</td>
</tr>
<tr>
<td></td>
<td>■ Use writing to allow students to express themselves about</td>
</tr>
<tr>
<td></td>
<td>emotions but detach themselves from anxieties</td>
</tr>
<tr>
<td></td>
<td>● ex. How would you help someone who is anxious about</td>
</tr>
<tr>
<td></td>
<td>COVID-19/Race inequalities etc.</td>
</tr>
<tr>
<td></td>
<td>• Develop positive self-talk</td>
</tr>
<tr>
<td></td>
<td>○ Model and use positive feedback when working with students</td>
</tr>
<tr>
<td></td>
<td>■ ex. I am nervous about using this new program and I know I may</td>
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<tr>
<td></td>
<td>do a couple of things wrong, but with practice, I will be able to</td>
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<tr>
<td></td>
<td>do this in no time.</td>
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<tr>
<td></td>
<td>• Students will need breaks throughout the day</td>
</tr>
<tr>
<td></td>
<td>○ Use whole body movement, a group activity or game, or a mental</td>
</tr>
<tr>
<td></td>
<td>challenge.</td>
</tr>
<tr>
<td></td>
<td>○ Play music and have students get up and stretch, do jumping</td>
</tr>
<tr>
<td></td>
<td>jacks and/or breathing exercises.</td>
</tr>
<tr>
<td></td>
<td>○ Use brain breaks as a strategy to transition from lesson to lesson</td>
</tr>
<tr>
<td></td>
<td>○ Have a strategy in place to refocus students back to the task at</td>
</tr>
<tr>
<td></td>
<td>hand</td>
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</tbody>
</table>

- Use CLR protocols in the classroom/virtual setting with all students
- Creating activities where students can "be themselves" in distant learning (culturally relevant)
- Project based learning, small group work, work that is culturally relevant and based on current events
### Connecting with Families of English Learners

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Details</th>
</tr>
</thead>
</table>
| Communication            | - Ensure all staff are familiar with referring families to support services available (i.e. nutrition, transportation, counseling, medical, translation & interpretation, etc.)  
- Ensure all staff are familiar with referring families to sites, communication lines, and support personnel who can provide updated and accurate information regarding COVID-19 and in various languages.  
- Connection with Community Services  
- Communicate safety restrictions and protocols in various languages  
- Develop a COVID-19 communication plan and provide a forum for answering questions  
- Establish weekly newsletters/emails/calls with families translated in various languages based on family language needs.  
- Provide training and guidance on Distance Learning practice |
| School-Home Connection   | - Survey school community to determine preferred method of communication. The survey would be translated in various languages based on family language needs. Ensure staff utilizes survey results.  
- Define and communicate the family’s role in supporting an English Learner student*- this would be done in various languages based on family language needs  
- Ensure all staff understand the how to connect parents with technology support to promote and advance equitable access  
- Establish office hours with school personnel (principal/teachers/support staff) to answer parent/family questions  
- Develop methods to communicate concerns about students and families  
- Continue to have parent meetings/events virtually and have interpreters available as needed  
- School supplies and materials needed at home to accomplish/complete at home assignment and projects |
| Family Resources         | - APS At-Home Family Resources  
- APS LCE YouTube Channel Resources  
  - Read Aloud  
  - At home lessons  
  - Family PD  
- E-Book Access [Here](#)  
- Rosetta Stone for Parents  
  - Rosetta stone licenses are available for parents to learn a new language. For more information, please click [HERE](#) |
Frequently Asked Questions

Questions and answers detailed below reflect LCE’s current understanding and response to the ever-changing face of education in this unprecedented situation. Please ensure you have the most updated and recent version of this guidance document.

<table>
<thead>
<tr>
<th>Area of Education</th>
<th>Question &amp; Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Q: Is there flexibility in a hybrid or virtual model in terms of which staff members may deliver ELD services to students?</td>
</tr>
<tr>
<td></td>
<td>A: No. Students must receive ELD services from staff members who meet the requirements outlined in the chart above.</td>
</tr>
<tr>
<td></td>
<td>Q: Will the ELD lessons televised on KNME be delivered by a TESOL-endorsed teacher?</td>
</tr>
<tr>
<td></td>
<td>A: Yes; however, these lessons cannot be used to satisfy a student’s ELD minutes. ELD instruction delivered to students should focus on each individual’s language needs.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Q: How will students be screened for ELD services in a hybrid or virtual setting?</td>
</tr>
<tr>
<td></td>
<td>A: In the event LCE cannot screen students in person, a provisional questionnaire will be administered by phone or virtual conference.</td>
</tr>
<tr>
<td>Standards &amp; Essential Learning</td>
<td>Q: Do ELD teachers have a different set of Essential Learners than do Language Arts teachers?</td>
</tr>
<tr>
<td></td>
<td>A: Minimally, yes. ELD teachers should follow the Essential Standards chart published by Curriculum and Instruction; however, there are a minimal number of standards, which are considered essential for language development that are coded in the color purple.</td>
</tr>
<tr>
<td>Resources</td>
<td>Q: Can programs such as Rosetta Stone or Duolingo be used to fulfill a student’s daily ELD minutes?</td>
</tr>
<tr>
<td></td>
<td>A: No. English Learners are entitled to individualized instruction to meet their Language Development Needs in the four domains of language. Online language learning platforms target only listening and speaking.</td>
</tr>
<tr>
<td></td>
<td>Q: Can teachers request translation services for lessons or curriculum from LCE’s Translation and Interpretation (TIS) Department?</td>
</tr>
<tr>
<td></td>
<td>A: No. TIS serves the purpose of bridging the school to home connection with parents and families. Their focus is on communication of information.</td>
</tr>
</tbody>
</table>
Q: I am a new administrator and feel I need support and guidance with implementing ELD programs at my site. Who should I contact?

A: Please reach out to Ms. Jessica Villalobos (villalobos@aps.edu), Senior Director, LCE

Q: I have a new ELD teacher at my site who needs support and direction to support his/her English Learners. Who should I contact for support?

A: Please reach out to LCESupport@aps.edu and we will connect you and your teacher with an ELD Teacher Support Specialist.

### BMEP STUDENTS

<table>
<thead>
<tr>
<th>Program Language</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zuni</td>
<td>6</td>
</tr>
<tr>
<td>Navajo</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>58</td>
</tr>
</tbody>
</table>

**Bilingual Program Guidance**

The goals of BMEPs in APS are for all students, including English Learners to:

- Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language
- Meet state academic content standards and benchmarks in all subject areas

BMEPs in Albuquerque Public Schools benefit all students but provide critical support for English Learners (ELs). Giving ELs access to content and language instruction in their home language provides them access to content and allows them the opportunity to maintain and develop their first language while acquiring and developing English.

The following guidance, recommendations, and considerations provided for BME Programs follow the Guiding Principles for reentry from the New Mexico Public Education Department (NMPED). Reentry Guidance is rooted in the following Principles:

- Prioritize the health and safety of our students, staff and communities
- Maximize the amount of safe, in-person learning opportunities
- Make decisions based on science and data

To access the New Mexico Public Education Department Reentry Guide please click [HERE](#).
### Scheduling BMEP Students

6.32.2 NMAC Using two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program

BME Program leaders should continue to schedule students per scheduling guidelines following the 2020-2021 BME Program application. Please ensure you are scheduling your English Learners appropriately, no later than 40th day, and not only for compliance and for funding purposes, but most importantly because it is best practice to serve our English learners in both ELD and in their home/heritage language.

<table>
<thead>
<tr>
<th>Face to Face Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program hour &amp; Description</strong></td>
</tr>
<tr>
<td>1st Language Arts in home heritage language (SLA, Navajo, Zuni) with a properly endorsed teacher</td>
</tr>
<tr>
<td>2nd English Language Development (ELD) with a properly endorsed teacher</td>
</tr>
<tr>
<td>2nd Content Area Instruction in home or heritage language (Social Studies, Science, Math)</td>
</tr>
<tr>
<td>3rd Content Area Instruction in home or heritage language (Social Studies, Science, Math)</td>
</tr>
</tbody>
</table>
### Hybrid and Virtual Instruction

<table>
<thead>
<tr>
<th>Program hour &amp; Description</th>
<th>3 Hour DL Program</th>
<th>1-3 Hour Heritage Programs</th>
<th>Populations Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Language Arts in home heritage language (SLA, Navajo, Zuni) with a properly endorsed teacher</td>
<td>Students in BMEP should receive equivalent instructional time in Native Language Arts Instruction (SLA or Native Language and Culture) as English Language Arts</td>
<td>Students in BMEP should receive equivalent instructional time in Native Language Arts Instruction (SLA or Native Language and Culture) as English Language Arts</td>
<td><strong>Required for:</strong> All students in program (EL, IFEP, RFEP) *not excluding dually identified students with disabilities or those in gifted and talented programs</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; English Language Development (ELD) with a properly endorsed teacher</td>
<td>EL students in BMEP are required to receive <strong>60 minutes of ELD</strong> instruction daily. For further guidance please access ELD Reentry Guidance Manual</td>
<td>EL students in BMEP are required to receive <strong>60 minutes of ELD</strong> instruction daily. For further guidance please access ELD Reentry Guidance Manual</td>
<td><strong>Required for:</strong> All ELs *not excluding dually identified students with disabilities or those in gifted and talented programs</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Content Area Instruction in home or heritage language (Social Studies, Science, Math)</td>
<td>Content area in language as indicated in 2020-2021 BME Program Application</td>
<td>Content area in language as indicated in 2020-2021 BME Program Application</td>
<td><strong>Optional for:</strong> All students in program (EL, IFEP, RFEP) *not excluding dually identified students with disabilities or those in gifted and talented programs</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Content Area Instruction in home or heritage language (Social Studies, Science, Math)</td>
<td>Content area in language as indicated in 2020-2021 BME Program Application</td>
<td></td>
<td><strong>Optional for:</strong> All students in program (EL, IFEP, RFEP) *not excluding dually identified students with disabilities or those in gifted and talented programs</td>
</tr>
</tbody>
</table>

### Bilingual Parent Advisory Committee

6.32.2 NMAC Establishing a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation, and evaluation of the program

### Hybrid and Virtual Learning Recommendations

Bilingual Multicultural Education Program leaders will provide information regarding the school’s Bilingual Program to parents and follow the NMPED guidance of limiting non-essential visitors, volunteers and activities at school sites. BPAC meetings should be held virtually and information regarding program and instruction (hybrid/virtual) should be communicated to parents in multiple
languages using a variety of methods (website, phone, email, newsletters, virtual meetings, designated office hours).

### Annual Parent Notification

6.32.2 NMAC Providing procedures to ensure that parental notification is given annually prior to program placement

| Hybrid and Virtual Learning Recommendations | Bilingual Multicultural Education Program leaders will provide annual parent notification. LCE recommends site administrators send this notification electronically when possible (parent signature not required). |

### Properly Endorsed Staff

6.32.2 NMAC Providing personnel endorsed in Bilingual Education, TESOL, or certified in Native American language and culture

#### ELEMENTARY SCHOOL Kinder-5th

<table>
<thead>
<tr>
<th>Program Hour</th>
<th>Description</th>
<th>Endorsement Requirements</th>
</tr>
</thead>
</table>
| 1st Hour     | Navajo Language Arts  
               Zuni Language Arts | - Native American language and culture certificate (NALC)  
               ● Teaching license not required for Native American languages only |
|              | Spanish Language Arts | - Bilingual Endorsement |
| 2nd Hour     | English Language Development (ELD)  
               Bilingual endorsement may be used in place of a TESOL endorsement at the elementary level only | - TESOL  
               or  
               - Bilingual Endorsement |
| 3rd Hour     | Content Area in Home/Heritage Target Language  
               ● Science  
               ● Math  
               ● Social Studies  
               ● Fine Arts | - Native American language and culture certificate (NALC)  
               ● Teaching license is required for content areas taught in Native American languages |
## MIDDLE SCHOOL 6th-8th

<table>
<thead>
<tr>
<th>Program Hour</th>
<th>Description</th>
<th>Endorsement Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hour</td>
<td>Navajo Language Arts Zuni Language Arts</td>
<td>- Native American language and culture certificate (NALC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Teaching license not required for Native American languages only</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Arts</td>
<td>- Bilingual Endorsement AND - Modern, classical, and native languages (MCNL) endorsement</td>
</tr>
<tr>
<td>2nd Hour</td>
<td>English Language Arts (ELA)/English Language Development (ELD)</td>
<td>- TESOL AND - Language arts endorsement</td>
</tr>
<tr>
<td>3rd Hour</td>
<td>Content Area in Home/Heritage Target Language</td>
<td>- Native American language and culture certificate (NALC)</td>
</tr>
<tr>
<td></td>
<td>● Science</td>
<td>● Teaching license is required for content areas taught in Native American languages</td>
</tr>
<tr>
<td></td>
<td>● Math</td>
<td>AND - Content area endorsement (as required by the professional licensure bureau)</td>
</tr>
<tr>
<td></td>
<td>● Social Studies</td>
<td>- Content area endorsement (as required by the professional licensure bureau)</td>
</tr>
<tr>
<td></td>
<td>● Fine Arts</td>
<td>- Bilingual endorsement AND - Content area endorsement (as required by the professional licensure bureau)</td>
</tr>
</tbody>
</table>

## HIGH SCHOOL 9th-12th

<table>
<thead>
<tr>
<th>Program Hour</th>
<th>Description</th>
<th>Endorsement Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hour</td>
<td>Navajo Language Arts Zuni Language Arts</td>
<td>- Native American language and culture certificate (NALC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Teaching license not required for Native American languages only</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Arts</td>
<td>- Bilingual Endorsement AND - Modern, classical, and native languages (MCNL) endorsement</td>
</tr>
<tr>
<td>2nd Hour</td>
<td>English Language Arts (ELA)/English Language Development (ELD)</td>
<td>- TESOL AND - Language arts endorsement</td>
</tr>
</tbody>
</table>

64| APS Instructional and Operational Plan SY20-21
### 3rd Hour

<table>
<thead>
<tr>
<th>Content Area in Home/Heritage Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Science</td>
</tr>
<tr>
<td>● Math</td>
</tr>
<tr>
<td>● Social Studies</td>
</tr>
<tr>
<td>● Fine Arts</td>
</tr>
</tbody>
</table>

- Native American language and culture certificate (NALC)
  - Teaching license is required for content areas taught in Native American languages
  AND
- Content area endorsement (as required by the professional licensure bureau for specific content areas taught)

- Bilingual endorsement
  AND
- Content area endorsement (as required by the professional licensure bureau for specific content areas taught)

### Professional Development

6.32.2 NMAC providing professional development applicable to BMEPs to teachers, teacher assistants, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers

Hybrid and Virtual Learning Recommendations

<table>
<thead>
<tr>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Language and Cultural Equity will follow the guidance provided by the NMPED reentry task force in providing Professional Development to BME Program teachers and staff at schools and district level.</td>
</tr>
<tr>
<td>- LCE TSS/ISS’s will continue to support teachers/schools virtually</td>
</tr>
<tr>
<td>- Other PD opportunities for teachers will be shared through the google sites</td>
</tr>
<tr>
<td>- PD will be provided virtually through modules which can be accessed through the following google sites:</td>
</tr>
<tr>
<td>○ For Educators of Bilingual Programs</td>
</tr>
<tr>
<td>○ For Educators of ELD Programs</td>
</tr>
</tbody>
</table>

### Assessments

6.32.2 NMAC administering English and home/heritage language proficiency assessments

Hybrid and Virtual Learning Recommendations

<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment (ACCESS 2.0) - Assessment requirements for BME programs will remain the same. Further details provided by the NMPED Language and Culture Bureau will be provided.</td>
</tr>
<tr>
<td>Spanish Language Proficiency Assessment (STAMP4SE/STAMP4S) - Assessment requirements for BME Programs will remain the same. Further details will be provided by the NMPED Language and Culture Division.</td>
</tr>
</tbody>
</table>

School Administrators and BMEP teachers should determine appropriate formative assessments, which will allow teachers to make strategic instructional choices, help prioritize and focus on specific content and/or skills. LCE recommends initial instruction be focused on social emotional learning and supporting students in school reentry. Both
language and literacy formative assessments should be administered during face-to-face instruction.

<table>
<thead>
<tr>
<th>Classroom Culture and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Re-Entry Culture &amp; Environment</strong></td>
</tr>
<tr>
<td>• Scheduling according to Bilingual applications and in appropriate sections and courses</td>
</tr>
<tr>
<td>• Connect with students on a daily basis (in person, phone, e-mail, video conference, etc.)</td>
</tr>
<tr>
<td>• Learning experience of 2020/2021 is unprecedented; build norms and expectations with students to ensure inclusivity and transparency</td>
</tr>
<tr>
<td>• Focus on Social Emotional Learning and helping students adjust to the new school environment before focusing on academics</td>
</tr>
<tr>
<td>• Determine appropriate formative assessments</td>
</tr>
<tr>
<td>○ Allows to make strategic instructional choices and will help prioritize and focus on specific content and/or skills</td>
</tr>
<tr>
<td>■ Examples: iStations, EDL, running records</td>
</tr>
<tr>
<td><strong>Culturally Responsive Instruction</strong></td>
</tr>
<tr>
<td>• Utilize asset-based thinking when engaging with students at all times</td>
</tr>
<tr>
<td>• Build relationships with students</td>
</tr>
<tr>
<td>• Include a culture learning target in your lesson planning</td>
</tr>
<tr>
<td>○ encourage students to value their native language and culture</td>
</tr>
<tr>
<td>○ promote the importance of seeing similarities and differences as opportunities to connect rather than obstacles to overcome</td>
</tr>
<tr>
<td>○ build metalinguistic awareness and allow students the freedom to make cross-linguistic connections</td>
</tr>
<tr>
<td>○ expand students’ linguistic repertoires</td>
</tr>
<tr>
<td>○ contextualize the content and language learning targets</td>
</tr>
<tr>
<td>• Understand and apply knowledge of cultural difference and how distance learning hinders/supports learning</td>
</tr>
<tr>
<td>• Build time to for SEL</td>
</tr>
<tr>
<td>• Use current events as open dialogue and expression</td>
</tr>
<tr>
<td>• Ensure all students have equitable access and quality internet capability before holding them accountable with any assessments or grading</td>
</tr>
<tr>
<td>• Teach and reteach how to access and navigate programs, apps, and appropriate websites</td>
</tr>
<tr>
<td>• Build routines and “check-ins” for students</td>
</tr>
<tr>
<td>• Consider all student and family needs during this time, including mental health, social services, special needs, homeless students, and so on and how we will assist in meeting the needs of the students/families</td>
</tr>
<tr>
<td>• Think of the students whose traditional methodology does not work for and what they are experiencing now and change instruction to support those students.</td>
</tr>
<tr>
<td>• Use CLR protocols in the classroom/virtual setting with all students</td>
</tr>
<tr>
<td>• Creating activities where students can &quot;be themselves&quot; in distant learning (culturally relevant)</td>
</tr>
<tr>
<td>• Project based learning, small group work, work that is culturally relevant and based on current events</td>
</tr>
</tbody>
</table>
### Social & Emotional Learning

- Set up your teaching space to help students feel connected
  - Bring familiar objects from your classroom to your teaching space
- Make contact with students and families using different avenues
  - Phone, text, email, virtual meetings
  - Make families aware of available free hotspots
- Build connections to students
  - Start each school session to address how students feel and allow them to express themselves. Make it a discussion and a time of expression and reflection
- Link Social Emotional Learning to academic topics, lessons and activities
  - Journaling
    - Allow students to write, draw and use photos to express themselves
  - Writing
    - Use writing to allow students to express themselves about emotions but detach themselves from anxieties
    - ex. How would you help someone who is anxious about COVID-19/Race inequalities etc.
- Develop positive self-talk
  - Model and use positive feedback when working with students
    - ex. I am nervous about using this new program and I know I may do a couple of things wrong but with practice, I will be able to do this in no time.
- Students will need breaks throughout the day
  - Use whole body movement, a group activity or game, or a mental challenge.
  - Play music and have students get up and stretch, do jumping jacks and/or breathing exercises.
  - Use brain breaks as a strategy to transition from lesson to lesson
  - Have a strategy in place to refocus students back to the task at hand

### Face to Face/Hybrid Environment

- With students, collaboratively build classroom norms and expectations for online learning
- Determine appropriate formative assessments
  - Allows to make strategic instructional choices and will help prioritize and focus on specific content and/or skills
    - Examples: iStations, EDL, running records
  - The recommendation is formative assessments should be completed in a school setting when possible.
- Plan using the C6 Bi-literacy Instructional Framework (Create, Connect, Collaborate, Communicate, Consider, Commit) [C6 Biliteracy Instructional Framework](#)
- When planning, include content, language and culture learning targets
  - **Content** - standards driven, grade-level content information students must access
  - **Language** - the language needed (4 + 1 language domain) in order for students to access and practice grade level standards
  - **Culture** - allows students to connect content and language information to self, community, and for real world scenarios
- Plan for and implement Checks for Understanding (CFUs) regarding online expectations to ensure all students understand their role in learning
- Plan for and maintain a consistent schedule
- Visual signs and labels to support adherence to social distancing guidelines for students of all language and cultural backgrounds
- Picture schedules
- Ensure students know how to reach you for support when not engaged in face-to-face learning

### Virtual Learning Environment

- With students, collaboratively build classroom norms and expectations for online learning
- Determine appropriate formative assessments that can be administered in a virtual learning environment
  - Allows to make strategic instructional choices, helps prioritize and focus on specific content and/or skills
  - The recommendation is to use or create a formative assessment that will meet the needs of a virtual learning environment
- Plan using the C6 Bi-literacy Instructional Framework (Create, Connect, Collaborate, Communicate, Consider, Commit) [C6 Biliteracy Instructional Framework](#)
- When planning, include content, language and culture learning targets
  - **Content**- standards driven, grade-level content information that students must access
  - **Language**- the language needed (4 + 1 language domain) in order for students to access and practice grade level standards
  - **Culture**- allows students to connect content and language information to self, community, and for real world scenarios
- Plan for and implement Checks for Understanding (CFUs) regarding online expectations to ensure all students understand their role in learning
- Plan for and maintain a consistent schedule
- Plan for and provide multiple modalities of engagement to ensure all student voices are heard
- Picture schedules/shared Google Calendars
- Ensure students know how to reach you for support when not engaged in synchronous meetings
- Include “Brain Breaks” throughout the day

### Planning and Delivery Of Instruction

**State funded Bilingual Multicultural Education Programs** will follow approved 2020-2021 application when planning and delivering instruction to students. Continue to plan for SLA instruction that is equivalent to ELA, ELD instruction daily, and other content areas (if applicable) taught in the language indicated in the approved application. The application should be followed in all instructional scenarios (face-to-face, hybrid or virtual).

The 3 Goals of Bilingual Programs should be considered whether continuous learning plans include virtual, hybrid and/or face-to-face instruction:

**Goal 1 - Bilingualism and Bi-literacy**
- Bilingualism is the ability of a student to, on a continuum, be able to listen, speak, and understand each of the two program languages
Biliterate students are able to speak, write, read, and listen, as well, as make connections between the two languages, and use each as a resource to strengthen the other.

**Goal 2: Grade Level Academic achievement in both program languages**
- Grade level expectations in all content areas, including those delineated in Individualized Education Plans (IEPs), are met by students, regardless of the language of instruction or assessments used.
- Specials classes, to include physical education, music, art, etc., are offered in both program languages.

**Goal 3: Sociocultural Competence**
- Sociocultural competence is the ability to see similarities and differences in each other, but seeing the differences as opportunities to connect rather than obstacles to overcome.
- Students, educators, parents, and community members embrace their role as advocates and overtly speak about cultural and linguistic equity.
- Stakeholders defend students’ right to access diverse curriculum and instructional materials.
- All student languages, including regionalisms and/or accents, are valued.

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### Guiding Principles for Dual Language Education

<table>
<thead>
<tr>
<th>Self-contained Bilingual Classroom</th>
<th>Hybrid instructional model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○ The self-contained classroom teacher will plan and deliver both virtual and face-to-face instruction following the BMEP application submitted for 2020-2021 SY. The time spent in SLA instruction should be equal to that of ELA instruction (face-to-face and virtual). Other content areas should be taught in the language per BMEP application.</td>
</tr>
<tr>
<td></td>
<td>Virtual instructional model</td>
</tr>
<tr>
<td></td>
<td>○ The self-contained BMEP classroom teachers will plan and deliver virtual instruction following the BMEP application submitted for 2020-2021 SY. The time spent in SLA instruction should be equal to that of ELA instruction. Other content areas should be taught in the language per BMEP application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Teaching</th>
<th>Hybrid instructional model</th>
</tr>
</thead>
</table>
|              | ○ In a team-teaching model, teachers will need to plan instruction together taking into consideration the BMEP application hours, as well as following the NMPED reentry guidance to limit transitions for students (considerations when switching languages of instruction during face-to-face instruction)  
  ■ The time spent in SLA instruction should be equal to that of ELA instruction (face-to-face and virtual). Other content areas should be taught in the language per BMEP application. |
|              | Virtual instructional model |
|              | ○ In a team-teaching model, teachers will need to plan instruction together taking into consideration the BMEP application hours  
  ■ The time spent in SLA instruction should be equal to that of ELA instruction. Other content areas should be taught in the language per BMEP application. |

### Resources & Instructional Materials
The following resources are available for BME Programs:
- [APS Elementary Bilingual Program Guidance](#)
- [BMEP Guidance for Scheduling](#)
- [Bilingual Funds Guidance](#)
### Essential SLA Standards to be used for Planning Instruction

The Department of Language and Cultural Equity provides a document listing the essential/critical standards to be addressed Kinder-8th grade for SLA, ELA/ELD. 

**Essential Standards for SLA K-8th**

### Connecting and Communicating with Families

#### Communication
- Ensure all staff are familiar with referring families to support services available (nutrition, transportation, counseling, medical, translation/interpretation, etc.)
- Ensure all staff are familiar with referring families to sites, communication lines, and support personnel who can provide updated and accurate information regarding COVID-19 and in various languages.
- Connection with Community Services
- Communicate safety restrictions and protocols in various languages
- Develop a COVID-19 communication plan and provide a forum for answering questions
- Establish weekly newsletters/emails/calls with families translated in various languages based on family language needs.
- Provide training and guidance on Distance Learning practice

#### School-Home Connection
- Survey school community to determine preferred method of communication. The survey would be translated in various languages based on family language needs. Ensure staff utilizes survey results
- Define and communicate the family’s role in supporting student(s). This would be done in various languages based on family language needs
- Ensure all staff understand the how to connect parents with technology support to promote and advance equitable access
- Establish office hours with school personnel (principal/teachers/support staff) to answer parent/family questions
- Develop methods to communicate concerns about students and families
- Continue to have parent meetings/events virtually and have interpreters available as needed
- School supplies and materials will be needed at home to accomplish/complete at home assignment and/or projects

#### Family Resources
- [APS At-Home Family Resources](#)
- [APS LCE YouTube Channel Resources](#)
  - Read Aloud
  - At home lessons
  - Family PD
- E-Book Access [Here](#)
- Rosetta Stone for Parents
  - Rosetta stone licenses are available for parents to learn a new language.
For more information, please click [HERE](#).

<table>
<thead>
<tr>
<th>APS and State Bilingual Seal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td>All requirements of the NM State Seal of Biliteracy and APS Bilingual Seal remain the same. <a href="#">APS Bilingual Seal Handbook and Information</a></td>
</tr>
<tr>
<td><strong>Portfolio Presentations</strong></td>
</tr>
<tr>
<td>Portfolio presentations may be done virtually or in-person following CDC COVID-19 guidelines. All requirements of the portfolios remain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Q: How many minutes, time is spent in each language per the BMEP application?</td>
</tr>
<tr>
<td></td>
<td>A: The time spent in SLA instruction should be equal to that of ELA instruction (face-to-face and virtual). Other content areas should be taught in the language per BMEP application. We are also waiting for further guidance on minutes from NMPED.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Q: This year, iReady Spanish Math interim assessments will be available for students in bilingual math classes. Will this assessment follow the same guidelines as STAMP?</td>
</tr>
<tr>
<td></td>
<td>A: iReady is a district assessment and used to inform and guide instruction. STAMP is used only as a summative assessment (at this time) and is only given once a year. The guidance for STAMP comes from NMPED.</td>
</tr>
<tr>
<td></td>
<td>Q: High School- For Bilingual seal, if seniors do not take STAMP 20-21, will we be using previous scores?</td>
</tr>
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<td>A: We are waiting for PED guidance regarding STAMP and the State Bilingual Biliteracy Seal; one possibility is allowing students to log in from home to take the assessment if needed in the Spring 2021, this was available Spring 2020 per PED and AVANT to ensure students could access the assessment required for earning the NM State Seal.</td>
</tr>
<tr>
<td><strong>Standards and Essential Learning</strong></td>
<td>Q: Is there a similar Essential Standards document for High School, grades 9-12?</td>
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<tr>
<td></td>
<td>A: At this moment, Curriculum and Instruction has not developed a similar document for High School.</td>
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<tr>
<td></td>
<td>Q: How do we create school to home communications, which is helpful, efficient and family centered?</td>
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<tr>
<td></td>
<td>A: Things we might consider:</td>
</tr>
<tr>
<td></td>
<td>● The amount of communications (How frequent and length of communications)</td>
</tr>
<tr>
<td></td>
<td>● The format of communications (calls, text emails, website accessibility)</td>
</tr>
</tbody>
</table>
| Resources | Q: We have access to Pearson MathXL for MS via Classlink, but the assignments are not available in Spanish and students are not allowed to translate the page. Is this feature available in Spanish?  
A: Library services will reach out to Pearson and ask about functionality or translations to be added or if already available for any of their online platforms.  
Q: Is there a way to get access to Benchmark Adelante for digital home instruction?  
A: Benchmark Adelante is not the district supported SLA instructional materials at this time and has not been purchased.  
Q: Is there a way to get the Santillana curriculum digitally without having to take screen-shots of the text to send out to students (and/or incorporate into Google Classroom) if we continue to teach via distance learning?  
A: We are currently working with VISTA, they are in the process of moving their digital resources to a new platform. Teachers and students will have access tentatively in July. More information and training to come.  
Q: Is it possible to get a subscription for PebbleGo for K-5 bilingual classes?  
A: For supplemental programs such as PebbleGO, the school site administrator will need to approve the purchase and school funds will need to be used to acquire such programs. |
|---|---|
| Other | Q: Would virtual presentations for 5th grade Bilingual Seal be allowed?  
A: Many schools in Spring 2020 completed their presentations virtually. Each school was given the opportunity to decide how they would complete the bilingual portfolio process with their students and several chose and completed presentations virtually. If needed, this can be done again this upcoming school year.  
Q: Are parents eligible to get PD from LCE regarding support for virtual learning for their students?  
A: Through our Family Engagement Department in LCE, we will be working helping schools send information, as well as creating webinars, modules and training parents can access to learn more about virtual learning.  
Q: How do we continue to focus on and build on family and community engagement (not just outreach) |


A: Please consider the following:
- Continue to engage parents in virtual community meetings
- Host virtual family night/events in home languages (science night, literacy night, etc.)
- Seek ideas from parents

Q: Will there be any exceptions for class of 2021 bilingual seal candidates? (students who couldn’t recover credit due to the cancelation of summer school for SLA)
A: SLA credit recovery classes are being planned for Fall and Spring 2020-2021. Information will be shared as soon as it is available.

NATIVE AMERICAN STUDENTS

MISSION
By working together with schools, parents, and communities, APS Indian Education Department (IED) will develop enhanced and supportive Indigenous educational opportunities for American Indian/Alaska Native (AI/AN) students by increasing knowledge of Native values through teaching language and cultural differences.

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

The Indian Education Department (IED) was established as part of the Albuquerque Public School (APS) district in 1974, with advocacy and representation as the primary purpose for over 123 American Indian/Alaska Native (AI/AN) Tribes enrolled in the school district. There are approximately 6,862 or 5% AI/AN students currently enrolled in APS. The IED strives for academic excellence that aligns with the district goals, which include:
- Increase the graduation rate of AI/AN students annually
- Increase the academic achievement of AI/AN students through improved literacy and mathematical skills of students in grades K-12 annually
- Increase the daily attendance rate of AI/AN students through the development of Memorandum of Agreement (MOA) with tribes impacted the most.
- Increase appreciation and expression of cultures, languages, and heritage of AI/AN students’ district-wide.

STATE AND FEDERAL STATUTES
- The Indian Education Act: New Mexico Public Education Department “Implementing the Indian Education Act http://164.64.110.134/nmac/nmregister/xxxi/6.35.2.html NMAC Title 6, Chapter 35, Part 2, 6.35.2. NMAC regulations.
ELIGIBILITY
Supplemental education services are provided to eligible AI/AN students in grades K-12 through a combination of funding that include: operational, federal (Johnson O’Malley (JOM), Title VI, and Title VII). Eligibility is based on federal requirements (forms 506 and Certificate of Indian Blood (CIB) for each of the federal funds utilized for provision of services to the AI/AN students.

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

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

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

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

**Elementary**

<table>
<thead>
<tr>
<th>Models</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hybrid</strong></td>
<td>Planning, Collaboration, Meetings, Family</td>
<td>Group B Literacy &amp; Math Intervention Groups (At home / online)</td>
<td>Group A Literacy &amp; Math Intervention Groups (At home / online)</td>
<td>Group B Literacy &amp; Math Intervention Groups (At home / online)</td>
<td>Group A Literacy &amp; Math Intervention Groups (At home / online)</td>
</tr>
<tr>
<td><strong>Face to Face</strong></td>
<td>Outreach, Data Collections, &amp; Analysis</td>
<td>Literacy &amp; Math intervention groups</td>
<td>Literacy &amp; Math intervention groups</td>
<td>Literacy &amp; Math intervention groups</td>
<td>Literacy &amp; Math intervention groups</td>
</tr>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
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<tr>
<td><strong>At Home Online Learning</strong></td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
<td>At Home Learning Online Literacy &amp; Math intervention groups</td>
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</table>

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

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

Middle and High School

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</thead>
<tbody>
<tr>
<td>Hybrid</td>
<td>Planning, Collaboration, Meetings, Family Outreach, Data Collection, &amp; Analysis</td>
<td>Group B Indian Ed Elective Courses (At home / online)</td>
<td>Group A Indian Ed Elective Courses (At home / online)</td>
<td>Group B Indian Ed Elective Courses (At home / online)</td>
<td>Group A Indian Ed Elective Courses (At home / online)</td>
</tr>
<tr>
<td>Face to Face Direct Instruction</td>
<td>Virtual classes in am PD in afternoon</td>
<td>Classes follow school schedule</td>
<td>Classes follow school schedule</td>
<td>Classes follow school schedule</td>
<td>Classes follow school schedule</td>
</tr>
<tr>
<td>At Home Online Learning</td>
<td>Virtual classes in am PD in afternoon</td>
<td>Virtual Classes follow school schedule</td>
<td>Virtual Classes follow school schedule</td>
<td>Virtual Classes follow school schedule</td>
<td>Virtual Classes follow school schedule</td>
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</table>

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

Native American Government and Economics courses are aligned to state standards and incorporates Indigenous illustrations specific to AI/AN content that include treaties, business, laws, statutes, land and water rights, and much more.
Navajo Government and History course for high school seniors is aligned to topic study requirements developed by the Navajo Nation Department of Education. This course provides graduating seniors with the opportunity to meet eligibility for the Chief Manuelito Scholarship. This class is offered during the regular school day through the instructional models listed.

Native American Language K-12

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

<table>
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<tr>
<th>Elementary Navajo &amp; Zuni Language</th>
<th>See Reentry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ’s 2020-2021 by the Language and Cultural Equity</th>
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<td>Hybrid Model</td>
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</tr>
<tr>
<td>Face to Face Direct Instruction</td>
<td>See Reentry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ’s 2020-2021 by the Language and Cultural Equity</td>
</tr>
<tr>
<td>At Home Online Learning</td>
<td>See Reentry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ’s 2020-2021 by the Language and Cultural Equity</td>
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<tr>
<th>Middle Navajo &amp; Zuni Language</th>
<th>See Reentry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ’s 2020-2021 by the Language and Cultural Equity</th>
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<tr>
<th>High School Navajo &amp; Zuni Language</th>
<th>See Reentry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ’s 2020-2021 by the Language and Cultural Equity</th>
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</table>

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

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

*Navajo Language Programs* onsite coursework is conducted in one high school (Del Norte HS), with support to eleven high schools through transport of students to (CEC/ECA) in the district. However, this is dependent on the SY20-21 school year rollout.
*Zuni Language Program* is available to all Zuni high school students and two elementary schools. The curriculum utilized is developed by the Pueblo of Zuni Bilingual Education Department.

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

**Certified College and Career Counselor (CCRC)** to support students in grades K-12 with an emphasis on grades transition from 12th grade to college and vocational institutions. The CCRC coordinates services for activities that include; College Connection Days (fall and spring), Financial aid workshops with college planners and scholarship representatives. AI/AN students are supported by the CCRS for; grades, attendance, high school course credits, referrals, and coordination of appropriate services.

**Home to School Community Liaisons (HSCL)** Three staff will support K-12 educational services to AI/AN students and families in 99 Title I schools in four zones from elementary, middle, and high schools levels, as well as schools of choice. One liaison will serve Zone 1 with 32 schools; a second liaison will serve 33 schools in Zone 2, and the third liaison will serve a total of (34 schools) in Zones 3 and 4. The liaisons will support families and students with home visits, direct communication and support the respective schools with messages between schools and families. The support services to be provided include serving as a conduit to removing learning barriers by extending a hand and a welcoming voice in an otherwise a busy environment. The liaisons will help connect the families to appropriate district services for students who may have needs but lacks the skills to navigate for educational services for their child or self.

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

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

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

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

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

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

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

ADDITIONAL PROGRAMS AND SERVICES
Student field trips – academic & cultural
Transition programs (middle and high schools)
Back-to-school supplies, K-12 (fall)
Honor roll recognition for students (GPA 3.0, 3.5, and 4.0)
Cap and gown support for graduating seniors
College Connection Day for high school students (fall & spring)
Student leadership development
Stoles and seals for bilingual coursework and community volunteer work
Annual Spring Fashion Show
Annual Winter Stories

**STAFF CONTACT: (505) 884.6392 Ext. 80038 Fax: (505) 872.8849**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Jerry Gee</td>
<td>McKinley MS</td>
<td>Bernard Chimon, Zuni Lang,</td>
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<td>Del Norte HS/ CEC/ Emerson ES</td>
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<tr>
<td>Mila V. Padilla, Zuni Lang</td>
<td>Hodgkin ES, Wilson MS, Chelwood ES, Janet</td>
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</tr>
<tr>
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<tr>
<td>LaCher Pacheco, HSC Liaison</td>
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**PRESCHOOL STUDENTS**

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

79| APS Instructional and Operational Plan SY20-21
Goal:
The implementation of quality instruction through Synchronous and/or Asynchronous plans for seamless movement across all Albuquerque Public Schools District’s preschool classrooms, general and special education service models, to achieve a quality blended learning environment for 3- and 4- year olds.

Required

NMPED FOCUS Essential Elements of Quality for All New Mexico Public School Preschool Programs are in effect during Full Capacity, but modified when in Hybrid or Learning at Home. Check with APS Early Childhood for changes to FOCUS when not in Full Capacity model https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/FOCUS-Criteria-June-2019.pdf

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

- Family engagement is essential for enhancing children’s learning and family well-being. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children’s early childhood education programs (Halgunseth et al, 2009).
- Culturally and linguistically responsive instruction that is tied to deep patterns of values, beliefs, practices and traditions that have been complied and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012). This socially acquired knowledge may be learned and is shared among individuals in the homes, communities, and/or institutions (USDA Health and Human Services and Department of Education, 2017).

WIDA-EY is implemented https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-DLLs.pdf

- Highlight what multilingual children can do with language
- Support instructional planning with attention to language
- Offer suggestions for scaffolding language development
- Promote language-focused family engagement

Promotion Social-Emotional development is essential for school success include the following eight abilities:
1. Getting along with others
2. Following directions
3. Identifying and regulation one’s emotions and behavior
4. Thinking of appropriate solutions to conflict
5. Persisting on tasks
6. Engaging in social conversation and cooperative play
7. Correctly interpreting other’s behaviors and emotions
8. Feeling good about oneself and others (Fox & Smith, 2007)

All preschool programs will follow the guidance from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Framework as a guide for supporting children’s social-emotional development http://csefel.vanderbilt.edu/
Universal Screening
All protocols for general education preschool students remains the same for gathering information regarding the child’s developmental milestone achievement. This information will guide instructional planning and possible referral to Child Find.

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

Early Childhood Environment Rating Scales -3rd Edition (ECERS-3) will define how the preschool classroom will be organized for 3- and 4-year children’s learning.
- Space and Furnishings
- Personal Care Routines
- Language and Literacy
- Learning Activities
- Interaction
- Program Structure

New Mexico Early Learning Guidelines (ELG) are the developmental standards all preschool classrooms follow and IEP goals are aligned. During Hybrid instruction a focus on mastery on key essential learning indicators Essential Learning PreK ELA Standards ELG.xlsx

Assessment of children using the Early Childhood Observation Tool (ECOT) formality and summative, and to inform ECO reporting remains necessary. The Federal Special Education and NMPED requirements for these assessments be provided prior to the beginning of the school year.

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

Effective Early Literacy Instruction
Teachers incorporate effective daily early literacy instruction throughout the day, beginning with Morning Message:
- Phonological awareness activities (e.g., songs, finger play, rhyming, beginning sounds)
- Oral language and vocabulary activities
- Alphabet knowledge activities
- Concepts of print activities
- Read alouds that incorporate comprehension strategies
- Individual and small group (2–4 children) read alouds using first read, second read and third read
- Large group reading activities. Half or more of the children may rotate large group time, however these groups must occur daily
- Opportunities for developmentally appropriate writing activities

Embedded LETRS-EC into each instructional lesson plan is the understanding of the foundational skills development for literacy success that provides key components of early language an literacy instruction, instructional that engages language, cognitive, social-emotional, and physical development, provided in a
developmental appropriate balance of teacher-led and student-led activities, assessment for differentiated instruction, and implement through effective routines and activities for entry into Kindergarten.

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

<table>
<thead>
<tr>
<th>SUPPORT MODEL</th>
<th>TIME FRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult</td>
<td>Office Hours or On-demand: email, text, or phone</td>
</tr>
<tr>
<td>Practice-Based Coaching</td>
<td>Every two weeks 30 minute reflective sessions</td>
</tr>
</tbody>
</table>

Hybrid Setting – APS Preschool

Required:

Each APS Preschool classroom will complete a safety plan for the Hybrid Setting. Please see the accompanying document: COVID-19 Safety Planning Protocol for Albuquerque Public School Preschools. Due to ratio, health and safety requirements:

- Developmental Preschool Classrooms- No Peer Models
  - Addendum IEP will need to be scheduled
- No CTE students, volunteers, or APS employees not essential to the function of the preschool program

PRESCHOOL HYBRID PLAN

Preschool classes match NM Early Childhood ratio requirements for ages of students served
- All physical distancing protocols followed with masks worn as tolerated by children
- Temperature reading and recorded 4x daily; on arrival to campus, mid-morning, prior to rest time, before leaving at the end of day.
- Learning centers limited to 3 or less children
- Students unable to understand “no touch” concept will need support
- No contact outdoor learning in groups 5:1 ratio or less
- Specials provided through Google Meets
- Breakfast/Lunch in classrooms
- Google Meets used for Home Visits, P/T Conferences, and IEP meetings.
- Use of online learning tools of OWL and Waterford
- Discourage bus use for Special Education
- No Field Trips

Considerations for IEP students:
- Students with compromised health
- Students requiring hand over hand assistance
Transportation required per IEP

Considerations for Equity:
- Access to technology/Wi-Fi – PreK Staff and Family/Child
- Home Language vs Teachers ability to meet family and student’s needs
- Classroom access to dishwasher/washing machines for sanitizing learning materials

Learning At Home – APS Preschool

*If allowable by NMDOH and APS, APS preschool programs will remain in Hybrid model

- Developmental Preschool Classrooms- No Peer Models
- No CTE students, volunteers, or APS employees not essential to the function of the preschool program

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

Considerations for IEP students:
- May not meet IEP requirements for service
- Online instruction is very difficult to modify to meet needs of IEP students

Considerations for Equity:
- Access to technology/Wi-Fi – PreK Staff and Family/Child

Considerations for IEP students:
- May not meet IEP requirements for service
- Online instruction is very difficult to modify to meet needs of IEP students

Considerations for Equity:
- Access to technology/Wi-Fi – PreK Staff and Family/Child
Emotional Recovery and Well-being

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

The premise of our work revolves around the idea emotional well-being and mental health support is an essential component of a positive school climate; and it is a shared responsibility of every employee on a school campus or at the district office. Emotional recovery and well-being must be highlighted as a core component of professional development and overall school culture, and not embedded into a siloed component of academic instruction. Our two main focus areas are professional development for school sites and resources needed to provide social emotional supports for students and staff. This document will detail the items for each reentry model, it is an overview of our plans for each model while resources to support this model can be found at this website: https://sites.google.com/aps.edu/apssocialemotionallearning/home

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

- Introduction to Social Emotional Learning
- Self-Awareness Skills
- Social-Awareness Skills
- Relationship Skills
- Self-Management Skills
- Decision Making Skills
- Restorative Practices
- Emotional Recovery
- Resources for Staff
- Resources for Families
- Resources for Students
- Employee Wellness
- Considerations to Ensure Equity
- Professional Development
The intended purpose of this website and our work on this taskforce was to develop a variety of options for principals to use to provide professional development for staff and for teachers, as well as staff to have access to emotional recovery activities while allowing for autonomy at each school site and in each classroom.

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

The resources outlined in this document focus on the following:

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

**Instructional Models: Full Capacity, Hybrid, and Distance Learning**

**Role Group Considerations for all 3 instructional models (all components listed apply to all learning models unless individually specified):**

**For Students**

- Relationship building activities virtually and in-person (if possible).
- Provide options for social emotional learning lessons and trauma informed instruction for teachers by developmental level.
- Provide delivery model options for elementary, middle and high schools. Give teachers several options/methods for addressing emotional well-being of students (i.e. Morning meetings, advisory topics, restorative conversations, discussion prompts, etc.).
- Counselors will conduct introductions in each classroom and talk about the impact of COVID-19 with students. Resources and framework options will be provided through the District Counseling Office.

Types of lessons included are:

- Elementary Lessons:
  - Meet the Counselor and Let's talk about Feelings
  - Stress, Control and Coping Strategies
- Secondary Lessons include:
  - Meet the Counselors and Discuss Community Trauma
  - [https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-school-counselor-introduction-lessons?authuser=0](https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-school-counselor-introduction-lessons?authuser=0)
- Counselors can also assist teachers with social emotional learning lessons and relationship building activities.
- Building student leadership to support implementation of social emotional learning, restorative practices, conflict resolution, etc. These resources are included to gain buy-in from students.
For Teachers and Staff

- Have an initial staff meeting to discuss the return to the classroom as related to emotional well-being. Principals can use the PowerPoint template provided to introduce trauma informed practices and establish expectations for continuous implementation of social emotional learning lessons and community building activities.
  - Address impact of COVID19 for staff.
- Moving forward staff should expect students will have heightened experiences with trauma throughout the school year, and it is important to address the impact of community trauma and how to address student needs:
  - [https://sites.google.com/aps.edu/apssocialemotionallearning/home/emotional-recovery?authuser=0](https://sites.google.com/aps.edu/apssocialemotionallearning/home/emotional-recovery?authuser=0)
- Provide trauma informed professional development continuously throughout the school year.
- District Wellness resources for staff
  - [https://sites.google.com/aps.edu/apssocialemotionallearning/home/employee-wellness?authuser=0](https://sites.google.com/aps.edu/apssocialemotionallearning/home/employee-wellness?authuser=0)
  - Discuss the importance of self-care.
- Discuss extra emotional supports for staff through the Employee Assistance Program (EAP).
- Provide professional development opportunities and ongoing training on topics related to instructional model impact.
- Give grace (flexible deadlines/more frequent check-ins as whole staff) to staff and remind them we care about their well-being.
- Provide a positive culturally and linguistically inclusive classroom environment.

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

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

**For Family and Parents**
[https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-families?authuser=0](https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-families?authuser=0)
- Ongoing notifications and resources.
- Include parents in Health and Wellness team meetings, when possible.
- Offer training and resources to parents in multiple formats and translate as needed.
- Check-in with families as concerns or needs arise.
- Special attention must be given to relationship building with students and their families. Concurrently with academic instruction, teachers should conduct virtual “home visits” to talk with families and students about online classroom structure and resources, as well as academic, emotional, or physical student concerns to complete class tasks. Answer questions or concerns the family has *(Distance Model).*

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

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

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

Factors to Consider for all three instructional models

Financial:
● Purchase of Accept, Identify, Move (AIM) course option for the entire district, training supplies, and other resources.

Logistical:
● Designate spaces at each location for students to decompress and for students who need extra supports in a more private space.

Transportation:
● Provide training for transportation staff on social emotional learning to be better equipped to diffuse any situations that arise on school buses.

Health:
● Address health/safety concerns causing emotional distress for students or staff.

Communications:
● Continuous communication with parents/community about emotional supports and resources.
● Visual plan to provide easy to read/understand information for our families, translated as needed.
● Videos made for staff to use during professional development to create district wide access and consistency.
● Safe, welcoming, culturally and linguistically inclusive ways to talk to students, staff and families.
● As circumstances evolve, communicate as frequently as possible with district, school staff, and community to reduce anxiety and uncertainty.

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

### Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Strategy</th>
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</table>
| Prior to School    | - Professional development for principals on utilizing emotional recovery PowerPoint template to design initial staff meeting(s) and drive school-wide goals to focus on emotional well-being as an essential component of creating a positive and responsive school climate.  
- Professional development for staff on addressing emotional concerns and cultural and linguistic responsiveness.  
- Professional development for teachers on how to access and utilize lessons and activities to do with students. |
| First Weeks of School | - Relationship building activities in person or virtually.  
- Teacher lessons on social emotional learning and relationship building.  
- Visits to the classrooms by Counselors.  
- Focus on student well-being and building connections prior to the start of instruction and assessment.  
- Incorporate social emotional learning and emotional connectedness into classroom sessions. |
| Ongoing            | - Additional lessons for classrooms on social emotional learning, emotional recovery, and relationship building.  
- Ongoing professional development during staff meetings to address trauma, social emotional learning, emotional recovery, and relationship building. |
● Outreach and non-academic check-ins with families and students, as needed, to provide emotional support and resources.

**Special Education First Weeks of School**
- Teacher lessons on social emotional learning and relationship building.
- Visits to the classrooms by Social Worker and/or Counselor.
  - Recognize and discuss feelings related to the new school structure.

**Special Education Ongoing**
- Lessons for classrooms on social emotional learning, emotional recovery and relationship building.
- Outreach and non-academic check-ins with families and students, as needed, to provide emotional support and resources.

### Additional Reminders for Hybrid Instructional Model
- Ensure opportunities and resources are made available in person and virtually for students, staff and families.
- Provide social emotional learning lessons or activities, which may be done while a student is doing work from home, to compliment classroom instruction.
- Focus part of each instructional day on connection and relationship building while the student is in the face-to-face setting.
- Recognize a student’s emotional response may differ between the school setting and the home setting.

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

### Resources Recommended for All Models

<table>
<thead>
<tr>
<th>Resources Recommended for All models</th>
<th>Rationale</th>
<th>Location</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Assistance Program</td>
<td>All staff require emotional wellness before they can tend to student needs.</td>
<td>Emotional Recovery and Well-Being Website</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>The Employee Wellness section includes resources and information (EAP brochure and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

90| APS Instructional and Operational Plan SY20-21
| **Trauma Informed Professional Development** | School leaders have expressed an interest in providing trauma informed professional development and engaging in restorative practices with students. | Southwest Family Guidance (videos and PowerPoint to show staff on Trauma Informed Practices). | Funded through the Counseling Department utilizing grant funds. |
| **Non-Violent Crisis Intervention** | Expand current offerings of classes to include more teachers/staff members. Specifically, day 1 of training on de-escalation techniques. | Expand current training on Non-Violent Crisis Intervention. | $180,000 for materials to train the whole district. |
| **Comprehensive Professional Development and Ready-Made Lesson Website** | Toolbox includes professional development for staff, lessons for staff to use with students on social emotional learning/restorative practices. The intent of the toolbox is to help educators implement daily practices to build community and emotional well-being in the school/classroom. | Emotional Recovery and Well-Being Website | None at this time. |
| **Social Emotional Learning Guidance Presentation for School Leaders** | School leaders will benefit from a social emotional learning presentation they can tailor to meet individual school needs. A PowerPoint template will be provided for principals. | Emotional Recovery and Well-Being Website | None |
| **Social Emotional Learning Course Option: Accept. Identify. Move (AIM)** | Middle and High Schools will need more tools to conduct advisory lessons, and social emotional learning lessons. | https://www.acceptidentifymove.com/ | $215,719 (3,000 books) |
# KEY PARTNERS

## Overview

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

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

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

## Definitions

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

  Note: critical partners are specific to partnership services which support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

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

<table>
<thead>
<tr>
<th>Social Emotional Learning Course Option: Accept. Identify. Move (AIM)</th>
<th>Elementary social emotional learning lessons can be used during morning meetings or as individual social emotional learning lessons.</th>
<th><a href="https://www.acceptidenotifymove.com/">https://www.acceptidenotifymove.com/</a></th>
<th>$287,625 (4,000 books)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting</td>
<td>Elementary schools may wish to use Morning Meeting protocols to engage in grounding activities.</td>
<td><a href="#">Emotional Recovery and Well-Being Website</a></td>
<td>None</td>
</tr>
</tbody>
</table>
• **Other Partnerships:** For the purposes of this document, “Other Partnerships” is defined as any other partnership not defined as Critical or Essential for example: volunteers, families, and other visitors. Other partnerships will have no or limited access to the school campus. (See individual sections below for details).

• **Mass Gatherings:** “Mass gathering” means any public gathering, private gathering, organized event, ceremony, or other grouping which brings together five (5) or more individuals in a single room or connected space, confined outdoor space or an open outdoor space (NM Public Health Order 6-15-2020).

**Until schools can safely fully re-open APS is:**

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

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

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

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

**Purpose**

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

The purpose of this guidance is to minimize the number of face-to-face encounters on school campuses during the COVID-19 pandemic; ensure partners are working closely with APS and our schools in order to meet goals and objectives; to engage key partners in practice social distancing, health monitoring and provide information dissemination; and to provide clear parameters and expectations for services.

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

**KEY PARTNERS – AT A GLANCE**

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

<table>
<thead>
<tr>
<th>Partnership Service</th>
<th>Partnership Designation</th>
<th>Allowed on Campus?</th>
<th>Locations Allowed</th>
<th>Critical Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Mental Health</td>
<td>Critical</td>
<td>Yes</td>
<td>Principal Discretion</td>
<td>Must have a contract with APS</td>
</tr>
<tr>
<td>Partnership Service</td>
<td>Partnership Designation</td>
<td>Allowed on Campus?</td>
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</tr>
<tr>
<td>School Based Health Centers</td>
<td>Critical</td>
<td>Yes</td>
<td>Previously Determined</td>
<td>Must have a contract with APS</td>
</tr>
<tr>
<td>Other Health Partners (not requiring access to campus)</td>
<td>Critical</td>
<td>N/A</td>
<td>N/A</td>
<td>Health and Wellness Teams may make referrals. Services are not provided on campus.</td>
</tr>
<tr>
<td>Out of School Time / School Aged Childcare</td>
<td>Critical</td>
<td>Yes</td>
<td>Principal Discretion</td>
<td>District personnel will match schools with partners. There are extensive protocols for this service. Please review full Re-Entry Plan closely.</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Critical</td>
<td>Yes</td>
<td>Previously Determined</td>
<td>Provider should provide the Principal with COVID19 Safety Plan.</td>
</tr>
<tr>
<td>Community Supported Food Distribution</td>
<td>Essential</td>
<td>Yes (with significant limitations)</td>
<td>Outside &quot;grab and go&quot;</td>
<td>There are extensive protocols for this service. Please review Key Partners section of the Re-Entry Plan closely.</td>
</tr>
<tr>
<td>Other Basic Needs and Family Services</td>
<td>Essential /Other Partnerships</td>
<td>Yes (with significant limitations)</td>
<td>Outside &quot;grab and go&quot;</td>
<td>Grab and go distribution or virtually only depending on service</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Other Partnerships</td>
<td>Yes (with significant limitations)</td>
<td>Outside &quot;grab and go&quot; campus clean up, virtual (with restrictions)</td>
<td>Can support basic needs and education materials &quot;grab and go&quot; distribution or campus clean-up projects conducted when students are not present, and virtual projects ONLY.</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Other Partnerships</td>
<td>Yes (with extreme limitations)</td>
<td>Principal Discretion</td>
<td>No mass gatherings are allowable; meetings with families should be conducted virtually; if absolutely necessary, a meeting with one family can be conducted on campus by appointment only</td>
</tr>
<tr>
<td>Partnership Service</td>
<td>Partnership Designation</td>
<td>Allowed on Campus?</td>
<td>Locations Allowed</td>
<td>Critical Information</td>
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</tr>
<tr>
<td>Mentoring</td>
<td>Other Partnerships</td>
<td>No</td>
<td>N/A</td>
<td>Mentoring services for students that are run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. The district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Other Partnerships</td>
<td>No</td>
<td>N/A</td>
<td>Tutoring with students will only be allowed virtually.</td>
</tr>
<tr>
<td>All Other Partnership Services</td>
<td>Not Specified Above</td>
<td>No</td>
<td>N/A</td>
<td>If you are approached by someone wanting to start a partnership and you are unsure of how to handle it, or if the partnership is allowable, prior to allowing the partner access to the school or students contact the Student, Family, and Community Supports Executive Director</td>
</tr>
</tbody>
</table>

**COMMUNITY MENTAL HEALTH PROVIDER SERVICES**

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

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

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

Definitions

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

  Note: critical partners are specific to partnership services which support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).

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

This section of the APS reentry plan describes working with Community Mental Health Providers to continue much needed mental health services for students and families, as well as guidelines for access with the three reentry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

Reentry General Processes

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

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

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

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

Reentry Guidelines

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**ALL LEARNING MODELS**

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97| APS Instructional and Operational Plan SY20-21
When Community Mental Health Providers are in or at APS facilities, every provider must wear a mask and use safe practices (refer to current public health order and follow Department of Health Guidelines).

When in or at APS facilities, all individuals must review the Entering APS Facilities COVID-19 Questionnaire each day prior to being at APS facilities.
- Community Mental Health Providers who exhibit symptoms should not go onto an APS campus. They should contact the Health and Wellness Team Lead to inform them they cannot be on campus. Student visits will be rescheduled or done virtually, if appropriate. (See Entering APS Facilities COVID-19 Questionnaire).
  - Staff will clean and disinfect areas used before and after therapy services.

**FULL CAPACITY**

- Community Mental Health Providers will follow standard protocol for getting referrals through Health and Wellness Team meetings. They will provide services on site for students.
- Administrators will ensure that staff will continue to hold and participate in Health and Wellness team meetings at least bi-weekly and make referrals to Community Mental Health Providers.
- The District Counseling Department will continue to collect data on Health and Wellness Teams and Community Mental Health Providers appointments.

**HYBRID**

- Community Mental Health Providers will follow standard protocol for getting referrals through Health and Wellness Team meetings, they will provide services on site and/or virtually for students.
- Administrators will ensure staff will continue to hold and participate in Health and Wellness team meetings either in person or virtually at least bi-weekly and make referrals to Community Mental Health Providers.
- The District Counseling Department will continue to collect data on Health and Wellness Teams and Community Mental Health Providers appointments.
- Families will be given face-to-face or virtual meeting options for attending Health and Wellness Teams and therapy services.

**REMOTE**

- Community Mental Health Providers will follow standard protocol for getting referrals through Health and Wellness Team meetings; they will provide services virtually for students.
- Administrators will ensure that staff will continue to hold and participate in Health and Wellness team meetings virtually at least bi-weekly and make referrals to Community Mental Health Providers.
- The District Counseling Department will continue to collect data on Health and Wellness Teams and Community Mental Health Providers appointments.
- Families will be given virtual meeting options for attending Health and Wellness Teams and Counseling Services.

**Other Considerations**

**Professional Development**
Timeline:
- **First Week of School:**
  - School Counselors will need training to be able to conduct Health and Wellness Team meetings virtually and complete all forms electronically.
  - Community Mental Health Providers may need training on providing paperwork electronically.
- **ONGOING:**
  - Continued training for staff is needed for Health and Wellness Team referrals and meeting format.

**IMMUNIZATIONS AND SCHOOL-BASED HEALTH CENTERS**

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

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

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

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

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

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

*Note: critical partners are specific to partnership services which support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).*

The following are guidelines in the three reentry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

**Re-Entry General Processes - Immunizations**
School Nurses and Administration will serve as points of contact for immunization services at school sites.

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

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

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

**Reentry Guidelines**

<table>
<thead>
<tr>
<th>ALL LEARNING MODELS</th>
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</thead>
<tbody>
<tr>
<td>o Only the New Mexico Department of Health will be allowed to assist with immunization clinics.</td>
</tr>
<tr>
<td>o New Mexico Department of Health may assist with disposal of medical waste.</td>
</tr>
<tr>
<td>o Partners assisting with immunizations on school site must screen on a daily basis, including temperature check and review of potential COVID-19 symptoms (see: Entering APS Facilities COVID-10 Questionnaire).</td>
</tr>
<tr>
<td>o Immunizations on school site must be lower volume, higher frequency clinics.</td>
</tr>
<tr>
<td>o Provide electronic consent forms for immunizations and access to devices for check in.</td>
</tr>
<tr>
<td>o Provide electronic advertisement for immunization clinics.</td>
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<table>
<thead>
<tr>
<th>FULL CAPACITY</th>
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<tbody>
<tr>
<td>Same as All Learning Models</td>
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<tr>
<td>• PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.</td>
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<tr>
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<tbody>
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</tr>
</tbody>
</table>

**Other Considerations**

**Logistical**
- Office space reconfiguration for social distancing
- Large spaces immunization clinics to maintain social distancing

**Communication**
- Direct communication between key partners and School Nurse/Administration critical. Any changes to site closures or moving from one learning model to another must be quickly communicated to key partners.

Other considerations:

**Health partners that do not require student contact at school sites:**
• Vision Fund exam providers will continue to receive referrals from School Nurses.
• Immunization providers that offer mobile services may be available to provide immunizations after school and/or on weekends. These services must be coordinated by the school nurse and the nursing services department.

SCHOOL BASED HEALTH CENTERS

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

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

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

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

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

General SBHC Protocols
• Patient COVID-19 symptom screening when appointment is scheduled.
• Daily employee temperature check and COVID-19 symptom screening.
• Patient COVID-19 screening upon presentation for appointment (includes symptom and temperature check). If symptoms are positive, the visit may be completed via telehealth or rescheduled to later date.
  o Screening protocol for positively screen patients go into effect.
• Masks will be worn by all employees in the clinic.
• Plexiglas barrier may be installed around front desks if not already in place (to be installed by provider).
• Masks for all patients. These can be cloth. A mask will be provided if needed.
• For the continued safety of patients, physicians, staff and the community, a no-visitor policy will be in effect for SBHCs. Exceptions may include patients with disabilities who require a reasonable accommodation for assistance related to an intellectual, developmental or cognitive disability (limited to one support person over the age of 18). Friends will be NOT be allowed to accompany patients to appointments.
One way entry and exit in the clinic should be utilized, where feasible. If not feasible SBHCs will maintain social distancing at all times.

- Floor markings to promote social distancing.
- Consistent signage to promote wearing masks and social distancing.
- Removal of all pamphlets from the waiting room and front desk.
- Hand sanitizer station in waiting room when available.
- High touch cleaning and thorough cleaning of patient rooms between patients.
- No aerosol generating procedures (i.e. nebs) will be done in the clinic.
- Patients may be placed directly in rooms after registration. All care will be done in the rooms to decrease potential contamination of multiple surfaces.
- Promotion of telehealth visits via video when appropriate. Please note per the New Mexico Licensing Board:

All state licensing boards require licensed clinicians follow all the regulations for practicing under their license no matter what medium of communication is used. All licensing boards also require clinicians only practice within the boundaries of their competence.

Referral Process

- Students can self-refer to SBHCs.
- If a student needs to be referred to the SBHC, then school staff should call the SBHC to see if they can send the student immediately or schedule an appointment time for/with the student.

Individual School Based Health Center Operation

Note:

- Hours of operation are dependent of current health orders and hours of access to APS schools.
- If APS does not have students on campus every day, SBHCs may reevaluate days of operation.
- SBHCs will monitor utilization and may need to adjust days and times of service as demand increases or decreases.

<table>
<thead>
<tr>
<th>FIRST CHOICE COMMUNITY HEALTHCARE (First Choice) – Rio Grande High School</th>
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</thead>
<tbody>
<tr>
<td><strong>Hours of Operation:</strong></td>
</tr>
<tr>
<td><strong>Rio Grande High School:</strong></td>
</tr>
<tr>
<td>- Behavioral Health services are open and available 7:30am – 3:30pm Monday-Friday (In the event students are on-campus)</td>
</tr>
<tr>
<td>- Medical services are open and available Tuesdays and Thursday from 8:00 am-noon.</td>
</tr>
</tbody>
</table>

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

First Choice will have increased communication through more informative materials to include all new processes and procedures for accessing care will be available and given to students and parents/guardians. All care options and how to access those options will be put into easy to follow documentation in both English and Spanish and will be made available. Given virtual registration was in process prior to the 102| APS Instructional and Operational Plan SY20-21
creation of this document, First Choice will develop means of consent and communications material that will best fit the resources of First Choice, as well as maximize the dissemination to students, teachers, parents, and guardians. Information will be available on campus, as well for wellness teams and school administration.

**Screening Process:**
First Choice – Upon presentation of a presumptive positive (COVID-19 symptoms present) and a First Choice provider is on-site, the First Choice support staff member and provider will don full PPE (gown, gloves, N95) to escort the student to the alternate entrance, where the student will then be placed in an isolation room. The provider will also don full PPE to interact with the patient in isolation to perform a full triage. If testing is required, the student will be directed to a COVID-19 testing center, and the student’s parents/guardians will be notified of the positive screen. The nature of the visit to the SBHC will not be disclosed without consent, as per guidelines around patient consent and confidential visits. The report will simply consist of the fact the student arrived at school, screened positive and is now being referred to a testing site. See the First Choice screening protocol below.

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

**Wrap-Up Meetings:**
SBHC wrap up meetings will continue with the Behavioral Health team at Rio Grande High School. First Choice Behavior Health providers can hold these meetings virtually and invite in anyone who would need to attend using MS Teams. The medical team does not have these meetings regularly and will continue in this way.
**FIRST NATIONS – Emerson Elementary School, Grant Middle School, Wilson Middle School, and Collee and Career High Schools**

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

**Screening Process:**
A series of questions are asked to each student presenting at the SBHC such as:
- Are you currently having any of the following?
  - Fever
  - Shortness of breath
  - Cough
- Have you had either of the following:
  - Exposure to someone with a COVID-19 infection
  - Traveled to an area with widespread cases outside of NM

Temperature is taken using a remote thermometer to determine if temperature is less than 100.4°F (38°C)

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

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

**Wrap-Up Meetings:**
Not Applicable

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

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

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

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

**Wrap-Up Meetings:**
Not Applicable
UNIVERSITY OF NEW MEXICO MEDICAL GROUP (UNMMG) – East San Jose Elementary School, Van Buren Middle School, Washington Middle School, Albuquerque High School, Highland High School and Manzano High School

**Hours of Operation:**
The UNMMG School-Based Health Center intends to open all six APS clinics. Clinical staff will access clinics on August 5, 2020 for set up and student access will begin on August 10, 2020. Days and hours are listed below.
- East San Jose Elementary School: Tuesday and Friday, 8-12
- Van Buren Middle School: Tuesday, Wednesday and Friday, 7:45-4:15
- Washington Middle School: Monday and Thursday, 7:45-4:15
- Albuquerque High School: Monday-Friday, 7:30-4:00
- Highland High School: Monday-Friday, 7:30-4:00
- Manzano High School: Monday-Friday, 7:30-4:00

**Screening Process:**
All Students presenting in person for an appointment will be screened for COVID-19.
*If the student screens presumptively positive, and we have consent from the parent or guardian to be seen, they will be placed in an isolated exam room. Provider will use our internal COVID-19 risk assessment tool to determine if COVID-19 testing is warranted. Provider will notify parent/guardian of recommendations on testing or other treatment.
* If the student screens presumptively positive, but has presented for a confidential service or we do not have consent to see the student, the school nurse will be notified and the school process that is established will be followed.

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

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

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

**OUT-OF-SCHOOL TIME / SCHOOL-AGE CHILDCRE AND EARLY CHILDHOOD PROGRAMS**

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

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

105| APS Instructional and Operational Plan SY20-21
Only “Critical Partners Services” may be allowed to provide face-face services to students on school campuses, depending on space at the school site. Only Community Mental Health Providers that are under contract with APS; School-Based Health Centers; Out-of-School Time /School-Aged Childcare Programs (Before and After School and Clubs) and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site.

DEFINITIONS

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

- **Out-of-School Time / School-Aged Childcare Programs:** For the purpose of this document, “Out of School Time (OST) / School-Aged Childcare Programs” are defined as supervised programs for school aged students, held on an APS school campus or virtually. OST / School-Aged Childcare Programs are programs that school-aged students regularly attend when school is not in session or virtually when students are distance learning. Program focuses range from purely childcare or recreation, to academic (e.g., reading or math focused), specialty (e.g., sports teams, STEM, arts, chess), and multipurpose programs. OST program types include:
  - before- and after- school programs - which are OST services that support student school attendance, provide homework supports and an array of other recreation and/or academic enrichment activities, and assist families with childcare needs, through in-person programs held before and/or after school for those students attending school in-person.
  - comprehensive full-day programs - which are OST services that support student distance learning, provide an array of other recreation and/or academic enrichment activities, and assist families with childcare needs, through in-person programs held, throughout the school or workday (and also before and after school as needed).
  
  **NOTE:** Until the district returns to full capacity and with absolutely no precautions, comprehensive full-day programs will not be allowed in schools.
  - clubs - which are OST services that engage students in OST services that have a single focused topic area (e.g. chess, art, leadership, etc.) held for short, single in-person and/or virtual sessions only between one and three times per week.

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

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

This section of the APS re-entry plan describes the guidance for both in-person and virtual out of school time / school-aged childcare and early childhood programs, for the three district re-entry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

OUT OF SCHOOL TIME / SCHOOL AGED CHILD CARE PROGRAMS

Reentry General Processes

106| APS Instructional and Operational Plan SY20-21
Until the district returns to full capacity and with absolutely no precautions, comprehensive full-day programs will NOT be allowed on school campuses. Before and after school programs can be held on APS school campuses. They shall only be made available for those students scheduled for and attending school in-person each day.

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

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

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

**REENTRY GUIDELINES**

<table>
<thead>
<tr>
<th>ALL LEARNING MODELS</th>
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<tr>
<td>Before and After School Programs (Not Including Clubs)</td>
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<tr>
<td>Programs must utilize an extended learning model.</td>
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<tr>
<td>- ALL services will include academic support on each student's assigned course work as well as other academic enrichment activities.</td>
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</table>

| OST Clubs (also see information on Virtual OST Programs/Clubs) |
| In - person clubs held in any APS facility will only be conducted by: |
| - APS staff from the same school in which the staff person works during the school day. |
| - Staff from community partner organizations who are already providing before and after school programs at the same school. |

| Health and Safety Expectations for ALL In-Person OST Programs |
| The following are expectations for all in-person OST Programs on APS school campuses: |
| Schools will collaborate with, support, and monitor community providers conducting OST programs on APS campuses and/or if they are conducting their own programs, will meet the following: |
| - Providers agree to operate OST programs according to all APS guidance as well as the Health and Safety Guidance for New Mexico Child Care Centers and Early Childhood Professionals (Updated June 10, 2020 - [https://www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf](https://www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf)). |
- Providers agree to remain up to date and to adhere to any other current or updated related guidance or requirements for such programs that may be released from the Governor’s office, State and APS.
- Program enrollment will not exceed the total approved number of students based on staff to student ratio and space available.
- Providers must submit and obtain Principal approval of building usage applications for each program location.
- Providers will work directly with each Principal regarding school facility opening and closing procedures.
- Provider registration forms will specifically reflect that the program is being run by the Provider and not the Albuquerque Public Schools. This is not applicable for school/district run programs.
- Providers will request information from families, screen registration forms, and make reasonable accommodations for students with special needs.
- Providers will ensure that children of essential workers employed by essential businesses and nonprofit entities as originally defined by the New Mexico Department of Health (https://cv.nmhealth.org/stay-at-home-essential-businesses/), as well as APS teachers/staff, will have first opportunity to register for programs.
- In the event a Provider is considering reducing use of program spaces, or closing locations, or if there are any known cases of COVID-19 among staff or students, they must contact APS (by emailing ootschooltime@aps.edu) immediately and before marketing/sharing information to parents and/or the general public.
- Providers may be required to provide program attendance numbers to APS.
- Providers must clean furniture and facilities after each rotation / time / day that participant’s use it.
  - APS custodial staff will empty waste and clean program spaces daily.
  - APS will maintain soap and paper towels in restrooms and near sinks.
  - The Provider must obtain their own extra cleaning supplies and tools.
- Providers must clean all program materials and equipment for participant use.
- Providers must have all staff complete random COVID19 testing per CYFD childcare guidance (https://www.newmexikids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf)
- In order to contain the spread of contagion, the following social distancing and health promotion best practices SHALL be implemented:
  - Pick-up and drop-off of participants will ideally be conducted in the school’s pick-up / drop off area or will be conducted outside all facilities and/or in non-OST program locations.
  - All extra health precautions, including social distancing, will be in place, including:
  - All staff are required to wear face coverings on the school site except while eating, drinking and exercising, with limited exceptions for staff who have medical reasons for not being able to wear a mask or face shield. Cloth masks shall be cleaned daily.
  - All staff and students must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
- Individuals who exhibit symptoms should contact the school’s OST Coordinator / Principal to determine how to proceed.
- Staff must follow the current COVID-Save Practices, current Public Health Orders, and State Public Education Department (PED) requirements.

**If at any point the Provider is notified that a staff person or participant is found to have COVID19:**

a. Immediately notify the Senior Director of Nursing Services at nursingservices@aps.edu and the school principal with the following information:
   a. Name of School
   b. Spaces Potentially Affected
   c. Name of Agency / Person Making Contact, Mobile Number and Email
b. **NOTE:** APS will notify the NM Department of Health
c. Inform all parents and staff that there has been a positive case, making every effort to protect the identity of the individual(s) who tested positive
d. If the program is in session at the time of receiving the notification, close off area(s) potentially affected and call parents to pick up students.
e. Close program immediately, until further cleared by APS school district.
f. Program space will remain closed to everyone until the APS Maintenance and Operations Department has contacted a program representative to define which space has been impacted. APS Maintenance and Operations will then send in a specially trained team to sanitize areas impacted.
g. The program will only be cleared for use 48 hours after sanitation and with APS approval.

- The program is responsible for purchasing/obtaining PPE and extra cleaning supplies to support these staff.

**Program staff and participants must:**

- Be notified (by the Provider) of all health and safety precautions.
- Maintain social distancing to the greatest extent possible. Social distancing means avoiding large gatherings and maintaining distance (approximately 6 feet) from others.
- Keep all personal items out of common program areas.
- Wash their hands repeatedly throughout program operating hours, especially after transitions, and meals.
- **Stay home when ill.** If staff illness requires the program to stop, the Provider must notify the school Principal, district Out of School Time Program Coordinator, and participants immediately.
- Notify families to pick up their child should they become ill during the program and the ill participant must be isolated (as appropriate and feasible) from other participants until they are picked up.
- Maintain group sizes and ratios based on State / New Mexico Children Youth and Families Department guidance and/or regulations.
- Place participants into groups which are overseen by the same staff. Each group must remain distanced (by at least 15 feet in each direction) from other groups; utilize a few designated
indoor and two designated outdoor spaces as possible; and have activities rotated to the group instead of the group rotating to activities (if at all possible).

In order to contain the spread of contagion, it is HIGHLY ENCOURAGED for staff and students have their temperatures taken daily prior to entering the program. If a staff member has a temperature of 100.4°F (38°C) or greater, they are sent home. If a student has a temperature of 100.4°F (38°C) or greater, separate them in a safe visible space and contact parents to pick up immediately.

Providers shall determine specific policies and practices related to staff and participants who, have been exposed to, are suspected of, or are confirmed as having COVID-19. This should include notifications and impact on fees (if any). The plan must be communicated to parents prior to registering for the program. For community providers, a copy of the plan must be submitted to the district via email at outofschooltime@aps.edu.

If the plan submitted is updated for any reason, provider must re-submit the updated version to outofschooltime@aps.edu. See the following link for a template provided by the New Mexico CYFD: https://www.newmexickids.org/coronavirus/health.php (click on the rapid response resource tab).

Providers shall discourage staff and parents of children, who are considered to have high risk health conditions from participating in the out of school time program. Should parents still choose to have their children participate, Providers must have a plan in place with additional protections.

Providers must communicate program health related practices and policies to families during the registration process.

Providers can NOT operate field trips or conduct any large group activities or events.

As outlined in State early childhood guidance documents, Provider shall not serve meals/snacks buffet or family style. Use of prepackaged food (snacks, special dishes) is allowable.

Only essential paid staff may have access to and work in the programs. No internships, apprenticeships, practicums, or volunteers are allowed.

**Virtual OST Programs / Clubs**

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

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

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

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

**Staffing**

An APS staff person must run or monitor virtual programs/clubs.
APS salaried personnel shall only participate outside of their duty day.

Students may not be left alone in a session.

It is recommended that two staff be available for sessions where possible. Staff should be the first person into the session and the last person to leave. Programs should follow safe virtual program practice which include, but are not limited to:

2 adults at all times with students.

Parental permission for the programs.

Don't publicly share students' names.

Be careful of how you share information with students.

Always use school-related email addresses.

Understand and research the Children’s Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.

Schools are may want to have a mix of two types of programs:

Some programs/clubs may have limited space (based on the nature of the activity) and will be available upon invitation (e.g. based on current enrollment).

Some programs/clubs must be open to any student in the school (first priority and recruitment) and district (if they hear through word of mouth). These clubs can be targeted to grade levels as long as some options are open to all students.

It is encouraged that programs utilize Google meets (or classroom) only.

Log-in information for each session shall be emailed to the school OST Coordinator and outofschooltime@aps.edu no later than 24 hours prior to the session.

APS district personnel may randomly monitor clubs. They will sign into the chat box when present.

All sessions must be recorded, archived, and made available for review and utilization for billing purposes if necessary.

Registration forms will notify families that sessions will be recorded.

All student participants will use the chat box to “sign-in” to the club, which will also indicate their understanding that the session is being recorded and which may also be utilized for billing.
All programs/clubs:
Must be engaging and appropriate in a virtual setting.

Must establish strategies that facilitate active participation of all participants.

Programs/clubs that include physical activity and social emotional skills building / support are highly encouraged.

Schools are should utilize School Messenger, their school website, and other mechanisms to ensure that all students and families are made aware of the programs/ clubs.

### FULL CAPACITY

**Partnership Model**
Before and After School Programs and Clubs - both in-person and virtual

**Targeted students**
The following students have priority for services:
- Students of Essential Workers (original definition)
- McKinney Vento eligible students (by staff referral)
- Students who need before and after school programs in order to facilitate attendance and learning.

**Role Group Needs**
Teachers and Administrators
Intentional partnership practices must be put into place in order to develop linkages between school day instruction and learning and extended learning in OST programs
OST staff training
Access to curricula

### HYBRID

**Partnership Model**
Before and After School Programs
For students during days when they are scheduled for on-campus instruction but need before and/or after school childcare, homework / academic support, or enrichment.

**Clubs**
- In-person - for students during days when they are scheduled for on-campus instruction but need childcare, homework / academic support, or enrichment.
- Virtual - For students during days when they are not scheduled for on-campus instruction that need homework / academic support or enrichment.

**Targeted students**
The following students have priority for services:
- Students of Essential Workers (original definition)
- McKinney Vento eligible students (by staff referral)
- Students of families who need programs in order to facilitate school attendance and learning.
- Students of teachers / staff.

**Considerations**
Financial
Funding will have to be garnered to ensure middle school services.
Extra costs for cleaning supplies (although providers should have their own supply).
Schools should identify which the district provides, and which are covered by private providers.

Logistical
Designated locations that take into account childcare needs when core instruction is also taking place.
Food for participants (access, location, etc.)

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

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

Communications
Communication to families around availability and access to services will need to be disseminated by the district and individual schools.

Role Group Needs
Teachers
Communication about the process and timeline for referrals will need to be disseminated by the OST Coordinator and Principal.

Administrators
Principals should conduct planning for utilization of facilities in order to ensure services for:
Before and after school for students receiving on-site school instruction.
OST (utilizing an Extended Learning model) for students who are not receiving on-site school instruction but need childcare.

Intentional partnership practices must be put into place in order to develop linkages between school day instruction and learning and extended learning in OST programs
OST staff training
Access to curricula
Extra instructional staff support should be provided to the programs to ensure effective expanded learning and alignment with instructional practices. This could be conducted by Reading and Math Interventionists and Educational Assistants. There may also be extra instructional supports needed depending on the developmental level or special needs of the students.

District / Departments
Training and other support to OST providers on curriculum and instruction will be required. Added meetings with providers, site visits and virtual program monitoring will be required by the Coordinated School Health Department.

REMOTE

Partnership Model
- Clubs
- Virtual - for students during days when they are not scheduled for on-campus instruction that need homework / academic support or enrichment.
• Comprehensive Full Day Programs (UPON APS LEADERSHIP APPROVAL ONLY)
• For students in need childcare or additional academic supports.

• Targeted students (who have priority for services)
• Students of Essential Workers (original definition)
• McKinney Vento eligible students (by staff referral)
• Students of families who need programs in order to facilitate learning (by staff referral).
• Those who need childcare when not participating in in-person instruction.
• Students of teachers/staff.

Considerations
• Financial
  • Funding will need to be garnered to ensure middle school services.
  • The district will need to support providers with training, curriculum (IReady and IStation), and materials (including chrome books) to help instruct students.
  • Extra costs for cleaning supplies (although providers will have their own supply).
  • Schools should identify which the district provides, and which are covered by providers.
• Logistical
  • There will be targeted elementary and middle school sites across the district.
  • Staff to Student Ratios
  • Food for participants
  • Materials needed for virtual clubs must be distributed in accordance with district “grab and go” guidelines.

Equity of Access
• Schools will need to support referrals of students into programs and marketing of programs in various languages.
• Special Student Populations
• Schools will need to support referrals of students into programs and marketing of programs in various languages.
• Administrators
  • Intentional partnership practices must be put into place in order to develop linkages between school day instruction and learning and extended learning in OST programs
• OST staff training
• Access to curricula
• Extra instructional staff support should be provided to the programs to ensure effective expanded learning and alignment with instructional practices. This could be conducted by Reading and Math Interventionists and Educational Assistants. There may also be extra instructional supports needed depending on the developmental level or special needs of the students.
• District/Departments
• Training and other support to OST providers on curriculum and instruction will be required
### EARLY CHILDHOOD PROGRAMS

### REENTRY GUIDELINES

**ALL LEARNING MODELS**

- All programs will abide by the expectations outlined in their APS Joint Usage Agreements.
- Program staff must follow the current COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements.
- YDI Head Start/Early Start, CABQ Child Development Centers, and CYFD at New Futures must meet the State Early Childhood Education and Care Department’s guidelines and expectations (e.g. ratios, health precautions, etc.).
- Providers agree to remain up to date and to adhere to any other current or updated related guidance or requirements for such programs that may be released from the Governor’s office, State and APS.
- Enrollment will be based on age requirements and health and safety concerns, as outlined by:
  - New Mexico Early Childhood Health and Safety Guidance
- Each licensed childcare provider located on an APS campus will develop a COVID-19 Safety Planning Protocol for Licensed Child Care Facilities, [https://www.newmexicokids.org/coronavirus/health.php](https://www.newmexicokids.org/coronavirus/health.php) provide a copy to the APS principal at the location of the center, and post in the childcare facility for future reference and not limited to:
  - Entry Plan: This plan should provide information on arrival, departure, and daily health checks. Plan needs to include:
    - Minimizing the risk of cross contamination at clock in/out stations.
    - Daily health screening protocols
    - Temperature checks
    - Usage of Personal Protective Equipment (PPE)
    - Observation for signs and symptoms of COVID-19
  - Preventative Plan: This plan should provide information on preventative measures, to reduce the risk of spreading or exposure of COVID-19. Plan needs to include:
    - Frequency, duration, and techniques for proper hand washing and teaching
    - Proper usage and storage of face coverings
    - Include cleaning and sanitizing with increased frequency and disinfecting high touched areas throughout the day
    - How, when, and why Personal Protective Equipment should be used and disposed
    - Education provided to children on how germs are spread and how to minimize their risk
  - Physical Distancing: This plan should provide information on measures to take to adhere to social distancing requirements while maintaining social connections. This plan needs to include:
    - Maintaining proper space distancing amongst each other
- Limit group size and observe ratios inside or outside at all times
- Mealtime settings and practices
  - **Suspected/Confirmed COVID-19 Cases:** This plan should provide information on steps to take when signs or symptoms of COVID-19 are observed or notification of a positive COVID-19 test is received. This plan should include:
    - Who, how, and when to notify which includes APS site principal
    - Additional steps to take for deep cleaning and sanitizing
  - Changes to business, such as closures, hours, and protocol for returning to facility.
- Enrollment will not exceed the total approved number of students based on staff to student ratio and space available.
- Providers shall submit and obtain Principal approval of building usage applications for each program location.
- Providers will work directly with each Principal regarding school facility opening and closing procedures.
- Provider’s registration form will specifically reflect that the program is being run by the Provider and not the Albuquerque Public Schools.
- Providers will work directly with each school Principal regarding school facility opening and closing procedures.
- Providers will ensure that teachers/staff, and children of essential workers employed by essential businesses and nonprofit entities as originally defined by the Public Health Order ([https://www.newmexicokids.org/wp-content/uploads/2020.5.6-Gov-Health-Order.pdf](https://www.newmexicokids.org/wp-content/uploads/2020.5.6-Gov-Health-Order.pdf)) will have first opportunity to register for programs.
- Providers must clean all program materials and equipment for participant use.
- Providers can NOT operate field trips or conduct any large group activities or events.
- As outlined in State early childhood guidance documents, Provider shall not serve meals/snacks buffet or family style. Use of prepackaged food (snacks, special dishes) is expected.
- Only essential paid staff of the organization, licensing agency, and State designated teams shall have access to and work in the programs. No internships, apprenticeships, practicums, or volunteers are allowed. Unless otherwise allowed by the Department of New Mexico Early Childhood Education and Care.

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<tr>
<td>All programs will also abide by the expectations outlined in their APS Joint Usage Agreements which states when APS is not in school, they will close.</td>
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<tr>
<td>Childcare programs in portables may reopen upon authorization of APS</td>
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<tr>
<td>Programs within the school building will remain closed unless granted permission to reopen by APS</td>
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VOLUNTEERING, TUTORING AND MENTORING

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

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

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

Definitions

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

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

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

This section of the APS reentry plan describes how volunteers and tutors will be able to provide services to students, the three reentry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

VOLUNTEERING

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

- Tutoring
- Classroom support
- Academic enrichment
- Basic needs support
- Social emotional support
- School environment / climate

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

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

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District Requirements:

- All volunteer programs will continue to meet the expectations in the APS Volunteer Programs Procedural Directive, including:
  - Unsupervised volunteers must have a current APS fingerprint background check and an APS ID badge issued by APS School Police or the Student, Family and Community Supports Division.
  - Supervised volunteers must have an online volunteer background check.
- Principals should meet with their Volunteer Coordinator/Volunteer Program Point of Contact to review these expectations and determine school goals and priorities to develop a School-Based Volunteer Program Plan. District support can be obtained by contacting volunteer.programs@aps.edu.
The plan should include school goals, related volunteer projects, volunteer roles, number of volunteers needed for each project, location of volunteers, limiting access to student to safe virtual access only, equity of access to students, etc.

- Prioritize volunteers who are specifically supporting student academic achievement and social emotional learning.
- During this time, schools should direct their efforts on immediate needs, but use this opportunity to begin thinking about how to incorporate virtual, and remote service into all aspects of volunteer engagement.

- Identify specific volunteer roles to support the school’s goals.
  - Identify whether each role will be conducted virtually or during times when students are not on campus.

- Basic requirements and guidelines for volunteer management should be consistent and applied equally to volunteers working virtually or onsite.
  - All Volunteers must:
    - Sign a volunteer agreement which specifies specific adherence to safety protocols.
    - Be oriented to their project, role, and functions; and have training in health and safety expectations.

**Recommendations**

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

**Types of Volunteering and Related Expectations**

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

- **This must occur during times when students are NOT on campus for core instruction.**
- This type of volunteering is only allowable for basic needs and education materials “grab and go” distribution and for campus clean-up projects.
- All volunteering that supports basic needs must ALSO meet all of the guidance detailed in the Community-Supported Food Distribution portion in the Basic Needs section of this document.
- Schools must strategically limit the total number of volunteers and staff on campus.
- No more than 10 volunteers and staff can be utilized for a session.
  - For campus clean-up projects, volunteers must spread out and be in groups of no larger than five members.
- All extra health precautions must be in place, including:
  - All volunteers are required to wear face coverings on school site except while eating, drinking and exercising, with limited exceptions of volunteers who have medical reasons for being able to wear a mask or face shield.
  - Social distancing from others (staff, volunteers, etc.)
  - All volunteers must review the **Entering APS Facilities COVID-19 Questionnaire** each time prior to being at APS facilities.
    - Individuals who exhibit symptoms should contact the school’s Volunteer Coordinator/Point of Contact to determine if they can volunteer.
Schools may need to purchase/obtain PPE and extra cleaning supplies to support volunteers who assist with basic needs or campus clean-up projects.

Volunteering that is virtual/distance based and there IS NOT contact with students.
- These volunteers do not have to have a constant line of site supervision by an APS employee and do not need a volunteer background clearance.
- “Grab and go”, curbside drop-off, drop-off at homes should follow all safety guidelines.
- Align take-home projects with school’s goals and overall volunteer program strategy.

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

Volunteering that is virtual/distance based and the IS contact with students.
- In order to ensure health precautions, volunteers who have contact with students MUST have constant supervision by an APS employee.
- These volunteers MUST hold either a current supervised or unsupervised volunteer background check clearance.
- Virtual volunteers can complete short-term or long-term tasks, in whole or in part, typically off-site from the organization or person being assisted. It may or may not require access to a computer or a phone.
- Virtual volunteering should align with the school's goals and overall volunteer program strategy.
- Volunteers who will use a virtual setting, which includes interaction with students, whether it is a pre-recorded session, video, live meeting by phone or virtual meeting with students, must follow the district guidelines for virtual volunteer and tutoring.
- Volunteers must utilize safe virtual program practices: requiring any key partner who has virtual access to student to utilize safe virtual program practices. Safe virtual program practice include, but are not limited to:
  - At least 2 adults at all times with students, one must be an APS employee.
  - Parental permission for the programs, when applicable.
  - Not publicly sharing students' names.
  - Being careful of how information is shared with students.
  - Always using school-related email addresses.
  - Understanding the Children’s Online Privacy Protection Rule (COPPA). COPPA is a federal law which prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Volunteers must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.
  - Sessions may be recorded, and an announcement made to participants at the beginning stating so. Links to recordings shall be archived by the APS employee in the session.

**FULL CAPACITY**

Types of Volunteering Allowed:
- Volunteering that is on APS campuses during time periods when there are no students present.
Volunteering that is virtual/distance based and there is not contact with students.
Volunteering that is virtual/distance based and there is contact with students.

When APS can re-open fully, there is no longer a threat of the spread of COVID-19, and public health orders allow, school may allow volunteers on campus with physical proximity of students.

- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.

HYBRID

Types of Volunteering Allowed:
- Volunteering that is on APS campuses during time periods when there are no students present.

Note: This is only allowable for basic needs and educational materials “grab and go” distribution. For these projects, all health precautions including social distancing, will be adhered to. Schools must limit the total number of volunteers and staff on campus. No more than 10 volunteers and staff may be utilized for any session.

- Volunteering that is virtual/distance based and there is contact with students.
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

REMOTE

Types of Volunteering Allowed:
- Volunteering with students virtually.

- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

TUTORING

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

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

Reentry Guidelines

All Learning Models

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

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

**FULL CAPACITY**

Types of Volunteering Allowed:
- Tutoring with students **virtually**
- Tutoring that is in the physical proximity of students may occur when APS can re-open fully, there is no longer a threat of the spread of COVID-19, and public health orders allow, school may allow tutors on campus with physical proximity of students.
  - These tutors must hold a current APS fingerprint background clearance.

Note: This type of tutoring will only be available via approval and/or announcement by APS Leadership.
- **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.**

**HYBRID**

Types of Tutoring Allowed:
- Tutoring with students **virtually**
- **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

**REMOTE**

Types of Tutoring Allowed:
- Tutoring with students **virtually**
- **PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS**

**MENTORING**

Mentoring services for students that are run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. The district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.
COMMUNITY-SUPPORTED FOOD DISTRIBUTION, AND OTHER BASIC NEEDS AND FAMILY SERVICES

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

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

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

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

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

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

This plan will provide guidance as it pertains to the three reentry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

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

COMMUNITY-SUPPORTED FOOD DISTRIBUTION

Reentry General Processes
Food insecurity can become a significant barrier to student learning. APS partners with various community organizations and groups in order to provide needed support to families. Yet in order to ensure equitable and efficient operations, this support requires effective coordination. In as such, community-driven food distribution is targeted to families who have been identified as facing food insecurity. Schools implement processes for gathering information from all families regarding who is in need of assistance. In order to ensure coordination of services throughout the district, community partners’ and POC’s contact information must be provided to Lindsay Wilwol, Community School Manager, Coordinated School Health Department, Student, Family and Community Supports Division at lindsay.wilwol@aps.edu. Schools can direct general questions and support regarding key partnerships reentry into schools to lindsay.wilwol@aps.edu.
**Reentry Guidelines**

### ALL LEARNING MODELS

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

**Sorting and Packaging Food**
- If food is not able to be delivered to the school prepacked for immediate distribution, sorting and packing should:
  - Be conducted with the least number of staff/volunteers possible
    - Schools using volunteers must only sort and pack during times when students are not present on campus.
    - All extra health precautions, including social distancing, will be in place, including:
      - Staff and volunteers must follow the COVID-Safe Practices, current Public Health Orders, and State Public Education Department (PED) requirements, which include social distancing from others (staff, volunteers, etc.) and no mass gatherings.
      - Staff and volunteers are required to wear face coverings on the school site except while eating, drinking and exercising, with limited exceptions for staff/volunteers who have medical reasons for not being able to wear a mask or face shield.
      - Staff and volunteers must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
        - Individuals who exhibit symptoms should contact the school’s Point of Contact to determine if they should assist.
      - Each school should provide PPE and extra cleaning supplies to support these staff and volunteers.

**Food Distribution**
Food may only be distributed either via student take home processes (if students are physically present) or through a “grab and go” format to families.
- The number of staff/volunteers helping with food distribution shall be kept to the minimum number for efficient operations with social distancing.
- All extra health precautions, including social distancing, will be in place, including:
  - Staff/volunteers and families are required to wear face coverings.
  - Staff/volunteers and families must use safe practices, including social distancing from others (refer to current public health order and follow Department of Health Guidelines).
  - Staff and volunteers must review the Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
    - Individuals who exhibit symptoms should contact the school’s Point of Contact to determine if they should assist.
  - Staff/volunteers must wear gloves.
- In order to determine on-going supports, schools will need to track the number of families and served and must be provide to lindsay.wilwol@aps.edu upon request.
Student Take Home Distribution
If students are on school campuses, the POC can coordinate to distribute food directly to the student in order for them to take it home.

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

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

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

Walk Through Distribution
  - Spaces that support social distancing will be clearly designated.
  - Families will not be allowed into any school building.
  - Families should be directed to leave the campus upon receiving their food.

FULL CAPACITY

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.

HYBRID

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

REMOTE

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

OTHER BASIC NEEDS AND FAMILY SERVICES

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

This section provides reentry guidelines for other basic needs and family services such as:
- School Supplies
- Clothing/Shoes
- Household Supplies (non-grocery)
- Student Learning Partnership Services
- Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information
- Family Learning Partnership Services

Reentry Guidelines

### ALL LEARNING MODELS

#### School Supplies, Clothing / Shoes / Household Supplies (non-grocery)
- Donors will collaborate with key staff at school, district, or APS Clothing Bank in order to coordinate drop-off procedures that involve health precautions (PPE, social distancing, etc.) and wherever possible no-touch sharing.
- If donations will be stored inside the school, they should be stored for at least 24 hours prior to distribution (without being touched) and/or individually wiped down with disinfectant before being distributed to families.

**Distribution**
- Supplies will only be distributed either via student take home processes (if students are physically present) or through a “grab and go” format to families. Please see Community Driven Food Distribution section for details.

#### Student Learning Partnership Services

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. To this end, APS is limiting the number of non-critical partners on campuses and especially those with physical proximity to students. Until the district return to full capacity with no precautions, volunteers, tutors and mentors will not be allowed in APS school buildings.
- Other than designated critical services, all programs, family events, etc. shall be conducted virtually (see – Volunteers, Tutors and Mentors section for details).

#### Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information

Schools should establish processes for gathering information from all families regarding needs to reduce barriers to learning. Assigned staff (e.g. family liaison, community school coordinator, McKinney Vento staff, etc.) will provide families with information about services and programs.

Partners will still have the opportunity share information to families about their services through PeachJar.

#### Family Learning Partnership Services
- Adult education/family learning services conducted in partnership with APS will be conducted virtually.
FAMILY ENGAGEMENT

General Information
Family engagement in student learning has always led to stronger student achievement. Now, more than ever, APS is leaning on families to help us engage and educate students. Regardless of the learning model the district is using in order to minimize risk to COVID-19, families are supporting students to understand health precautions, monitoring and fostering social emotional wellness, and facilitating student learning. Everyone in the district should remain vigilant around informing families about critical information, conducting targeted and consistent outreach, and providing families with the support they need to take on more of these functions than ever before. This is especially important in light of the added challenges and stressors families are facing. Yet, by engaging and supporting families, they will add to the district’s capacity to ensure students are successful, despite the adaptations we must make.

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

Assumption: Families are home with their children and can help direct distance learning activities. They are available to answer questions, help with assignments and navigate technology issues.
- Although families want to help their children, oftentimes they are not available or do not have the skills and capacities to help.
  - Gather information about your students and families strengths and needs for learning at home.
  - Ask families what support, training and resources they will need to facilitate student learning.

Assumption: Families understand your expectations and know how to motivate students to complete assignments.
- Consistent and clear communication with families is critical and should include what work students can and should do independently, how long it should take and what—if any—role they might play in supporting their child in this work.

Assumption: Families expect teachers to assign a full day’s worth of work.
• Families may tend to focus a bit too much on their child’s learning, fearing they will lose an educational opportunity or get a bad grade. Partnering with families to both check on academic progress, but also to address the social-emotional needs of students will help our students in the long run.

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

Reentry Guidelines

<table>
<thead>
<tr>
<th>ALL LEARNING MODELS</th>
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<tbody>
<tr>
<td>Each school should prioritize family engagement by implementing:</td>
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<tr>
<td>• Systems to ensure current family contact information</td>
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<tr>
<td>o Current family contact information is critical and must be continually updated in the student information system. Thus, schools must target on-going processes for:</td>
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<tr>
<td>▪ Marketing this critical need to families.</td>
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<tr>
<td>▪ Screening data to identify outdated and/or non-working contact information.</td>
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<tr>
<td>▪ Updating information in the student information system.</td>
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<tr>
<td>• Staff training that sets expectations for all staff around the implementation of family engagement best practices</td>
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<tr>
<td>o For support, please contact <a href="mailto:chelanna.carter@aps.edu">chelanna.carter@aps.edu</a>.</td>
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<tr>
<td>• A high frequency of meaningful contact/meetings with families</td>
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<tr>
<td>o Contacts should happen as consistently as possible and be held in family’s language spoken at home.</td>
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<tr>
<td>o In-person (only if critical, or for parent teacher conferences, IEP meetings, etc.), phone, virtual, and email contacts are all options. However, email contact should not be the only means.</td>
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<td>o Non-academic calls to families to continuously build relationships are highly encouraged.</td>
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<td>o One-on-one contacts should always include screening for needed educational supports and offers of guidance around supporting learning at home.</td>
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<tr>
<td>• Targeted outreach to families of struggling and/or disengaged/absent students</td>
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<td>o Schools should develop processes for gathering and tracking both quantitative and anecdotal information regarding students who are:</td>
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<td>▪ Struggling with attending/not attending in person classes.</td>
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<tr>
<td>▪ Struggling with/not completing learning at home assignments.</td>
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<td>o Outreach efforts should be implemented to work with families and students in order to discuss/assess issues and barriers and develop/implement a plan to support student learning and/or engagement/attendance.</td>
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<tr>
<td>• Linkages to reduce barriers to learning and support family functioning</td>
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<td>o Schools should disseminate information and provide families referrals to critical district and community services and programs, such as:</td>
</tr>
<tr>
<td>▪ District information and resources</td>
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</tbody>
</table>
- Out of School Time Programs / Childcare
- Early Childcare Programs
- Clothing, food, personal goods, and basic needs
- Community Services
  - Behavioral Health / Counseling / Crisis
    - NM Crisis and Access Line (24/7): https://nmcrisisline.com
  - Physical Health
  - Family Supports
  - Shelter and Transportation
  - Legal Services
  - Immigration Services
  - Education and Training
  - Employment and Financial Support
    - Families can access resources by calling 2-1-1
    - A directory of community resources can be found at: http://www.navigatoresources.net/uwcnm/
- Capacity building (including Educational Supports) so families can support learning at home
  - Schools should identify and provide the information, training, coaching, tools/resources, social networking supports, etc., that families will need in order to support learning.
  - As staff can provide outreach to families and identify barriers and challenges to families supporting student learning, a plan should be implemented to provide the family with the support needed.
  - Schools should refer families with significant limitations (e.g. no technology skills) to district/school technology supports.
- Extra screening for McKinney Vento Program eligibility
  - In light of high levels of families who are out of work and/or negatively impacted by COVID-19 financially, staff should be trained to conduct more intentional screening of families for eligibility in the McKinney Vento Program in order to support homeless families.
- Family Liaison Role Group Plan
  - Schools with a Family Liaison should make sure that they have a copy of the Family Liaison Re-Entry Plan. Principals shall review both the Key Partners Plan and the Liaison Plan with their Liaison.

### FULL CAPACITY

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.

### HYBRID

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

### REMOTE

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS
COMMUNITY SCHOOLS

General Information
APS expects all individuals will make the utmost effort to remain healthy for their own well-being, as well as that of others in their lives, including family members, friends, colleagues and students. Until schools can safely fully reopen APS is limiting in-school partnership programs, services, and supports to those designated as critical provider services. As well as restricting essential partnership services and supports, that have access to student, to virtual programs only.

This section of the APS reentry plan describes the functions of a community school and the role of a Community School Coordinator as well as guidelines in the three reentry instructional models: 1) Full Capacity, 2) Hybrid Setting and 3) Learn at Home.

Definitions (see Community Schools Act, NMSA 1978, § 22-32-2 (2013))
- **Community School**: a public school that partners with families and the community to provide well-rounded educational opportunities and whole-child supports for student success through the implementation of a community school framework.

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

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

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

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

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

**ALL LEARNING MODELS**

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

**FULL CAPACITY**

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS.

**HYBRID**

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

**REMOTE**

Same as All Learning Models
- PLEASE SEE GUIDANCE ON ALL LEARNING MODELS FOR DETAILS

**OTHER CONSIDERATIONS**

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

**Entering APS Facilities COVID-19 Questionnaire**
Do you currently have a temperature of over 100.4°F (38°C) □ Yes □ No

In the past 24 hours, have you experienced?

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

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

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

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

SCHOOL SCHEDULING PLAN - HYBRID

- Fifty percent of total students at each school - schools will receive a template to outline their site capacity at 50% and identified classroom spaces.
- Weekly rotation with students. Half students week Group A, half students week Group B
- Students will be split by alphabet (A-L/M-Z) to best split the students by 50% by district and by individual school. Families with different last names may notify the school administration so families may attend on the same weekly rotation.
- Schools will need at least 10 days prior to student arrival to train staff, plan social distancing, and implement safety and hygiene procedures.
CLEANING SUPPLIES AND LOGISTICS

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

COVID-19 RELATED SUPPLY LIST

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

FACILITIES

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

CUSTODIAL STANDARD OPERATING PROCEDURES

• Cleaning, disinfection of high touch areas throughout the school, throughout the school day with PPE
• Classrooms will be cleaned daily
• In the case of a positive COVID case, fogging 100 percent reactive to positive will be performed within 24 hours
• Frequent disinfecting of bathrooms and regular bathroom checks for supplies will be conducted daily by custodian

LOCALIZED COVID-19 OUTBREAK RESPONSE

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

CAMPUS ACCESS

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

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

• Sanitization – High touch surfaces will be cleaned and sanitized throughout the day
• PPE for Health Offices
  • N-95 masks will be provided to health care workers in the school

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

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

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**TRANSPORTATION**

Social distancing
• Siblings seated together
• Maximum of two students per bus seat. Yellow category should try to limit seats to one per seat

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

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

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

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**CLASSROOM GUIDELINES**

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

CAFETERIA GUIDELINES

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

PLAYGROUND GUIDELINES/COMMON AREAS

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

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

HVAC

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

COMPUTER LABS

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

LIBRARIES

• May be used as a general education area, as needed, for social distancing.
• Clean disinfect book check in/check out - covers will be cleaned and books returned will sit for 24 hours before they can be used by other students.
• Sanitation tote will be provided to clean areas after student use.
• School computers are not to be used in library. Students may use individual devices from home, as outlined by school protocols.
ATHLETICS

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

POLICE DEPARTMENT

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

NURSING

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

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

Positive Cases of COVID-19
- The district is working on a flow chart with DOH Guidance on how to address positive cases of COVID-19.
- Any positive COVID-19 tests for students and staff should be immediately reported to Judith Edwards, Senior Director of Nursing at edwards_judi@aps.edu.
<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Who is affected? (i.e. student/staff/school level, district)</th>
<th>Recommendations/Procedure</th>
<th>Needed from District</th>
</tr>
</thead>
</table>
| Safe Environments: Infection Control | Everyone | Daily handwashing Expectations school wide (following the guidance from CDC and NMDOH):  
- Upon arrival to school  
- Before all meals  
- After recess  
- After Restroom use  
- Anytime as needed e.g. after sneezing, picking up trash,  
- Hand Sanitizer when soap and water not possible  
**Communication:**  
- Handwashing education in classroom (nurse & teacher)  
- Communicate hand washing expectations to all staff, students and families  
- Signage regarding proper method and times to wash hands  
**SPED Considerations:**  
- Hand washing education for classroom staff with considerations for students who are unable to wash their own hands |  
- Additional soap dispensers in all restrooms  
- Increased surveillance of soap in restrooms  
- Additional soap and towels purchased for entire District to meet needs  
- Hand Sanitizer in all classrooms and public areas (e.g. front desk)  
- Allocation of time daily for hand Hygiene  
**Graphic Shop** - Mass produce Signage - (cost effective) |
| Hand Hygiene | Everyone | In classroom: Per NM PED, NMDOH Office of the Governor guidance. Recommended:  
- 6 feet apart for desks if possible in classrooms  
- Eat in classrooms  
- 6 feet apart in lunch lines  
**Health Offices:**  
- Have one staff member (school nurse/HA if office is too small for social distancing.  
- Health assistant may be able to sit outside of office.  
- A separate designated area for well child care may be needed if HO does not |  
- Additional spaces in schools for students  
- Additional spaces in school to separate sick and well students |
## Clean Environments

<table>
<thead>
<tr>
<th>Custodians/teachers</th>
<th>Per NM PED, NMDOH Office of the Governor guidance Daily cleaning of high touch areas</th>
<th>Increase current level of cleaning products Consider usage of commercial “cleaning wipe” type products to decrease misuse of chemicals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education to staff on what high touch surfaces are</td>
<td></td>
</tr>
<tr>
<td>SpEd Consideration:</td>
<td>High touch areas, bathrooms, and adaptive equipment in SpEd designated classrooms should be cleaned in between each use</td>
<td></td>
</tr>
</tbody>
</table>

## Personal Protective Equipment: PPE

<table>
<thead>
<tr>
<th>Nursing will need to deliver training to all staff, on proper method for using, donning and removal of masks, and other PPE.</th>
<th>N95 face masks &amp; shields Paper gowns Face shields for procedures that involve aerosolized particles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses and Health Assistants</td>
<td>N95 masks for school Nurse, HA 127 nurses 140 HA’s Disposable masks: surgical for ill students, staff, or forgotten soiled masks Paper Gowns Face Shields: Reusable, cleanable approx. one per nurse/HA</td>
</tr>
<tr>
<td></td>
<td>N95 masks for school Nurse, HA 127 nurses 140 HA’s Disposable masks: surgical for ill students, staff, or forgotten soiled masks Paper Gowns Face Shields: Reusable, cleanable approx. one per nurse/HA</td>
</tr>
</tbody>
</table>

| Per NM PED, NMDOH Office of the Governor guidance Cloth or surgical masks |
| Teachers                                                                     | District decision regarding supplying masks |

| Per NM PED, NMDOH Office of the Governor guidance |
| Students                                                                                        | Communication with families on expectations for use of masks for students |

| N95 face masks & shields Paper gowns |
| SpEd Teachers’ and EA’s | PPE will be necessary for ADL’s- diapering, handwashing Masks Gloves gowns |

## SpEd Teachers’ and EA’s

| Health Office |

| Students/Teachers | Screenings performed in a separate room from health office Social distancing will be utilized during screenings |
| Additional space will need to be identify at school sites Additional time to complete screenings will be necessary. |
| Well Child care | Teachers, students, HO staff, administration | • Equipment that touches students will be wiped down and sanitized between students.  
• Services provided in classroom whenever possible. Non-emergent first aid in the classroom e.g. Band-Aids.  
  o First aid supplies in every classroom  
  o Nurse/HA will make packets of Band-Aids, gloves.  
• Separate Well child area - repurpose spaces outside health office as hubs for daily medication administration or medical procedures;  
  o Medications delivered to classroom whenever possible.  
  o Provide for privacy.  
  o Nurses will communicate with providers re: ASTHMA meds preferable to use MDI (encourage non-nebulized medications at school)  
• Non-emergent first aid in the classroom  
• Extra HO supplies to be distributed to classrooms  
• Space designated in each school for non-emergent and well child care |
| Sick Child Care | Teachers, students, HO staff, administration | • Health Office is for Health room staff and ill children only.  
• Children who are complaining of illness or noted to possibly be ill should be brought to the Health Office  
• Instruct parents of ill children NOT to enter the school building.  
• Sign out procedures will be performed at curbside.  
• Ill children will be brought out to curbside- using masks on ill child.  
• Utilize back or side entrance when possible.  
• In upper grades, ill children should not be brought out into the halls during passing periods.  
• District will need to reinforce use of Health Office for illness only  
• Isolation rooms will be need in the schools (can be Health office)  
• Non-touch thermometers  
  o 140 schools, some have thermometer already-schools may need several based on CDC. NMDOH Guidelines |

Immunizations:  

| NMDOH and providers offering limited well-child care at this time | Students | • Run non-compliance lists, inform parents at start of school  
• Principals will need to work with nurse to coordinate immunization clinics at their sites. |
### APS Instructional and Operational Plan SY20-21

- Report to Principal Immunization compliance rates and needs
- Provide parents with resources to obtain vaccinations
- Work with NMDOH with extended grace periods
- Provide schools with Immunization clinics onsite as need arises.
  - Contact NMDOH office for guidance regarding providing onsite clinics for routine immunizations
  - Coordinate Immunization clinics with principal and other APS Nurses to provide care to community
  - Utilize social distancing and appropriate infection control measure during any clinics.

### Immunization

- Contact NMDOH office for guidance regarding providing onsite clinics for routine immunizations
- Coordinate Immunization clinics with principal and other APS Nurses to provide care to community
- Utilize social distancing and appropriate infection control measure during any clinics.

## SPED Considerations:

### Aerosolized procedures in SPED (suctioning, nebulizer treatments etc.)

- Students with specialized health care needs
  - Suctioning of students cannot occur in area where other students are.
  - Face shields and N95 mask must be used
  - Specialized training and education will be necessary of all SPED staff taking on suctioning procedures
  - Need for Care to be delivered in classroom

### SPED Supplies for Procedures

- Families, SPED Staff and Nursing
  - Encourage families to only send supplies need for the day
  - Establish routine for safe transport

### Communication:

- Nurses, Staff, APS Administration
  - Delivery of changes in procedures need to be delivered to all sites, same time- uniform messaging and practices regarding COVID-19
    - Sick days for COVID-19 need to entered into Synergy to enable tracking of cases,
  - Increased IT support to update all nursing services electronic communication

### PPE for classroom staff will be necessary for procedures

- N95 for any aerosolized procedure-suctioning
- Regular mask for care
- Gowns are required for suctioning

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| quarantine and return |  |  |  |
Appendix A: Planning Teams

Safety, Hygiene, Sanitation

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

Meals

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

Logistical/Social Distancing

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

Emotional Recovery/Well-Being

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

Essential Learning

**Cabinet Lead:** Dr. Madelyn Serna Mármol, Associate Superintendent Equity, Instruction, Innovation & Support  
**Team Leads:** Amelia Milazzo, Executive Director, Curriculum & Instruction; Yvonne Garcia Chief of Schools; Peggy Candelaria, Executive Director, Title I  
**Team Members:** Roxann Morris, Educator; Diane Thomas, Educator; Liv Baca-Hochhausler, Principal; Michelle Torres, Principal; Roberta Montoya, Principal; Dana Lee, Principal; Sheri Jett, Principal Support Specialist; Rachel Altobelli, Director Library Services; Andrea Ochoa, Program Manager MTLSS; Heather Dadley, Educator; Elissa Dixon, Principal Secretary; David Finn, Educator, Gabrielle Galvan, Educator; Claudia Gutierrez, Executive Director APS Instructional and Operational Plan SY20-21
Special Ed.; Kelley Sartori, Educator; Vicki Price, Sr. Director Counseling; Thomas West, Sr. Director SAPR; Jessica Villalobos, Director Language & Cultural Learning; MaryEllen Farrelly, Director Early Childhood Learning; Rebecca Arellano, Instructional Manager, Penelope Buschardt, Director McKinney-Vento; Mary Bretting-Miller, Educator; Bev Martinez, Educator, Kori Obenshain, Educator; Jessica Borkowski, Administrative Assistant; Christy Romero, Educator; Tina Martinez, Educator.

### Blended Learning

**Cabinet Lead:** Dr. Madelyn Serna Mármol, Associate Superintendent Equity, Instruction, Innovation & Support  
**Team Leads:** Dr. Deborah Elder, Executive Director, Innovation & School Choice; Dr. Antonio Gonzales, Associate Superintendent, Learning Zone 2; Shellmarie Harris, Executive Director, Education Technology  
**Team Members:**  
Celeste Hernandez, Educator; Kathy D. Melendez, Educator; Patrick McElwee, Educator; Liv Baca-Hochhausler, Principal; Jude Garcia, Principal; Stephani Treadwell, Principal; TishAnn Teasdale, Principal; Victor Sanchez, Principal; Rachel Vigil, Principal; Erin Easley, Principal; Mary Ellen Farrelly, Director, Early Childhood Education; Allison Pocchia, Senior Director, Family and Community Supports; Sheri Jett, Principal Support Specialist; and Amanda DeBell, Associate Superintendent, Zone 3.

### Key Partners

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

### Communication

**Cabinet Lead:** Monica Armenta, Executive Director, Communications  
**Team Lead:** Johanna King, Director, Communications
APPENDIX B: APS Student Questionnaire

APS STUDENT
DAILY COVID-19 QUESTIONNAIRE

Does your child currently have a temperature over 100.4°F (38ºC)? □ Yes □ No

In the past 24 hours, has your child had:

- Fever: □ Yes □ No
- Fatigue: □ Yes □ No
- Frequent, dry Cough: □ Yes □ No
- Aches and Pains: □ Yes □ No
- Sore throat: □ Yes □ No
- Diarrhea: □ Yes □ No
- Headaches: □ Yes □ No
- Shortness of breath: □ Yes □ No
- Loss of smell or taste in the past 24 hours: □ Yes □ No

Has your child or anyone in your household recently been in close contact with anyone who has exhibited any symptoms? □ Yes □ No

Has your child or anyone in your household been in contact with anyone who has tested positive for COVID-19? □ Yes □ No

*If the answer to any of the above questions above is ‘Yes’, DO NOT send your child to school. Contact your health care provider or call the COVID Hotline @ 1-855-600-3453. After you have taken care of your child please call your child’s School Health Office.*
Appendix C: APS Staff and Faculty Questionnaire

APS STAFF AND FACULTY
DAILY COVID-19 QUESTIONNAIRE

Do you currently have a temperature of over 100.4°F (38ºC) □ Yes □ No

In the past 24 hours, have you experienced?

- Fever: □ Yes □ No
- Fatigue: □ Yes □ No
- Frequent, dry Cough: □ Yes □ No
- Aches and Pains: □ Yes □ No
- Sore throat: □ Yes □ No
- Diarrhea: □ Yes □ No
- Headaches: □ Yes □ No
- Shortness of breath: □ Yes □ No
- Loss of smell or taste in the past 24 hours: □ Yes □ No

Have you recently been in close contact with anyone who has exhibited any symptoms? □ Yes □ No

Have you recently been in contact with anyone who has tested positive for COVID-19? □ Yes □ No

If the answer to any of the above questions above is ‘Yes’, DO NOT report to work. Contact your immediate supervisor. It is highly recommended that you consult with a medical professional or call the COVID Hotline @ 1-855-600-3453

If you become ill while at work, notify your supervisor and leave the school immediately. Do not socialize or enter any other area of the school before leaving. Consult your medical provider or call the COVID Hotline @ 1-855-600-3453
Appendix D: Social Distancing Scenario Report Example

Alvarado Elementary School, Phase 2 Social Distancing Scenario Report
July 2, 2020
School: Alvarado Elementary School
Location No.: 213
SY2019-20 Total FTEs: 39
SY 2020-21 Projected Enrollment: 329 (including the new additional Pre-K in 2020-21)
SY 2019-20 Enrollment: 316
Total Available Number of Classrooms: 32 (26 permanent, 6 portables, 0 vacant)
Number of Master Scheduled classrooms SY 2019-20: 27
Number of needed Master Scheduled classroom needed in current scenario: 21 PLUS gym, Cafeteria/Kitchen, and/or outdoor physical education area(s). *Computer lab and STEAM do not factor into needs in this analysis; spaces not master scheduled.

Utilization Report Summary:
By implementing the following District-Wide social distancing measures:

- A pupil-teacher ratio (PTR) of 15 for capacity
- Alternating weekly schedule with 50% student enrollment (A-L on campus in Week 1, M-Z on campus in Week 2)
- No use of spaces 500 sq. ft. or less
- Designated COVID isolation rooms as needed. At Alvarado Elementary School, one classroom is designated as a COVID isolation room.
- District Special Education programs remain on campus full-time and those classrooms do not enter into a 50/50 split
- Student Meal/Nutrition by APS food services & Cafeteria usage/scheduling will be detailed site to site determined by individual school population/enrollment.
- *Specialized spaces, such as Libraries, Fine Arts, Music, STEAM, Computer Labs, and Physical Education will continue with the same instructional programs (At the elementary school level). Although these classrooms will have to operate with a cap of 15 PTR per class period or max of 75 students throughout the day to comply with social distancing measures, and outdoor areas should be maximized for physical education.
- There will need to be an exponential increase in non-instructional ancillary support services/staff (sanitation/janitorial/food services), necessitating an additional FTE/spatial allocation
- This analysis does not take the following into account: Ancillary Support programs such as OT/PT, SLP, Adaptive PE, Counseling, Lunch/Passing Periods, Arrival/Dismissal, Restroom use, and transportation

Alvarado Elementary School has a need for 21 master scheduled classrooms and 0 additional FTE’s to accommodate its projected population of 329 students for the 2020-21 School Year with alternating bi-weekly schedule of 50% enrollment at any given time.

Master Scheduling and Space Assignment Findings:

- Elementary School Master planned spaces CAN remain as-is (per master schedule) with the exception of sign-up computer labs which will be utilized on an as-needed basis, per the principal’s discretion.
- All ancillary and administrative spaces which are not master scheduled, including OT/PT and APE, will remain as is.
*Specialized Spaces can NO LONGER be utilized in a normal ‘check out’ scheduled fashion due to sanitation concerns when different student groups/classes use them the traditional way*

**Note:** COVID-19 isolation in room 304 (a full-sized classroom designated for professional development). Professional development relocated to cafeteria. Classrooms under 500 sf: 102 (388 sf) and 103 (386 sf) were assigned to drama storage and SLP.

**Table 1, Total Classroom Needs by Program**

<table>
<thead>
<tr>
<th>Total Classroom Needs</th>
<th>General Education</th>
<th>SPED Cross-Categorical</th>
<th>SPED Gifted</th>
<th>SPED District Programs</th>
<th>Art/Music</th>
<th>STEAM Lab</th>
<th>Comp. Labs</th>
<th>Gym/Outdoor Area</th>
<th>Title 1</th>
<th>COVID Isolation Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 (+ gym)</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Includes need for one (1) Pre-K, added in 2020 – 21

**Table 2, Total Classroom Needs by Grade, (PTR 15)**

<table>
<thead>
<tr>
<th>Zip codes: 87001, 87102, 87103, 87104, 87105, 87106, 87107, Number of enrolled students, by grade</th>
<th>Zip codes: 87108, 87109, 87111, 87113, 87114, 87120, 87121, 87124, 87144, Number of enrolled students, by grade</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
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</tr>
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</tr>
<tr>
<td>K</td>
<td>21</td>
<td>K</td>
</tr>
<tr>
<td>All</td>
<td>226</td>
<td>All</td>
</tr>
</tbody>
</table>
Appendix E: OSHA Business Checklist – COVID-19 in the Workplace

Checklist for Business/Facility Compliance in Response to one or more COVID-19 Positive Employee(s) in the Workplace

Albuquerque Public Schools
Date business/facility was notified of COVID-19 positive case(s): 06/30/2020

☐ Business/facility ceased operations to comply with the following actions:
☐ Business/facility has disinfected the workplace and/or facility in accordance with the New Mexico COVID-19 Safe Practices for Individuals and Employers handbook
  o Completed date: _____________
☐ All employees have been tested for COVID-19 and a list of employees, with date of birth, has been provided to the NMDOH Public Health Division
  o Completed date: _____________
☐ Business/facility has implemented industry-specific employee safety guidance detailed in the COVID-19 Safe Practices for Individuals and Employers handbook
  o Please attach any written guidance implemented at the business
☐ Business/facility has plan to re-test employees within 7-10 days, if warranted by NMDOH
  o Scheduled date: ______________

I certify that the above actions have been completed in response to one or more positive cases of COVID-19 in the workplace.

Signature

Printed Name: ___________________________ Business: ___________________________

Position: ___________________________ Date: ___________________________

Upon completion, return this checklist to Michael Armenta @ Michael.Armenta@state.nm.us

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