

## KEY PARTNERS

### Full Reentry Green + Red Plan

#### Overview

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

During the Novel Coronavirus Disease 2019 (COVID-19) pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. All individuals must make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

#### Definitions

- **Critical Partnership Services:** For the purpose of this document, “Critical Partnership Services” means 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 and school administrator approval, to provide in person contact with students at the school site.  
*Note: critical partners are specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).*
- **Essential Partnership Services:** For the purpose of this document, “Essential Partnership Services” means Basic Needs to include distribution of food, clothing and school supplies. These services are allowed on school campuses, with significant limitations. See the Community Supported Food Distribution section of this document for more information.
- **Other Partnerships:** For the purposes of this document, “Other Partnerships” means any other partnership not defined as Critical or Essential for example: volunteers, parent/teacher organizations, families, and other visitors. Other partnerships will have no or limited access to the school campus. (See individual sections for details).
- **Mass Gatherings:** For the purpose of this document, “Mass Gatherings” means any public gathering, private gathering, organized event, ceremony, parade, funeral, or any other grouping that brings together a specified number of individuals in a single room or connected space, confined outdoor space, or open outdoor space. "Mass Gatherings" also includes coordinated events in which individuals gather in vehicles. School should avoid and restrict in-person Mass Gatherings to the greatest extent possible. Unless otherwise indicated by APS Leadership, **meetings, other events, gatherings that include non-APS staff should continue to be held virtually.**

#### Reentry General

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. To this end, **until further notice, non-critical/essential partners will not be allowed in APS school buildings during the school day. Other than minimal exceptions, volunteers are also not allowed on school campus during instructional hours.** (See Volunteer section for details). **Parents/guardians that must**

**come on campus for their students' needs must make an appointment with the school. To the greatest extent possible parent/family meetings should be held virtually or via telecommunication.**

**Until further notice APS is:**

- Following the current COVID-Safe Practices, current Public Health Orders, New Mexico Department of Health (NMDOH) and New Mexico Public and Education Departments (NMPED) requirements.
- Limiting in-school partnership programs, services, and supports to those designated as critical provider services and a minimal number (no more than 3) volunteers/non-APS staff may be allowed in the school in order to receive, place in storage, and retrieve basic needs supplies or educational materials for grab and go distribution, but may not have contact with students.
- Restricting essential partnership (see definitions on page 1) services and supports that 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.
- Prohibiting mass gatherings by outside partners. In addition, APS will not conduct mass gatherings nor promote mass gatherings offered by or in conjunction with partners.
- Requiring face mask for all visitors and partners on school sites except while eating and drinking, or with very limited circumstances under which a face mask cannot be worn.
- Requiring partners that provide Critical Partnership Services (see Definition on page 1) 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 partners that provide Critical Partnership Services on school site, to screen on a daily basis, including temperature check and review of potential COVID-19 symptoms; (see: Attachment A: Entering APS Facilities COVID-19 Questionnaire).
- Requiring any partner that has virtual access to students to utilize safe virtual program practices. Safe virtual program practice including, but not limited to (see Virtual/Remote Service and Activities for details):
  - Parental consent for the program.
  - Not publicly sharing students' names.
  - Being careful of how information is shared with students.
  - Always using school-related email addresses.
  - Understanding the Children's Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. All partners must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.
- APS sponsored Home Visits must include an APS staff member. If a community partner is present during home visits they must have an APS fingerprint background clearance and be in full line-of-site of the APS staff member at all times. It is recommended that home visits be conducted virtually when possible.

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

- Meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- Have a current APS fingerprint background check clearance.
- Following the current COVID-Safe Practices, current Public Health Orders, NMDOH, and NMPED requirements.

If an outside partner 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](mailto:Kristine.meurer@aps.edu)) before allowing the partner access to the school or students.

### **Purpose**

The purpose of the Key Partners Full Reentry Green + Red Plan is to provide guidance and requirements concerning critical, essential and other partnership services during Full Reentry in-person and remote learning. This includes services conducted in and/or with APS schools/students and partners that are requesting referrals from APS for their services. In addition, this document will help to ensure partners are:

- Working closely with APS district and schools staff in order to meet goals and objectives.
- Practicing COVID-safety such as mask wearing, hygiene, social distancing, and health monitoring and information dissemination.
- Providing clear parameters and expectations for services.

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

Schools can direct general questions and support regarding key partnerships Reentry into schools to [Kristine.meurer@aps.edu](mailto:Kristine.meurer@aps.edu).

### **Topics Included:**

- Competitive Food Sales/Fundraising with/by Students
- Virtual/Remote Services and Activities
- Home Visits and Wellness Checks
- Community Mental Health Provider Services
- COVID-19 Vaccinations-Surveillance Testing/Student Immunizations/Student Health Screens
- School-Based Health Centers
- School-Aged Childcare/Out-of-School Time Programs
- Early Childhood Programs
- Volunteering, Tutoring, and Mentoring
- Community Supported Food Distribution
- Other Basic Needs and Other Family Services
- Family Engagement
- Community Schools
- School Gardens
- Attachment A: Key Partner Entering School Building Questionnaire
- Attachment B: Forms for Key Partners

## COMPETITIVE FOOD SALES / FUNDRAISING WITH/BY STUDENTS

### General Information

This section of the APS Reentry Plan provides requirements concerning food sales to and by students that are conducted with or by community partners and/or school volunteers (including students).

**Until further notice, any food sales that is sold by/to students that is not conducted the APS Food and Nutrition Services Department, including competitive food sales and fundraising which includes food, will not be allowed in APS. The only exception to this is food sold through vending machines.**

### Definitions:

- **Competitive Food Sales:** For the purposes of this document, “Competitive Food Sales (CFS)” means any food or beverage sold to students during on the school campus other than that which is sold by the APS Food and Nutrition Services Department. The term includes any items sold in vending machines, a la carte or through other school fundraising efforts including, but not limited to, student stores and snack bars run by DECA, Athletics, JROTC, PTA, PTO, and others.
- **Fundraising:** For the purposes of this document, “fundraising” means any beverage or food products sold either during the school day to raise money for the school, school club or activity that are not sold by the APS Food and Nutrition Services Department.
- **Vending/Vending Machine:** For the purposes of this document, “Vending/Vending Machine” means beverage or food products sold to students during the school day in vending machines.

### Reentry Guidelines

School staff and vending machine vendors involved in food sales to students during the school day, must review the [USDA Smart Snack Nutrition Standards](#) and the [district procedural directive](#) to ensure that all foods and beverages sold to students during the school day through vending machines, minimally meet United States Department of Agriculture (USDA) Smart Snack Nutrition Standards set forth in New Mexico Administrative Code and district procedural directive.

Custodians should include vending machines and the area around the machines in their high touch cleaning cycle.

Vending machine vendors must:

- Ensure that all food and beverages sold in vending machines are not expired.
- Schedule appointments with each school principal (during low traffic time periods) when they will be allowed to access the vending machines. Any vendor requesting access during a time when they do not have a scheduled appointment will be not be allowed in the school building.
- All vendors entering any APS school must:
  - Sign into the front office each time they are on campus.
  - Review the [Attachment A: Entering APS Facilities COVID-19 Questionnaire](#) each time prior to being in an APS facility and/or entering the program.
    - Schools may choose to take their temperatures prior to allowing them past the front office.
      - If the vendor has a temperature of 100.4°F (38°C) or greater, they are sent home.
    - Schools may choose to ask about COVID-symptoms prior to allowing them past the front office. Vendors with symptoms should not be allowed into the building.
  - All vendors are required to wear face masks when on the school site.

Food or beverage may be sold to students during the school day on the school campus through vending machines per the following requirements and standards. All vending machines must meet the following requirements and standards:

- Elementary schools
  - may sell beverages in vending machines that meet the USDA Smart Snack Nutrition Standards for Beverages for elementary schools. These items shall only be sold in vending machines after the last lunch period.
  - shall not sell snacks or food products in vending machines.
- Middle schools
  - may sell beverages and food products in vending machines that meet the USDA Smart Snack Nutrition Standards for middle schools.
  - beverages and food products that meet the USDA Smart Snack Nutrition standards shall only be sold in vending machines after the last lunch period.
- High schools
  - may sell beverages and food products in vending machines that meet the USDA Smart Snack Nutrition Standards for high schools.
  - beverages and food products that meet the USDA Smart Snack Nutrition Standards for high schools may be sold in vending machines at any time.

**Note:** *Vendors who supply machines shall be approved Albuquerque Public School vendors and must supply only approved items.*

## **VIRTUAL/REMOTE SERVICES AND ACTIVITIES**

### **General Information**

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

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

Virtual and Remote Services are allowable during times when students are in any of learning model. However, virtual and remote services and activities must have school site level approval by the school Principal and may need a district level agreement for community based organization partners. Entities providing approved virtual and remote services should provide the school administrator with 1) registration list of students that will be provided virtual and/or remote services; 2) a signed confidentiality agreement; and 3) a signed parental consent form (see Attachment B: [Forms for Key Partners](#)).

### **Definitions**

- **Virtual Services:** For the purpose of this document, “Virtual Services” means specific partnership services, supports, and activities which are conducted online (with interactions with students, families, or staff) or pre-recorded and then shared with students, families, or staff at a later time. These services are designed to facilitate student learning and whole child development, and to support families and staff.
- **Remote Services:** For the purpose of this document, “Remote Services” means specific partnership services, supports, and activities which are distance based and conducted in physical locations outside of any APS facility. These services are designed to support students, families, teachers, or schools. These services may require the exchange of materials or projects through a grab and go format.

- **Monitoring:** For the purpose of this document, “Monitoring” means the process of observing and checking the progress or quality of a virtual service over a period of time. Monitoring of virtual services which include contact/interaction with students and must include parental/guardian consent.
- **Supervision:** For the purpose of this document, “Supervision” means the action or process of critically watching, overseeing and/or directing virtual services.

**All APS Virtual and Remote Services must:**

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

Schools can direct questions and support regarding Virtual and Remote Services to [Kristine.meurer@aps.edu](mailto:Kristine.meurer@aps.edu).

**Reentry Guidelines**

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

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

**Virtual Services – Which Include Contact/Interactions with Students**

**Virtual services that involve students should not be conducted during student’s scheduled time for in-person or synchronous remote instruction, unless they are being conducted in conjunction with instruction and with school staff such as: teachers, substitutes, educational assistants, or other school staff providing instruction for students.**

- All Virtual Services shall implement safe program practices including, but not limited to:
  - Providing a signed confidentiality agreement to the school administrator (see Attachment B: [Forms for Key Partners](#)).
  - Obtaining parental consent for their child’s participation in any virtual program outside of school operations hours and/or being run by or with a community organization (see Attachment B: [Forms for Key Partners](#)).
  - Ensuring students are never left alone in an online session.
  - Ensuring staff and/or service providers are the first into on-line sessions and the last to leave.
  - Ensuring that students' names are not shared publicly.
  - Utilizing school-related email addresses rather than private email addresses.
  - Fostering understanding of the Children’s Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent.
  - Only recording sessions with students where the parent/guardian has provided prior written consent.
  - Following district guidelines when choosing online platforms and tools for students. It is highly recommended that services utilize Google Meets and Google Classroom.

- Ensuring sessions are only conducted by phone or on-line meeting portal/software (e.g. Google Meets).
- Virtual Tutoring/Classroom Instructional Support Services should (**Please see the Tutoring section for further details and requirements**):
  - Align with the school's goals and overall educational support strategy.
  - Utilize strategies that facilitate active participation of students (especially if held in groups).

### **Virtual Services Conducted During School Hours**

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

### **Virtual Services Conducted Outside of School Hours**

**Please see the Out-of-School Time Program section for further details and requirements.**

- Volunteers cannot be used, unless they are under the constant supervision of an APS employee.
- Virtual Services conducted by APS staff outside their APS contract hours are recommended to utilize two adults (i.e. APS staff, volunteers, community provider staff, parents) throughout each session whenever possible.
- Virtual Services may be conducted by a community based organization if one of the following is met:
  - Services are conducted under the constant supervision by an APS employee or under the monitoring of the parent/guardian (or their designee); or
  - The parent/guardian registers with the organization and the registration reflects it is not an APS service.

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

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

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

Services conducted on the behalf of APS students

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

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

## **Remote Services**

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

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

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

- Ensure that volunteers and staff from community based organizations hold a current supervised volunteer background clearance.
- Utilize a grab and go distribution process any time that there is an exchange of materials between staff and volunteers or community based organization staff, including:
  - The number of staff/volunteers helping with grab and go distribution shall be kept to the minimum number for efficient operations with social distancing.
  - Distribution must occur outside of school building (e.g. school pick-up and drop-off drive through). Drive through exchanges are highly encouraged.
    - If needed, a minimal number (no more than 3) volunteers/non-APS staff may be allowed in the school in order to receive, place in storage, and retrieve basic needs supplies or educational materials for grab and go distribution, but may not have contact with students.
  - All extra health precautions will be in place, including:
    - Wearing face masks.
    - Social Distancing.
    - Completion of the Attachment A: Entering APS Facilities COVID-19 Questionnaire prior to each time being at APS facilities.

## **Guidelines for Home Delivery Programs**

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

- Schools should advertise the program in the languages spoken by their families and utilize multiple methods of communication.
  - Information that the program is based on the availability of volunteers, as well as the protocol for determining eligibility and/or priority for service should be included.
- Parents must register for the program and provide understanding of, and agreement to:
  - Delivery of items to their homes by volunteers.
  - Allow their name, the names and grades of their children, and their address and contact information to be shared with volunteers.
  - Identification regarding which types of items can/should be delivered.
  - COVID-Safe protocols regarding delivery of materials'
- Volunteers must:

- Have a current APS fingerprint (unsupervised) background clearance.
- Sign an agreement of confidentiality (see Attachment B: Forms for Key Partners).
- Schools should designate a program coordinator to oversee the program, support volunteers and families, problem-solve issues, and track outcomes. Schools must:
  - Ensure registration and agreement from families.
  - Track needed deliveries.
  - Gather materials for deliveries.
  - Ensure contact with the family to coordinate delivery.
  - Contact volunteers to pick up deliveries.
  - Provide volunteers with materials for delivery through drive through grab and go distribution only.
  - Train and ensure that volunteers use the following guidelines when making home deliveries to families:
    - Completion of the Attachment A: Entering APS Facilities COVID-19 Questionnaire prior to each time being at APS facilities or delivering items.
    - Wearing masks and gloves.
    - Using no contact and/or remaining at least six feet away from others when picking up and dropping-off deliveries.
      - Drop-off outside the door or on a porch whenever possible.
        - Contact the family to make sure they know it has been delivered.
  - Track program use and other outcomes data.
  - Notify the Principal of any issues in a timely manner.

### **Best Practices for Using Volunteers for Virtual and Remote Services**

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

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

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

### **Considerations when working with virtual and remote volunteers**

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

### Examples of Virtual and Remote Volunteering

(Additional ways to engage volunteers during school closures can be found at [volunteer@aps.edu](mailto:volunteer@aps.edu))

### Tutoring/Instructional Support (See Tutoring section of this document for more details.)

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

### Student and Family Supports

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

### Staff support and appreciation

- Send e-cards to staff.
- Use technology to send video “thank-you” messages to staff by email, social media, or on whatever app the teacher uses to communicate with families.
- Create photo and video collages for staff, classrooms, clubs, etc. These ideas can be adapted to keep students connected.
- Put together curriculum packets.
- Help with scoring student projects by utilizing rubric created by the teacher.

## **HOME VISITS AND WELLNESS CHECKS**

### **General Information**

Home Visits and Wellness Checks may be conducted by APS employees virtually or in person. All COVID-Safe practices must be followed by school staff when physically visiting a family for a home visit or wellness check. Face Mask must be worn and social distancing of 6 feet must be observed.

### **Definitions**

- **Home Visits:** For the purpose of this document, “Home Visits” means visits to homes as a means to build trust, communication and accountability between families and school staff. These visits only take place after several other attempts have been made to reach or connect with the family.
- **Wellness Checks:** For the purposes of this document, “Wellness Checks” means visits to the home when there is an urgent concern about a student’s wellbeing.

### **Reentry General**

#### **Home Visits**

Home visits always involve two APS employees, with one being a school staff member (ideally someone that knows the family) and the other either a site based administrator or a \*designated district employee. All home visits need to be approved by a school administrator. As often as possible, the home visit should be scheduled in advance with the family. Potential indicators for home visits might include attendance, inability to reach the family or student using other means, academic concerns, technology issues, etc.

#### **Home Visit Process:**

Meeting with school staff prior to the visit:

- What other means have been taken to contact or connect with the student or family? These attempts have been logged into synergy.
  - Attempt 1:
  - Attempt 2:
  - Attempt 3:
- Who will be making this home visit?
  - \*District designee or school administrator:
  - \*\* School Employee:
- Why is there a need for a home visit?
  - Main reason:
  - Secondary reason(s):
- Was the appointment scheduled with the family?
  - Yes. Date and time:
  - No. Planned visit:

During visit the following is covered:

- Reason for the home visit.
- Main concerns or struggles identified by the student or family.
- Restorative conversation with the student and family.
- Updated 10-08-20
- Healthy Kids Make Better Students – Better Students Make Healthier Communities
- APS Student, Family, and Community Supports Division and APS School Police Department
- Problem solving and resources offered to the family.

After the visit, a debriefing meeting should take place to:

- Discuss outcome and follow up needed.
- A Home Visit Checklist should be completed and given to the Principal.
- School staff should record home visits into the student contact log in Synergy.

*\* Note: District level designees are Pat Ruiloba and Jeff Newcomer-Miller. Jeff Newcomer Miller can be reached at [Jeffery.newcomermiller@aps.edu](mailto:Jeffery.newcomermiller@aps.edu) or at 505-639-3805. Pat Ruiloba can be reached at [ruiloba@aps.edu](mailto:ruiloba@aps.edu) or at 252-2384.*

Requests for their assistance should come from the school administrator.

*\*\* Note: School staff can be asked to participate in a home visit but cannot be required to do so.*

### **Wellness Checks**

These types of visits can be initiated by any school staff member after other attempts to contact the family or student have failed. Wellness Checks are **conducted by APS Police**, as requested by a school employee.

Staff members should notify their administrator when they have made a wellness check request by school police. If there is an immediate concern for the student's safety, then 911 should be called.

### **Wellness Check Process:**

- Staff member has urgent concern about a student's wellbeing.
- Staff member contacts the APS Police Department.
- Staff member informs the school administrator of the request for a wellness check.
- APS Police conducts the wellness check and informs the Principal of the outcome.

Beyond a Wellness Check:

- Principal or staff member feels that the student is in imminent danger: Call 911.
- For instances of suicidal ideation, the staff should follow the Guidelines for Responding to Suicidal Ideation or Statements During COVID 19.
- For instances of suspected child abuse or neglect, the state mandatory reporter guidelines for reporting to CYFD should be followed.

Questions about the process can be directed to:

Kristine M. Meurer, Ph.D., [Kristine.meurer@aps.edu](mailto:Kristine.meurer@aps.edu) or 505-220-5441 or

Vicki Price, MA, [Price\\_V@aps.edu](mailto:Price_V@aps.edu) or 505-313-1138

## **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 APS to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

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

## Definitions

- **Critical Partnership Services:** For the purpose of this document, “Critical Partnership Services” means 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 and school administrator approval, to provide in person contact with students at the school site.  
*Note: critical partners are specific to partnership services that support students, it does not apply to vendors and state agencies requirements (such as Children, Youth and Family investigations and the New Mexico Department of Health Immunization clinics).*
- **Community Mental Health Providers,** For the purpose of this document, “Community Mental Health Providers” means 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 during the COVID-19 pandemic.

## Reentry General

Each school should utilize their Health and Wellness Team to coordinate services for students and families in need with Community Mental Health Providers. As much as possible, services should be provided via telehealth. If services are provided on campus, there should be a designated private area for the Community Mental Health Provider to 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.
- Have a current APS background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- Mental Health Providers may provide services via telehealth. Per the New Mexico Licensing Board: *Telemental health is not a separate service from mental health services. All state licensing boards require that licensed clinicians follow all the regulations for practicing under their license no matter what medium of communication is used. All licensing boards also require that clinicians only practice within the boundaries of their competence. This usually requires education, continuing education, and/or supervision in telemental health.*

Schools can direct questions and support regarding community mental health providers to [price\\_v@aps.edu](mailto:price_v@aps.edu).

## Reentry Guidelines

- When Community Mental Health Providers are in or at APS facilities, every provider must wear a face mask and use COVID-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 Attachment A: 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 Attachment A: Entering APS Facilities COVID-19 Questionnaire).

- Staff will clean and disinfect areas used before and after therapy services.
- 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 that 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.

## **COVID-19 VACCINATIONS-SURVEILLANCE TESTING / STUDENT IMMUNIZATIONS / STUDENT HEALTH SCREENS**

### **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 APS to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

### **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.
- Have a current APS fingerprint background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.

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

- Vision Fund exam providers will continue to receive referrals from School Nurses.

### **COVID-19 Vaccinations**

COVID-19 vaccinations. All employees that work for pre-K through 12<sup>th</sup> grade entities have been prioritized for the COVID-19 vaccination. APS employees are encouraged to sign up for the COVID-19 Vaccine (<https://cvvaccine.nmhealth.org/>) If employees have already signed up, they should make sure they update their employment information to K-12 Educator or School Staff. While APS schools are safe to open according to the state and federal guidelines, vaccinations bring a greater sense of safety.

If requested by NMDOH school nurses will be available to assist in vaccine administration when the COVID-19 vaccine becomes available for schools.

### **COVID-19 Surveillance Testing**

**Per the New Mexico Public Education Department (NMPED), COVID-19 surveillance testing is required for all schools providing in-person student services, including small-group special education services and athletics.** The purpose of surveillance testing is to detect COVID-19 outbreaks as early as possible by screening asymptomatic staff. The purpose of surveillance testing is to 1) help public health officials identify and recommend isolation for people with active infection to minimize COVID-19 transmission 2) identify and recommend isolation for people with active infection to minimize COVID-19

transmission 3) improve tracking infection rates at the local level and 4) to assist the New Mexico Department of Health (NMDOH) in its decision-making.

#### Exemption from Surveillance Testing

- Staff who have tested positive for COVID-19 are exempt from surveillance testing for 90 days from when they last tested positive
- Individuals who provide evidence of full COVID-19 vaccination are not required to participate in surveillance testing

(see the Surveillance Testing APS Guidance for detailed information)

Schools can direct questions and support regarding COVID-19 Vaccinations and Surveillance Testing to [kristine.meurer@aps.edu](mailto:kristine.meurer@aps.edu).

#### **Student Immunizations**

On January 6, 2021 the New Mexico Department of Health (NMDOH) updated its November decision to defer disenrollment of students who are not current with immunization requirements. Given the pandemic and disruptions caused by it, the **Department is recommending that school districts continue the grace period for disenrollment for the remainder of the Spring semester** for students not in compliance with immunization requirements.

School Based Health Centers (SBHCs) may provide immunizations for student but must restrict the number of students inside the clinic to comply with social distancing guidelines. Upon request, SBHCs must provide lists of students seen for vaccination clinics for contact tracing purposes.

Immunization clinics at schools, not provided by SBHCs:

- Must be conducted utilizing healthcare vans or outdoor spaces and may not be conducted inside school buildings. Immunization providers that offer offered mobile services may be available to provide immunizations after school and/or on weekends.
- Must be coordinated by the school nurse and the Nursing Services Department.

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](#).)
- Ensure immunizations on school site are lower volume, higher frequency clinics.
- Provide electronic consent forms for immunizations and access to devices for check in.
- Provide electronic advertisement for immunization clinics.

#### **Student Health Screens**

To the greatest extent possible school nurses should assist with student health screens.

From [the NMPED Reentry Support Guidance](#) (November 2020)

(See full guidance for detailed information [https://webnew.ped.state.nm.us/wp-content/uploads/2020/11/NMPED\\_SupportDoc\\_SchoolHealthScreenings.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/11/NMPED_SupportDoc_SchoolHealthScreenings.pdf))

Regardless of school reentry model (full reentry, hybrid, remote, etc.) students shall continue to receive all appropriate screenings which they are entitled to by state law. In New Mexico, vision, hearing, dental, developmental and well-child screenings may be required depending on student need, age, and/or grade level. New Mexico Administrative Code (NMAC) 7.30.11 requires vision screenings be administered to all pre-kindergarten, kindergarten, first grade, and third grade students as well as all new and transfer students without a record of vision screening on file. Per the rule, screening must include distance visual acuity,

ocular alignment, and color vision. Please note, ocular alignment and color vision testing are required only once in any one of the targeted grades.

Vision and hearing screenings must also be completed as part of the pre-referral documentation for an evaluation for special education and related services. The Student Assistance Team (SAT), and ultimately the Eligibility Determination Team (EDT), must consider and address any screening findings when developing interventions and accommodations for the student. For additional information regarding vision and hearing screening in relation to the special education referral process, please see the New Mexico Technical Evaluation and Assessment Manual (<https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/NM-TEAM-Technical-Evaluation-and-Assessment-Manual.pdf>). In addition to vision and hearing screening requirements, early childhood programs also require a dental, developmental, and well-child screening be completed. Dental and well-child screenings are to be completed by a school healthcare professional or private provider within the child's first three months of attendance. The developmental screening is to be conducted by the teacher or Child Find personnel within three months of attendance as well. More information regarding health promotion and developmental screening requirements can be found in the FOCUS: Essential Elements of Quality for Public School Preschool Programs document (<https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/FOCUS-June-2020-Criteria.pdf>).

Schools can direct questions and support regarding student immunizations and student health screens to [nursingservices@aps.edu](mailto:nursingservices@aps.edu).

## **SCHOOL BASED HEALTH CENTERS**

### **General Information**

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

This section describes 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).

### **General Information**

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 adhere to best practices related to physical distancing.** To the greatest extent possible, students should schedule appointments with SBHCs. However, SBHCs will not turn students away who present for walk-ins. SBHC staff will work with the individual school in which the center is housed to determine the process for ensuring students can be seen safely.

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

### **KEY FACTORS**

**SBHCs are Not COVID-19 testing sites.** They can refer to testing sites.

**SBHCs are NOT treatment sites for COVID-19.**

### **General SBHC Protocols**

- Patient COVID-19 symptom screening when appointment is scheduled.
- Daily employee temperature check and COVID-19 symptom screening.

- Patient COVID-19 screening upon presentation for appointment (includes symptom and temperature check). If symptoms are positive, the visit may be completed via telehealth or rescheduled to later date.
  - Screening protocol for positively screen patients go into effect.
- Masks will be worn by all employees in the clinic.
- Plexiglas barrier may be installed around front desks if not already in place (to be installed by provider).
- Masks for all patients. These can be cloth. A mask will be provided if needed.
- For the continued safety of patients, physicians, staff and the community, a no-visitor policy will be in effect for SBHCs. Exceptions may include patients with disabilities who require a reasonable accommodation for assistance related to an intellectual, developmental or cognitive disability (limited to one support person over the age of 18). Friends will be NOT be allowed to accompany patients to appointments.
- One way entry and exit in the clinic should be utilized, where feasible. If not feasible SBHCs will maintain social distancing at all times.
- Floor markings to promote social distancing.
- Consistent signage to promote wearing masks and social distancing.
- Removal of all pamphlets from the waiting room and front desk.
- Hand sanitizer station in waiting room when available.
- High touch cleaning and thorough cleaning of patient rooms between patients.
- No aerosol generating procedures (i.e. nebs) will be done in the clinic.
- Patients may be placed directly in rooms after registration. All care will be done in the rooms to decrease potential contamination of multiple surfaces.
- Promotion of telehealth visits via video when appropriate. Please note per the New Mexico Licensing Board: *All state licensing boards require that licensed clinicians follow all the regulations for practicing under their license no matter what medium of communication is used. All licensing boards also require that clinicians only practice within the boundaries of their competence.*

**Referral Process**

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

- Any APS student may receive services at a SBHC that is identified for each grade level (elementary, middle, or high).
  - SBHCs must work with the administration at the school to determine how students who are not on campus for in-person instruction might be able to access the SBHC. SBHCs may offer extended, out of school time, hours for students who are not in-person at the school site that the center is located.
  - Students who are not in-person at the school site must make an appointment with the SBHC for services unless the SBHC has extended, before or after school, hours.
- Teens can call to make appointments for themselves to access confidential sexual and reproductive health services and behavioral health services.
- Health and Wellness Teams and other school staff can refer students to SBHCs.

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

Call to Make an Appointment

Contact individual SBHCS for hours of operations and to make and to appointment.

For elementary school students:

<b>East San Jose Elementary:</b> (Provider: UNM Medical Group)	<b>(505) 244-0334</b>
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<b>Emerson Elementary:</b> (Provider: First Nations Community HealthSource)	<b>(505) 308-8061</b>
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For middle school students:

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

For high school students:

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

### Individual School Based Health Centers

*Note:*

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

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

Services:

- Behavioral Health Services
- Medical Services

First Choice also plans to have expanded access for students that are not on campus at the South Valley Health Center. Hours will be developed to best serve the schedule that the students at Rio Grande High School are subject to 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 that students are asked to adhere to during this hybrid delivery time period. First Choice would like to reiterate that these scheduled periods are subject to change but will always be communicated with the administration of RGHS as well as students and parents/guardians.

Screening Process:

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

triage. If testing is required, the student will be directed to a COVID-19 testing center, and the student's parents/guardians will be notified of the positive screen. The nature of the visit to the SBHC will not be disclosed without consent, as per guidelines around patient consent and confidential visits. The report will simply consist of the fact that the student arrived at school and screened positive and is now being referred to a testing site. First Choice screening protocol: All persons must be screened using the First Choice COVID-19 decision tree (Contact First Choice for details)

#### 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 that is not on campus at either the SBHC or the South Valley Health Center. Telemedicine and telephone visits will be available to students who prefer this method of service delivery on a case by case basis depending on the evaluation through triage.

#### Wrap-Up Meetings:

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

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

Note: College and Career High School SBHC will open only when CNM allows the use of the building to be opened.

#### Services:

- Behavioral Health Services
- Medical Services

#### Screening Process:

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

- -Are you currently having any of the following?
  - Fever
  - Shortness of breath
  - Cough
- Have you had either of the following:
  - Exposure to someone with a COVID-19 infection
  - Traveled to an area with widespread cases outside of NM
- Temperature is taken using a no touch thermometer to determine if temperature is less than 100.4°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) that the student has been screened and is presumptively positive. If the clinic does not have an isolated exam room, the alternative would be to use the established isolation room designated at each school.

#### Telehealth:

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

Wrap-Up Meetings:

Not Applicable

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

Services:

- Behavioral Health Services
- Medical Services

Screening Process:

UNMH – Patient may be referred to ED Annex 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 virtual visits availability via video or phone.

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**

Services:

- Behavioral Health Services
- Medical Services

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.

**SCHOOL-AGED CHILDCARE AND OUT OF SCHOOL TIME PROGRAMS**

**General Information**

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

During the Novel Coronavirus Disease 2019 (COVID-19) pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. All individuals must make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

School-Age Childcare and Out of School Time Programs are considered critical partnership services (see definition below) and are allowed based on the parameters noted in this re-entry plan.

### Definitions

- **Critical Partnership Services:** For the purpose of this document, “Critical Partnership Services” means 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 and school administrator approval, to provide in person contact with students at the school site.

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

- **Mass Gatherings:** For the purpose of this document, “Mass Gatherings” means any public gathering, private gathering, organized event, ceremony, parade, funeral, or any other grouping that brings together a specified number of individuals in a single room or connected space, confined outdoor space, or open outdoor space. "Mass Gatherings" also includes coordinated events in which individuals gather in vehicles. School should avoid and restrict in-person Mass Gatherings to the greatest extent possible. Unless otherwise indicated in this document, **meetings, other events, gatherings that include non-APS staff should continue to be held virtually.**

### General Reentry Requirements

The health and safety of students and staff are always the priority of the district. Until further notice APS is:

- Following the current COVID-Safe Practices, current Public Health Orders, NMDOH, and NMPED requirements.
- Limiting in-school partnership programs, services, and supports to those designated as critical provider services.
- Prohibiting mass gatherings by outside partners. In addition, APS will not conduct mass gatherings nor promote mass gatherings offered by or in conjunction with partners.
- Requiring face mask for all visitors and partners on school sites except while eating and drinking, or with very limited circumstances under which a face mask cannot be worn.
- 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 critical partners (see definitions) on school sites, to complete a self-screening on a daily basis, including temperature check and review of potential COVID-19 symptoms; (see: Attachment A: Entering APS Facilities COVID-19 Questionnaire).

- Requiring any partner that has virtual access to students to utilize safe virtual program practices. Safe virtual program practice including, but not limited to (see Virtual/Remote Service and Activities for details):
  - Parental consent for the program.
  - Not publicly sharing students' names.
  - Being careful of how information is shared with students.
  - Always using school-related email addresses.
  - Understanding the Children’s Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Key partners must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students.

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

- Meet APS policy and procedural directives as well as the guidance and expectations noted in the individual sections of this document.
- Have a current APS fingerprint background check clearance.
- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- Have submitted APS Safety Assurances document for the 2020-2021 school year to the Out of School Time Coordinator.

**School Responsibilities and Considerations**

Schools will collaborate with, support, and monitor community providers conducting School-Aged Childcare and Out of School Time Programs held on their campuses. If a school is conducting their own Out-of-School Time program, they will also meet the requirements detailed throughout the Out-of-School Time section of this document including each element that refers by the term “provider”.

*Equity of Access*

- Schools should support referrals of students into programs in various languages.
- Schools should support referrals of students (especially those with special needs that will be supported by the program) into programs.
- Schools should market and communicate (in various languages) the availability of services to families in order to facilitate access to services.

*Logistics and Safety*

- Principals should conduct planning for effective utilization of facilities in order to ensure safe, socially distanced services that complement and do not interfere with school day instruction.
- Principals should establish intentional partnership practices in order to develop linkages between school day instruction and extended learning in School-Aged Childcare and Out-of-School Time programs. These may include:
  - Out-of-School Time staff training
  - Access to curricula
  - Extra instructional staff support alignment with instructional practices.

**SCHOOL-AGED CHILDCARE PROGRAMS**

**General Information**

During Full Reentry (Green + Red), School-Aged Childcare Programs will NOT be allowed in schools during the school day. School-Aged Childcare Programs may be allowed, by approved providers, in schools before or after school if the school has space and the Provider can meet all of the requirement.

School-Aged Childcare Program may be allowed in schools during summer school if space is available. However, program participants cannot be in the vicinity of any students who are scheduled for in-person instruction during summer school.

### Definitions

**School-Aged Childcare Programs:** For the purposes of this document, “School-Aged Childcare Programs” means comprehensive full-day programs that support student learning, provide an array of recreation and/or academic enrichment activities, and assist families with childcare needs, through in-person programs held, throughout the school or workday.

### Reentry Guidelines

There must be both district and Principal approval of any School-Aged Childcare Programs (email [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu)).

School-Aged Childcare Programs must:

- Utilize an extended learning model.
- Include academic and/or homework support based on each student's assigned course work as well as other academic enrichment activities.

Providers must:

- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements. As well as any other applicable state requirements for childcare.
- Implement sanitation measures in the program.
- Follow the APS and State COVID-19 positive reporting processes.
- Meet the re-entry guidelines reflected in the Out-of-School Time Programs section.

## Out-of-School Time Programs

### General Information

Until further notice, in-person Before and After School Programs and Clubs may be held outside of the instructional day on any school campus. In-person Out-of-School Time programs will only be made available for those students scheduled for and attending in-person instruction during the school day. They will not be made available during students’ scheduled instructional time. All in-person Out-of-School Time programs must have the approval of the school Principal.

### Definitions

- **Out-of-School Time:** For the purpose of this document, “Out-of-School Time Programs” means supervised programs for school-aged students, held on an APS school campus or virtually. Out-of-School Time (OUT-OF-SCHOOL TIME) Programs include:
  - Before and/or after school programs: support student school attendance; provide homework supports; offer an array of recreation and/or academic enrichment activities; and assist families with before and after school childcare needs. Before and/or after school programs may only support students attending in-person classes at the school during the school day.
  - Clubs are services that engage students in 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.

- **Provide:** For the purpose of this document, “Provider” means the entity responsible for operating an Out-of-School Time; 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.

### **Reentry Guidelines**

Virtual Out-of-School Time programs are also allowed for all students outside of the instructional day and must meet all the requirements in the [Virtual Services Section](#) of this document.

Schools can direct questions and support regarding both community provider and school run programs and partnerships to [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu).

### **Before and After School Programs** (In-Person and Virtual)

- Must follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- Must utilize an extended learning model.
- ALL services will include academic and/or homework support based on each student's assigned course work as well as other academic enrichment activities.

### **Clubs (In-Person)**

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
  - otherwise have district and school approval
- Must follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.

### **Expectations for In-Person Out-of-School Time Programs**

- Childcare providers must agree to operate 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 November 17, 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))

All In-person Out-of-School Time programs will adhere to following:

- 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 New Mexico Departments of Health or Education, Governor’s office, and/or APS.
- Program enrollment will not exceed the total approved number of students based on staff to student ratio and space available. See the most current state Health and Safety Guidance for ratio information.
- To the greatest extent possible, programs should group children and staff based on school day.
- If multiple groups share a large space (e.g. cafeteria):
  - 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 designated outdoor spaces as possible.
  - When possible, have activities rotated to the group instead of the group rotating to activities.
- Obtain approval from school administrators for each program.

- Submit and obtain approval of building usage applications for each program location (<https://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/k.-school-community-home-relations/buildings-and-grounds-non-school-use-of-school-facilities>).
- Will work directly with each Principal regarding school facility opening and closing procedures.
- Provider will share enrollment information with Principal or designated school staff for contact tracing purposes.
- Use registration forms to request information from families, screen registration forms, and make reasonable accommodations for students with special needs.
- In the event a Provider is considering reducing use of program spaces or closing locations they must contact APS (by emailing [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu)) immediately and before marketing/sharing information to families and/or the general public.
- APS custodial staff will empty waste and clean program spaces and maintain soap and paper towels in restrooms and near sinks. Providers will sanitize high touch areas, including restrooms, after each use and ensure cleaning schedules are posted in the program space.
- Providers must clean all program materials, equipment, furniture, and facilities after each rotation/time/day that participants use it.
- The following social distancing and health promotion best practices must be implemented in order to contain the spread of contagion:
  - 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-program locations.
  - All staff and students must review the Attachment A: Entering APS Facilities COVID-19 Questionnaire each time prior to being in an APS facility and/or entering the program.
    - In order to contain the spread of contagion, it is HIGHLY ENCOURAGED to take temperatures daily for staff and students 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 conduct daily check-in procedures, sign-in in an area outside of the program area, temperature checks, ask about COVID-symptoms (including recent travel), before the student participates in the program. Individuals who exhibit **COVID-19 symptoms** must immediately be separated from others and sent home.
  - Requiring face mask for all staff and students on school sites except while eating and drinking, or with very limited circumstances under which a face mask cannot be worn (see CDC guidance for details: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Cloth masks must be cleaned daily.
  - Individuals who exhibit **COVID-19 symptoms** must immediately be separated from others and sent home.
    - Program staff must contact the school's Principal to determine how to proceed.
- Staff must follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
  - The program is responsible for purchasing/obtaining PPE and extra cleaning supplies needed 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. Maintaining distance (approximately 6 feet) from others.
    - Avoid large gatherings.
    - 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.
    - Providers must communicate program health related practices and policies to families during the registration process.
- Providers should discourage staff and families of children, who are considered to have high risk health conditions from participating in the Out-of-School Time program. If families still choose to have their children participate, Providers must have a plan in place with additional protections.
- Providers CANNOT operate field trips or conduct any large group activities or events.
- Providers CANNOT 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.
- 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 families prior to them registering for the program. For community providers, a copy of the plan must be submitted to the district via email at [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu) prior to the start of the program.
  - If the plan submitted is updated for any reason, the provider must re-submit the updated version to [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu). See the following link for a template provided by the New Mexico CYFD: <https://www.newmexicokids.org/coronavirus/health.php> (click on the rapid response resource tab).

### **Response to COVID-19 Positive Staff or Student**

- If at any point the Provider is notified that a staff person or participant is found to be COVID-19 positive, the Provider must immediately notify the school principal and APS Nursing Services Department via email at [nursingservices@aps.edu](mailto:nursingservices@aps.edu) and cc [OutofSchoolTime@aps.edu](mailto:OutofSchoolTime@aps.edu) with the following information:
  - Name of School/Program
  - Site Lead, Program Manager, Principal Contact Name, Mobile Number, and Email
  - Employee or student
  - Date and time you were notified of positive test
  - If symptomatic – date symptoms began
  - Last date the Employee/student was in the building
  - Area(s) of school/building the COVID positive person was in
- Immediately contact the NM Department of Health and follow their guidance, see the rapid response resource tab: <https://www.newmexicokids.org/coronavirus/health.php>.
- If the individual is a Provider staff member, Providers are required to report the COVID-19 positive employees to the Environment Department’s Occupational Health and Safety Bureau within four hours of learning of the positive test result. Report positive cases via NMED’s Rapid Response online form at <https://nmgov.force.com/rapidresponse/s/>
- Inform all parents and staff that there has been a positive case, while protecting the identity of the individual(s) who tested positive.

Note: Information about COVID-19 positive is confidential, private and protected under the Health Insurance and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) for students. Therefore, Providers cannot release individual's names who are COVID-19 positive to anyone except the Public Education Department, the Department of Health and/or the Environment Department's Occupational Health and Safety Bureau.

- If the program is in session at time of receiving the notification, close off the area(s) potentially affected and call parents to pick up students.
- Close program immediately, until cleared by the APS school district to reopen.
  - The APS Closure/Opening Committee will determine what space(s) need to be cleaned and when the space(s) affected may reopen.
  - APS Maintenance and Operations will send in a specially trained team to sanitize areas impacted.
- Determine close contacts that need to be quarantined/isolated: *A **Close Contact** is defined as someone who has an exposure of three minutes or longer within six feet of a confirmed COVID-19 case with or without a face covering OR was in the same class or cohort as a confirmed COVID-19 case.*
  - Encourage any close contacts to be tested for COVID-19 three days after exposure to positive person.
- In the event a COVID-19 positive case has been reported at a school, in an area that is not near before and after school program space, providers will be notified, and the district response team will decide whether the program should close for cleaning or safety reasons.

Community Providers ONLY must:

- Utilize registration forms that specifically reflect that the program is being run by the community provider and not the Albuquerque Public Schools.
- Obtain their own extra PPE and cleaning supplies and tools.
- Have all staff complete random COVID testing per CYFD childcare guidance (<https://www.newmexicokids.org/coronavirus/health.php>).

**Virtual Out-of-School Time 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 Programs/Clubs.

All Virtual Programs/Clubs

Schools can utilize School Messenger, their school website, and other mechanisms to ensure that all students and families are made aware of the Virtual Out-of-School time Programs/Clubs.

Student participants must sign into Virtual Out-of-School Time Programs/Clubs through the chat box. There should be a message in the Chat box letting students know that the session is being recorded.

Virtual Programs/Clubs:

- Should be engaging and age-appropriate.
- Should be appropriate for use in a virtual setting.
- Should 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 may want to have a mix of both recorded and in person Virtual Out-of-School Time Programs/Clubs.

- 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. 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's Out-of-School Time Coordinator and [outofschooltime@aps.edu](mailto:outofschooltime@aps.edu) no later than 24 hours prior to the session.
  - APS district and/or school 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.

#### Pre-recorded Out-of-School Programs/Clubs

Programs/Clubs that are virtual and **there IS NO contact with students.**

- Organizations pre-record 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 Out-of-School Time Coordinator to support dissemination.

#### Live Virtual Programs/Clubs

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

Staffing for Live Virtual Programs/Clubs:

- 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 (<https://uscode.house.gov/view.xhtml?req=granuleid%3AUSC-prelim-title15-section6501&edition=prelim>).

## **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.

## Definitions

- **Early Childhood Programs:** For the purpose of this document, “Early Childhood Programs” means 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, social emotional, technology, and the arts.

## Reentry General

### Early Childhood Programs

- All programs will abide by the expectations outlined in their APS Joint Usage Agreement.
- Program staff must follow the current COVID-Safe Practices, current Public Health Orders and New Mexico Public Education Department (NMPED) requirements.
- YDI Head Start/Early Start, CABQ Child Development Centers, and CYFD at New Futures must meet the State Early Childhood educating and Care Department’s guidelines and expectations (e.g. ratios, health precautions, etc.).
- Providers will operate early childhood childcare programs according to all APS guidance as well as the Health and Safety Guidance for New Mexico Childcare Centers and Early Childhood Professionals (updated November 17, 2020).
- Providers agree to remain up to date and 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 and Safety Committee
  - COVID-19 Safety Plan and Business and Facility Responses Resources for Positive COVID-19 cases (<https://www.newmexicokids.org/coronavirus/health.php>).
- Each licensed childcare provider located on an APS campus will develop a COVID-19 Safety Planning Protocol for Licensed Childcare Facilities (<https://www.newmexicokids.org/coronavirus/health.php>) provide a copy to the APS principal at the location of the center and post in the childcare facility for future reference and not limited to:
  - **Entry Plan:** This plan should provide information on arrival, departure, and daily health checks. Plan needs to include:
    - Minimizing the risk of cross contamination at clock in/out stations.
    - Daily health screening protocols.
    - Temperature checks.
    - Usage of Personal Protective Equipment (PPE).
    - Observations 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 masks.
    - Include cleaning and sanitizing with increased frequency and disinfecting high touch areas throughout the day.
    - How, when and why Personal Protective Equipment (PPE) 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 requirement while maintain social connections. This plan needs to include:
  - Maintaining proper space distancing amongst each other.
  - Limiting group size and observe ratios inside or outside at all times.
  - Mealtime settings and practices.
- **Suspected/Confirmed COVID-10 Positive 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 pan should include:
  - Who, how and when to notify which includes APS site principal and Nursing Services ([nusingservices@aps.edu](mailto:nusingservices@aps.edu)).
- Additional steps to take for deep cleaning and sanitizing.
- Changes to business, such as closure, 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 closure procedures.
- Provider’s registration form will specifically reflect that the program is being run by the Provider and not Albuquerque Public Schools.
- Providers will ensure that teachers/staff, and children of essential workers employed by essential business and nonprofit entities as originally defined by the Public Health order (<https://www.newmexicokids.org/wp-content/uploads/111320-PHO.pdf>) will have first opportunity to register for programs.
- Providers must clean all program materials and equipment for participants 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 (snack, special dishes) is expected.
- Only essential paid staff of the organization, licensing agency and State designated teams shall have access to the 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.

## **VOLUNTEERING, TUTORING AND MENTORING**

### **General Information**

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in the community. 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. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

**To this end, with the following exceptions, volunteers, tutors, and mentors will NOT be allowed in APS school buildings during the school day.**

The only *exceptions* to this requirement are:

- School staff that are tutoring students at the employee’s school site.  
Note: Tutors that are APS employees but are not assigned to the specific school site (e.g. AVID tutors) may **NOT** provide in-person tutoring during the school day. This is to limit the number of adults with in-person contact with students.
- Volunteers assisting with receiving, storing, and retrieving basic needs supplies or educational materials from storage for grab-and-go distribution. With this exception, in order to help curb the spread of the COVID-19 virus, the following must be followed:
  - Prior approval from the school Principal must be obtained for volunteers to help with receiving, storing, and retrieving supplies and materials to/from the school building. Volunteers must sign in and out at the school’s front office.
  - Each school may only designate up to three volunteers per session.
  - Volunteers with permission to enter the building should be scheduled in advance and should only be allowed in the building for the least amount of time to do their assigned tasks.
  - Volunteers will only be allowed into limited locations in the building (e.g. the space designed to for food storage in the building).
  - Volunteers are **NOT** allowed to pack and sort food inside the building in spaces where students are present and/or during instructional hours.
  - Adherence to all COVID-Safe practices must be maintained including, but not limited to social distancing and wearing of face masks.
  - All other requirements for volunteers must also be met.

## Definitions

- **Volunteer Programs:** For the purpose of this document, “Volunteer Programs” means programs designed to advance the school/district’s educational priorities, goals, and mission; and to support student academic achievement through the use of volunteers.
- **Volunteer:** For the purpose of this document, “Volunteers” means an unsalaried person (parents, guardians, 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:** For the purpose of this document, “Supervised Volunteer” means a volunteer that, when with a student(s), is in line of sight of district person(s) at all times; not including APS Food and Nutrition employees.
- **Unsupervised Volunteer:** For the purpose of this document, “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 with the purpose of improving 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 develop

academic, social, and/or emotional understanding through development. Teaching the mentees the skills needed to achieve upward mobility to their goals to be successful in society. If the relationship is strictly to improve academic achievement, then the individual would be defined as a tutor.

## **VOLUNTEERING**

### **General Information**

The purpose of volunteerism in APS is to support student learning and school goals. All schools should have a Volunteer Coordinator/Point of Contact that coordinates an intentional volunteer program. As well, all volunteer activities should 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 following guidelines apply to all volunteering in APS, regardless of whether it is conducted by a community based organization or through the district. These guidelines can also assist school staff if they choose to utilize volunteers virtually.

- All volunteering methods and contexts must follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.

### District Requirements:

- All volunteer programs will continue to meet the expectations in the APS Volunteer Programs Procedural Directive (<https://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/i.-instruction/volunteer-programs>) including:
  - Unsupervised volunteers must have a current APS fingerprint background check clearance and an APS ID badge issued by APS School Police or the Student, Family and Community Supports Division.
  - Supervised volunteers must have an APS online volunteer background check clearance.
  - 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.
    - The plan should include schools goals, related volunteer projects, volunteer roles, number of volunteers needed for each project, location of volunteers, limiting access to student to safe virtual access only, equity of access to students, etc.
    - Prioritize volunteers who are specifically supporting student academic achievement and social emotional learning.
    - During the COVID-19 pandemic, schools should direct their volunteer 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 volunteer 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 COVID-safety protocols.
- Be oriented to their project, role, and functions; and have training in health and safety expectations.
- Volunteer Coordinators can market volunteer opportunities by utilizing School Messenger, PeachJar, school website, and other marketing mechanisms to ensure that all students and families are made aware of the opportunities.

### **Types of Volunteering and Related Expectations**

Volunteers who assist with basic needs supplies and/or educational materials distribution, home deliveries, campus clean-up school, or school garden maintenance projects may be utilized on APS campuses. These supports must occur outside of school buildings, and where exceptions are made for building access, must occur outside of instructional hours.

- Exception: No more than 3 volunteers may be utilized to receive, place in storage, and retrieve basic needs supplies or educational materials for grab and go distribution. Please see Volunteer General Information above for other restrictions and details for this service.
  - All volunteering that supports basic needs or educational materials distribution must also meet all the guidance detailed in the Community-Support Food Distribution in the Basic Needs section of this document.
- Any volunteer working on a school site must have a current APS volunteer background check clearance (either supervised or unsupervised) and must also be in the line of sight of an APS employee at all times.
- Schools must strategically limit the total number of volunteers and staff on campus.
- All extra health precautions must be in place, including:
  - All volunteers are required to wear face masks on school sites except while eating and drinking. If a volunteer cannot wear a face mask they should be limited to virtual services only.
  - Social distancing from others (staff, volunteers, etc.)
  - All volunteers must review the Attachment A: 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.
- No more than 10 volunteers and staff can be utilized on campus at one time.
- Schools that utilize volunteers for home deliveries must follow the APS guidelines for having a home delivery program. Volunteers must be registered with the school and sign a waiver for making home deliveries. For more information and to access the school home delivery program toolkit, please contact [volunteer.programs@aps.edu](mailto:volunteer.programs@aps.edu).
- For campus clean-up projects and school garden maintenance, volunteers must spread out and be in groups of no larger than five members.
- District Volunteers interested in volunteering at the APS Community Clothing Bank must follow guidance specific to the clothing bank. Contact: [clothing.bank@aps.edu](mailto:clothing.bank@aps.edu).

### **Volunteering that is virtual 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 must have a volunteer background clearance.
- Take-home projects must be aligned with the school's goals and overall volunteer program strategy.

### **Volunteering Programs/Projects That Develop Pre-Recorded Learning Videos:**

- These volunteers must have a current APS supervised online volunteer background check clearance.
  - Only content which has been approved by the school and/or the appropriate district department, can be released to the community.
  - Employ multi-modal tactics to ensure that the videos are appropriate for a variety of learning styles.
  - Design, distribute, and collect feedback using an engagement and satisfaction survey to measure the effectiveness of each video.

Volunteering that is virtual and there **IS** contact with students.

- In order to ensure safety precautions, volunteers who have contact with students **MUST** have constant supervision by an APS employee.
- These volunteers **MUST** hold an APS fingerprint (unsupervised) volunteer background check clearance.
- Volunteers must utilize safe virtual program practices. Including, but not limited to:
  - At least 2 adults at all times with students, one adult must be an APS employee
  - Parental permission for the programs, when applicable.
  - Never publicly sharing students' names.
  - Being careful of how information is shared with students.
  - Always using school-related email addresses
  - Understanding the Children’s Online Privacy Protection Rule (COPPA). COPPA is a federal law that prohibits websites from collecting personal information from children under the age of thirteen without parental consent. Volunteers must make sure to understand the basics and follow district guidelines when choosing online platforms and tools for students (<https://uscode.house.gov/view.xhtml?req=granuleid%3AUSC-prelim-title15-section6501&edition=prelim>).
- Sessions may be recorded with prior written consent from parents/guardians, and an announcement made to participants at the beginning stating so. Links to recordings shall be archived by the APS employee in the session.

For support on Volunteering during the COVID-19 pandemic, please contact [volunteer.programs@aps.edu](mailto:volunteer.programs@aps.edu).

## **TUTORING**

### **General Information**

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/essential partners on campuses and especially those within the physical proximity to students. **Until further notice, in-person tutoring during the school day will NOT be allowed in APS regardless of whether it is conducted by a community based organization, or through any district program that utilizes APS staff not working on the school campus during the school day.**

**Please note that in-person tutoring after school hours may be allowable during an Out of School Time program (before and after school or club).** Please see the Out of School Time Program section of this document for extensive limitations and detailed requirements.

### **Reentry General**

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 tutoring programs including partnership/volunteer/APS staff not located at the school site.

### **Virtual tutoring of students is allowed during the school day.**

The following guidelines apply to virtual tutoring (APS and Community run):

- Tutoring should be approved by the Principal and coordinated with all applicable staff to ensure that it is a complement and not a distraction to classroom instruction.
- Tutoring should directly align with the schools' goals and overall educational support strategy and the student's specific instruction and learning needs.
- Tutoring sessions should:
  - Utilize strategies that facilitate active participation of students (especially if held in groups).
  - Utilize Google Meets (or Google Classroom) whenever possible.
- Tutoring programs conducted by partners/volunteers must include:
  - A written agreement with APS to conduct the tutoring program with APS students.
  - A signed confidentiality agreement from each tutor.
  - Limits each tutor to working with no more than 5 students.
  - A registration and parental permission processes.
- Sessions may be recorded with prior written consent from parents/guardians, and an announcement should be made to participants at the beginning of each session stating so.
- Non-APS tutors must have constant supervision by an APS employee.
- All tutors working with APS students (either virtually or as part of a referral from APS) must hold a current APS fingerprint background clearance.
- Links to recordings of tutoring sessions (if applicable) shall be archived by the APS employee supervising the session.

## **MENTORING**

### **General Information**

Mentoring services for students as defined as 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 develop academic, social, and/or emotional understanding through development and that are run by, or in conjunction with APS, will **NOT** occur until such time as the district can safely educate students without precautions. The district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.

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

### **General Information**

APS expects that all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in the community.

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)
- Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information
- Student, Adult Education and Family Learning Partnership Services

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

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

### Definitions

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

## COMMUNITY-SUPPORTED FOOD DISTRIBUTION

### General Information

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. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

The following guidelines apply to Community-Supported Food Distribution in APS. *This section does **not** include food distribution through the APS Food and Nutrition Services Department.*

Food insecurity can become a significant barrier to student learning. APS partners with various community organizations and groups in order to provide supports to families. In order to ensure equity efficient and equitable operations, this support requires effective coordination.

- Distribution should target APS families that have been identified as facing food insecurity.
  - Schools must implement processes for gathering information from all families regarding which families are in need of assistance.

### Reentry Guidelines

#### Using Volunteers to Help with Receiving, Sorting, and Distribution:

APS is limiting the number of non-critical partners on campuses and especially those within the physical proximity to students. Until further notice volunteers will not be allowed in APS school buildings. **The only exception to this requirement is for a small number of volunteers assisting with receiving, storing, sorting, retrieving, and distributing basic needs supplies and educational materials via a grab-and-go distribution method.** With this exception, in order to help curb the spread of the COVID-19 virus, the following must be followed:

- Prior approval from the school Principal must be obtained for volunteers to help with receiving, storing, sorting, and retrieving supplies/materials in/from the school building. Volunteers should be scheduled in advance (during times that will limit/eliminate contact with students and other staff). Volunteers must sign in and out of the front office.

- Each school may only designate up to three volunteers per session (e.g. each time they need support).
- Volunteers with permission to enter the building will only be allow for a limited window of time.
- Volunteers will only be allowed into limited locations in the building (e.g. the space designed for food storage in the building).
- Volunteers are **NOT** allowed to pack and sort food inside the building in spaces where students are present and during instructional hours.
- Adherence to all COVID-Safe practices must be maintained including, but not limited to social distancing and mask wearing.
- All other requirements for volunteers must also be met.

#### Obtaining Food

- To the greatest extent possible, food should be delivered to the school in pre-packed, ready for distribution bags/boxes and to be distributed right away and without the food entering the building.

#### Sorting and Packaging Food

- If food is not able to be delivered to the school pre-packed for immediate distribution, sorting and packing should:
  - Be conducted with the least number of staff/volunteers possible and outside of instructional hours to the greatest extent possible.
    - Schools using volunteers can only sort and pack during non-instructional hours.
    - All health precautions must be in place, including:
      - Staff and volunteers are required to wear face masks on the school site except while eating, drinking. Volunteers who cannot wear face mask can NOT be utilized for sorting and packaging food. Volunteers who cannot ware a face mask should be limited to virtual services only.
      - Social distancing must be followed from.
      - Intentionally scheduling and conducting activities in locations, at times, etc. in order to ensure that staff/volunteers will have no contact with others (especially those that may be on campus for Out-of-School Time activities).
      - Staff and volunteers must complete the Attachment A: Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities (inside or outside).
        - Individuals who exhibit symptoms should not come onto any APS campus.
        - Individuals who exhibit COVID-symptoms while on a campus should contact the school's Principal and go home immediately.
      - Schools should purchase/obtain PPE and cleaning supplies to support these staff and volunteers.

#### Food Distribution

Food shall only be distributed either via student take home processes (if students are physically present) or through an outdoor “grab and go” distribution format to families.

- The number of staff/volunteers helping with outdoor food distribution shall be kept to the minimum number for efficient operations.
- All health precautions must be in place, including:
  - Staff, volunteers and families are required to wear face masks on the school site except while eating, drinking. Staff and Volunteers who cannot wear face mask can NOT be

utilized for food distribution. Volunteers who cannot wear a face mask should be limited to virtual services only.

- Staff, volunteers and families follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- Staff and volunteers must review the Attachment A: Entering APS Facilities COVID-19 Questionnaire each time prior to being at APS facilities.
- Individuals who exhibit COVID-symptoms while on a campus should contact the school's Principal and go home immediately.
- Schools should purchase/obtain PPE, gloves, and cleaning supplies to support these staff and volunteers.
- Schools shall track the number of families served and shall provide it to the Coordinated School Health Department upon request.

### Student Take Home Distribution

If students are on school campuses, the school's point of contact can coordinate distribution of food directly to the student in order for them to take it home.

- Only one time use bags/boxes should be utilized.
- Distribution shall be supervised and coordinated by APS employees. Volunteers can NOT be in the proximity of students or in school facilities when students are present and/or during instructional hours.
  - No more than 3 volunteers per session can "stage" boxes/bags in classrooms (or other locations) as long as it is done outside of instructional hours.

### Grab and Go Distribution

- Food distribution must use outside school pick-up and drop-off drive through spaces (or other outdoor space designated by the Principal) and will use drive through and/or walk through processes. Families can NOT enter the building.
  - Clear signage should be used to support smooth operations, distancing of cars and walk-up families, and other instructions to families.
  - Staff will clean and disinfect tables/furniture (if used) thoroughly during and after distribution.
- Distribution must be in different locations from any other activity occurring on the campus.
- Grab and go should be conducted outside of instructional hours. If this is not possible due to the perishable nature of the food, then grab and go must be completed in a location separate from where students and staff are physically present, and all safety precautions must be in place.
- Schools may consider having an APS police officer on site during distributions.

### *Drive Through Distribution*

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

### *Walk Through Distribution*

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

## **OTHER BASIC NEEDS AND FAMILY SERVICES**

### **General Information**

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

- School Supplies
- Clothing/Shoes

- Household Supplies (non-grocery)
- Utilities Supports/Legal Aid/Housing Assistance/Other Referrals and Information
- Student, Adult Education and Family Learning Partnership Services

## **Reentry Guidelines**

### **School Supplies, Clothing/Shoes/Household Supplies (non-grocery)**

- Donors must collaborate with key staff at schools, district or the APS Clothing Bank in order to coordinate drop-off procedures that involve health precautions (wearing of PPE, social distancing, etc.) and to the greatest extent possible, no-touch sharing.
- Supplies may 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 Supported Food Distribution 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.) can provide families with information about services and programs.

*Note: Partners will still have the opportunity to share information with families about services through PeachJar (<https://www.aps.edu/communications/peachjar-digital-flyers>).*

### **Student, Adult Education and Family Learning Partnership Services**

Student, adult education and family learning services conducted in partnership with APS to the greatest extent possible should be conducted virtually. With APS permission, during Out-of-School time and if space is available some services may be conducted on school campuses.

## **FAMILY ENGAGEMENT**

### **General Information**

Family engagement in student learning has always led to stronger student achievement. 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. **All APS staff 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.** This is especially important in light of the added challenges and stressors that families are facing.

As educators and other school staff, continue to develop instructional, communication, collaboration, and support strategies, it is important to be mindful not to make common assumptions about family engagement (Source: <https://www.tolerance.org/magazine/rethinking-family-engagement-during-school-closures>). Some Common Assumptions about family engagement may include:

*Assumption: Families will ask for help if they need it.*

- Families may not know what to ask for or when. Clear communication about expectations of student work will help families know if something is not working for their child.

*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 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 expect teachers to assign a full day's worth of work.*

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

## **Reentry General**

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. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

- Schools should make all efforts to hold meetings with parents/legal guardians virtually.
  - Should in-person meetings be required, they must be conducted by appointment only.
  - All other access by families into school buildings will not be allowed.
- APS is prohibiting mass gatherings by outside partners. In addition, APS will not conduct mass gatherings nor promote mass gatherings offered by or in conjunction with partners. APS will not sponsor and/or promote mass gatherings offered by or in conjunction with community partners or otherwise held outside of an APS facility.

## **Reentry Guidelines**

Each school should prioritize family engagement by implementing:

- Systems to ensure current family contact information
  - Current family contact information is critical and must be continually updated in the student information system. This can be accomplished by:
    - Coordinating efforts to collect and update contact information.
    - Screening data to identify outdated and/or non-working contact information.
    - Updating information in the student information system.
- Staff training that sets expectations for all staff around the implementation of family engagement best practices
  - There are various training supports available. For more information, please contact Chelanna Carter, Family Engagement Manager at: [chelanna.carter@aps.edu](mailto:chelanna.carter@aps.edu).
- A high frequency of meaningful contact/meetings with families
  - Contacts should happen as consistently as possible and be held in the family's language that is spoken at home.
  - In-person (only if critical and by appointment), phone, virtual, and email contacts can be used.
  - Non-academic calls to families to continuously build relationships are highly encouraged.
  - One-on-one contacts should always include screening for needed educational supports and offers of guidance around supporting learning at home.
- Targeted outreach to families of struggling and/or disengaged/absent students

- Schools should develop processes for gathering and tracking both quantitative and anecdotal information regarding students who are:
  - Struggling with attending/not attending in person classes.
  - Struggling with/not completing learning at home assignments.
- Outreach efforts should be implemented to work with families and students in order to discuss/assess issues and barriers and develop/implement a plan to support student learning and/or engagement/attendance.
- Linkages to reduce barriers to learning and support family functioning
  - Schools should disseminate information and provide families referrals to critical district and community services and programs, such as:
    - District information and resources
    - Out-of-School Time Programs/Childcare
    - Early Childcare Programs
    - Clothing, food, personal goods, and basic needs
    - Community Services
      - Behavioral Health/Counseling/Crisis
        - NM Crisis and Access Line (24/7): <https://nmcrisisline.com>
      - Physical Health
      - Family Supports
      - Shelter and Transportation
      - Legal Services
      - Immigration Services
      - Education and Training
      - Employment and Financial Support
  - Families can access resources by calling 2-1-1
  - A directory of community resources can be found at: <http://www.navigateresources.net/uwcnm/>
- Capacity building (including Educational Supports) to assist families with supporting learning at home
  - Schools can 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.
  - Schools should refer families with significant limitations (e.g. no technology skills) to district/school technology support.
- 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.

## **Systems to Ensure Current Family Contact Information**

### Principal/School Key Functions

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

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

- Data Clerk enters current information into Synergy.

#### Family Liaison Functions

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

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

#### Principal/School Key Functions

- Principal can add family engagement into In-Service and/or staff meeting agenda(s). Information could include:
  - Expectations for all staff to promote family engagement.
  - Expectations for data entry of contacts in Synergy.
  - Best practices for engaging families virtually.
  - Dispelling assumptions about families and fostering communication and staff support to the capacity building of families to support student learning, wellness, and development.
  - Ensuring staff respects, advocates for, and embraces diversity, whether in culture, gender, sexual orientation, sexual identity, experiences, beliefs, or roles.
  - The role, key functions, and proposed outcomes of the Family Liaison (if the school has one).

#### Family Liaison Functions

- Explain/help the Principal train staff family engagement best practices during in-service training sessions.
  - Encourage training around equity and respect of families.
  - Virtual family engagement tips

### **A High Frequency of Meaningful Contact/Meetings with Families**

#### Principal/School Key Functions

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

#### Family Liaison Functions

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

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

#### Principal/School Key Functions

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

#### Family Liaison Functions

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

### **Linkages to Reduce Barriers to Learning and Support Family Functioning**

#### Principal/School Key Functions

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

#### Family Liaison Functions

- Supporting communication to families in a variety of languages and methods (School Messenger announcement, in-person meetings, emails, etc.).
  - Getting information translated and sent out.
  - Maintain a strong understanding of families and languages spoken.
- Contact families who might not fully understand information being sent out to make sure that they understand it.
- Help get the word out about resources for families.
- Serving as school Point of Contact for Student/Family Assistance Request Forms on the district webpage (e.g. Food, shoes, clothes, hygiene, uniforms, childcare information, etc.).
  - Fill out requests for the APS Clothing Bank.
  - Provide referrals to Locker 505 and/or the Assistance League.
  - Support other basic needs/household essentials via grab and go distribution
  - Provide advocacy and support (e.g. making phone calls with/for them, virtual meetings, etc.)
- Reviews contact logs to see if any other staff have contacted families. Link with other staff to see if they attempted contacts (which are not documented), to collaborate and document efforts.

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

### Principal/School Key Functions

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

### Family Liaison Functions

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

## **Extra Screening for McKinney Vento Program Eligibility**

### Principal/School Key Functions

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

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

### Family Liaison Functions

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

- First, check with clerk for family living with family form/guardianship form.
- Then, check the McKinney Vento (MV) tab in Synergy to see if a student has qualified and what McKinney Vento Resource Teacher the family is assigned to.
  - Work with McKinney Vento Resource Teacher to coordinate services
- If a student/family, that is experiencing homelessness, is not enrolled in the McKinney Vento Program, make a referral through the website: <https://www.aps.edu/title-i/mckinney-vento-program/student-referral-form>

## **COMMUNITY SCHOOLS**

### **General Information**

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. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

**Community Schools and Community School Coordinators are required to follow all of the requirements for Key Partners Full Reentry (Green + Red).**

This section of the APS Reentry Plan describes the functions of a community school and the role of a Community School Coordinator.

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

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

### **Reentry General**

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**

Community School Coordinators:

- Should review and follow all the guidance in the Key Partners Reentry Full Reentry Green + Red Plan
- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- When in or at APS facilities, must review the Attachment A: Entering APS Facilities COVID-19 Questionnaire each day prior to entering APS facilities and follow all COVID-Safe practices for their school.
- Lead collaboration meetings and sustain partnerships through coordination with all key stakeholders including non-school staff (including community school council meetings) virtually.
- Can NOT conduct mass gatherings. Prohibiting mass gatherings by outside partners. In addition, APS will not conduct mass gatherings nor promote mass gatherings offered by or in conjunction with partners.
- Must adhere to the restrictions for Home Visits (see Home Visits and Wellness Checks section).

## SCHOOL GARDENS

### General Information

APS recognizes the importance of hands on, project based learning for students. Oftentimes schools utilize partners when developing and implementing school gardens. In light of social distancing, for learning that takes place outside of the school building, school gardens can be a good resource for instruction.

If existing school garden space is utilized during in-person instruction school must ensure that all COVID-Safe practices are adhered to. In addition, cleaning of the school garden space and high touch areas must occur after each use of the space.

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. **Even though APS is in full reentry (Green + Red), there is still a COVID-19 pandemic, therefore APS is still limiting the number of non-school staff on campuses and especially those within the physical proximity to students.**

### Definitions

- **School Gardens:** For the purposes of this document, “School Gardens” means an educational tool (based on the specific priorities and capacity of schools) that:
  - Support student learning and outcomes (e.g. as spaces on school campuses used for experiential, hands-on education, culturally appropriate learning, and incorporating the full cycle of learning associated with healthy food (from growing to nutrition to cooking, to composting).
  - Provide a welcoming learning environment.
  - Provide an opportunity for schools to implement effective family and community engagement activities targeted towards student and school outcomes.

### Reentry General

Each school that currently has a school garden should utilize a School Garden Team to identify opportunities and resources and coordinate utilization and sustainability of their school’s garden. Support from the district School Garden Specialist must be accessed prior to any new or expanded garden in order to obtain district approvals. Support from the School Garden Specialist is available to help with access to resources and technical assistance regarding lesson plans, training, team development, and school garden plans.

**Any APS partnership and/or volunteer services and supports related to a school garden shall:**

- Meet [APS policy and procedural directives](#) as well as the guidance and expectations noted in the individual sections of this document.
- Have a current APS background check clearance for all staff working in APS facilities and/or with schools and/or students.
- Follow the COVID-Safe Practices, current Public Health Orders, NMDOH and NMPED requirements.
- Have an approved APS Facilities Usage Agreement for use of the school garden they will provide services in for the current school year.

Schools can direct questions and support regarding school gardens to [schoolgardens@aps.edu](mailto:schoolgardens@aps.edu).

### **Reentry Guidelines**

#### Students Participating in In-Person Instruction

**School gardens shall only be utilized for those students scheduled for in-person instruction. Functions such as preparation, planting, maintenance, harvesting, and other school garden upkeep are allowed to be conducted by staff working at each school site. Any access by non-APS staff is extremely limited and can NOT occur during the school day. Please see the volunteer section of this document for restrictions and requirements.**

As determined by the school principal, teachers and school staff can use existing school gardens for classes and other in-person school day instructional activities.

All staff and volunteers accessing the school garden during out-of-school time must

- Screen each time, prior to entering a school campus, including temperature check and review of potential COVID-19 symptoms; (see: [Attachment A: Entering APS Facilities COVID-19 Questionnaire](#)).
- Wear a mask at all times and maintain social distancing.
- School staff must have each person sign in and out (with the arrival and departure times, contact name, contact number) and provided to the school Principal daily in order to support contact tracing.

Upon Principal approval, school gardens may also be used for the following (for students scheduled for in-person instruction):

- Social-emotional wellness activities for students and staff.
- Out-of-school-time programming (see the out-of-school time section for detailed guidance).
  - If managed by a community based organization, strong coordination and safety protocols should be discussed.
- Multicultural responsiveness
- Career and technical education

Utilization of any existing school garden should be coordinated with all school staff and stakeholders, especially to determine protocols for sanitizations of high touch areas (including garden tools, gate handles, food processing areas and outdoor seating structures) after each use and ensuring cleaning schedules are posted in the garden/outdoor learning space.

#### Access by Non-APS Stakeholders

Volunteers shall only be allowed to access the school garden outside of instructional hours as well as when no students are present in the garden (e.g. Out-of-School Time programs).

All elements of the APS procedural directive on Volunteering, as well as the details noted in the Volunteering section must be met. Please note that regardless of any specific numbers of people allowed as designated in the Volunteering section for campus clean-up, the maximum number of people allowed for school garden maintenance shall not exceed 5 during any session. The number may also be limited more extensively by social distancing requirements.

**Attachment A**  
**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 any NEW or UNEXPECTED symptoms such as:

- Fever:  Yes  No
- Chills:  Yes  No
- Sweating:  Yes  No
- Difficulty breathing:  Yes  No
- Shortness of breath:  Yes  No
- Fatigue:  Yes  No
- Muscle or body aches and pains:  Yes  No
- Runny nose:  Yes  No
- Congestion:  Yes  No
- New Frequent, dry Cough:  Yes  No
- Sore throat:  Yes  No
- Diarrhea:  Yes  No
- Headaches:  Yes  No
- Loss of smell or taste:  Yes  No

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

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

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

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

**Attachment B  
FORMS FOR KEY PARTNERS**

**Albuquerque Public Schools  
Provider of  
Virtual and Remote Services for Students  
Parental Consent**

I confirm that I \_\_\_\_\_ am the parent/legal guardian of \_\_\_\_\_  
(parent/guardian name) (student name)

I hereby consent to the above child participating in the \_\_\_\_\_  
(virtual/remote activity e.g. tutoring)

Offered \_\_\_\_\_ by \_\_\_\_\_  
(name of provider and person offering the service)

(check one)

I \_\_\_\_\_ agree to monitor this service for my child

I \_\_\_\_\_ am not able to monitor this service and request another monitor from Albuquerque Public Schools.

I acknowledge that Albuquerque Public Schools is not responsible for the actions of the person providing the services to my students.

Parent/Guardian Name: *(please print)* \_\_\_\_\_

Signature \_\_\_\_\_

**ALBUQUERQUE PUBLIC SCHOOLS**  
**Providing Virtual and Remote Services for Students**  
**Confidentiality Agreement**

I \_\_\_\_\_ understand that in the course of my activities as providing virtual and remote services for Albuquerque Public School (APS) students, I may have access to information which is confidential and may not be disclosed except as permitted or required by law and in accord with the Family Education Rights and Privacy Act, HIPPA, the New Mexico Children’s Code, and APS policies and procedures. Confidential information includes, but is not limited to:

1. Records, files, documents, and other materials that include information directly related to a student and maintained by education agencies or institutions, such as student identifiers, student addresses, and academic records.
2. Information directly related to a student, specifically any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape.
3. All other education records and verbal discussion of such records.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will only access student records for which I have a legitimate educational purpose.
2. I will not release confidential records to or from any other agency with which I may be associated.
3. I am obligated to hold confidential information in the strictest confidence and not to disclose the information to any person or in any manner outside of the APS.
4. I will print information only when necessary for a legitimate purpose and I am accountable for this information until it is destroyed.
5. My access and use of student records is subject to routine random, and undisclosed surveillance and review by APS.
6. Failure to comply with my confidentiality obligation may result in termination my ability to provide services to APS students.
7. Impermissible disclosure of confidential information about a person may result in legal action being taken against me by or on behalf of that person.
8. My confidentiality obligation shall continue indefinitely, including at all times after my association with APS.
9. I will not photograph or video tape virtual sessions with students.

I have read and understand this confidentiality agreement and have made a copy for my permanent personal records.

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Print Name

Signature

Date

E-signature is acceptable.