Albuquerque Public Schools

Instructional & Operational Reentry Plan SY20-21

Meeting the COVID-19 Challenge with High Leverage Learning
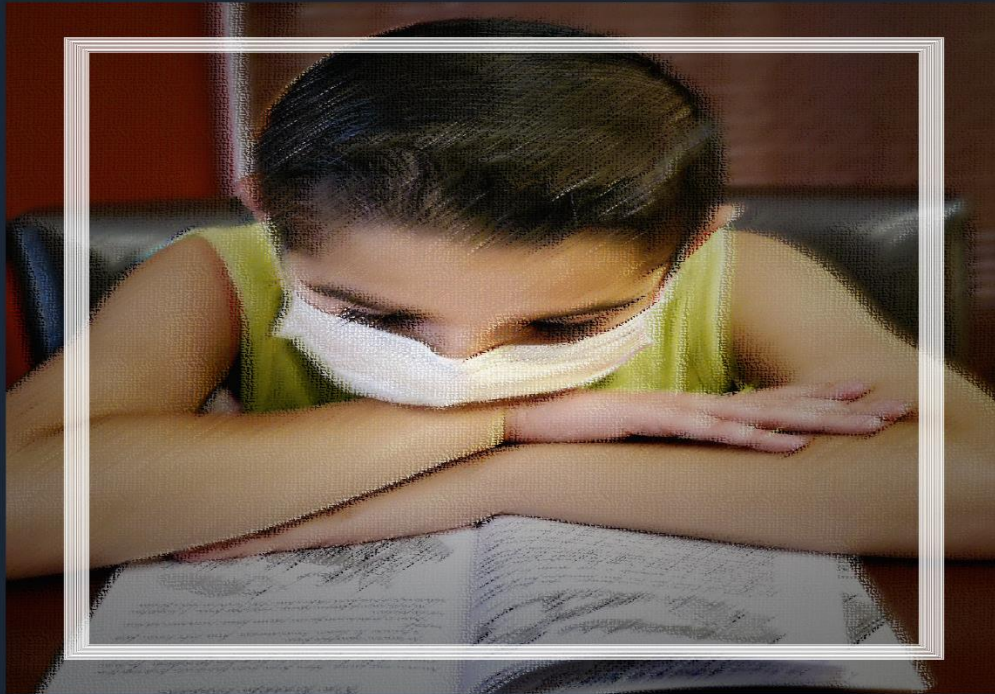
Table of Contents

Message from Interim Superintendent Elder

Dear APS Educators,

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

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

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

Sincerely,

Scott Elder
Interim Superintendent

Executive Summary

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

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

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

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

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

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

NMPED Requirements for Reentry

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

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

NMPED COVID-19 SAFE OPERATING CATEGORIES

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

	REMOTE	HYBRID	FULL REENTRY
Reentry Guidelines	• Students engage in remote learning. • Limited small groups (special education, some K–3 students) eligible for in-person instruction if feasible.	• The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level. • Students not in the building engage in remote learning.	• All students eligible to return five days per week.
Instructional Model	**REMOTE LEARNING** Districts and schools should use CARES Act money or other funds to ensure that each student has a digital device and support for connectivity in the home in order to be able to provide a robust online learning program in the event of a closure. See Supporting Teaching and Learning for more guidance.	**HYBRID LEARNING** Combination of some in-person days and some online days. Traditional learning can occur if six foot social distancing is strictly adhered to.	**TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES** All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended. Group activities are minimized

APS COVID-19 Safe Operating Categories

	REMOTE	HYBRID	FULL REENTRY
Reentry Guidelines	Students engage in remote learning. Limited small groups (special education, some K–3 students) eligible for in-person instruction, if feasible.	The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level. Students not in the building engage in remote learning.	All students eligible to return five days per week.
Instructional Model	**REMOTE LEARNING** **K-5:** Students engage with classroom teacher online 4 days/week Catch-up Strategies built in. Smaller Required Groups **6-12:** Students engage with content teacher online 2 days/week Similar to A/B face to face schedule **K-12:** Opportunity for creative collaboration Reinforce learning Computer Based Instruction with additional resources	**HYBRID LEARNING** Combination of some in-person days and some online days. Traditional learning can occur if six foot social distancing is strictly adhered to. Students will be grouped into two groups for weekly rotation. Group A, students with last names A-L will attend the first week of hybrid instruction. Group B, students with last names beginning with M-Z will attend the second week. Groups A and B will rotate in-person attendance on a weekly bases. Buses run all regular routes all days with sanitation processes in place. Schools will distribute devices prior to first day of online instruction Virtual Integrated Learning during at-home learning time Focused in-person learning 4 full days	**TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES** All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Buses run all regular routes all days with sanitation processes in place.
Safety and Logistics		Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID-19 symptoms	Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID-19 symptoms

APS Reentry Instructional and Operational Planning

Purpose: Students, staff, families (all stakeholders), health and safety were the top priority in planning for reentry for school year 2020-2021.

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

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

Planning Teams (Appendix A):
Health & Safety:
- Safety, Hygiene, and Sanitation
- Meals
- Logistics/Social Distancing

Development
- Emotional Recovery/Well Being
- Essential, Competency Based Learning/ Academic Entry
- Blended Learning
- Key Partners and Providers

Communications
- Internal and External

Timeline: (one school calendar approved by BOE 5.18.2020)

July 1, 2020	Final Draft Ready
July 7, 2020	Cabinet Review
July 15, 2020	Board of Education Review
July 23-24, 2020	Administrator's Conference of Education (ACE)
August 5, 2020	Teachers Report to Work
August 12, 2020	Virtual Work Begins with Students
September 8, 2020	First Day of School for Group A (Pending Public Order)
September 15, 2020	First Day of School for Group B (Pending Public Order)

ACADEMIC STRATEGIC PLAN

APS Academic Strategic Plan (ASP)
"Relationship, Respect, Resilience, Rigor & Readiness"

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

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

CORE VALUES

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

GOALS

Student Focus
Achievement
Respect
Choice
CCR

Support Services
Aligned Resources
Mental Health & SEL
Engagement
MT(L)SS

Community
Public Relations
Partnerships
Government Affairs
Customer Service

Human Assets
Diverse Employee
Recruitment &
Retention
PD
Structure

Finance & Operations
Transparency
Process
Facility & Asset
Management
Safety & Security

Data & Analysis
Compliance
Development
Implementation

Schedules

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

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

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

Hybrid Model for all students:
- In Person Attendance - Week by Week Model

  - Weekly Rotation Tuesday through Friday
    - Group A (A-L) first week
    - Group B (M-Z) second week
      - Special considerations will be given to family members that do not have the same last name

  - Special Education Department will coordinate IEP services with students

  - No early release Wednesdays for Elementary Students

Secondary

- High School: Block Schedule

- Middle School: Regular Schedule

Elementary and Preschool

- Regular Schedule

Timeline for Professional Development

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

	12:30 - 1:30- Lunch 1:30 - 3:00- Q and A with Departments, Dr. Muhammad, Associates and PSSs (all with meeting links)
First Five Days August 5-11	PD for Teachers and Staff: ● Create a checklist for what needs to be presented to staff ● Tools/resources that have been developed to provide PD
First Days Back August 12-24	● Staff meetings occurring ● Virtual home visits with students (checklist/questionnaire) ● Scheduling and adjustments
Ongoing	● Monday planning days will allow for ongoing PD as needed ● Utilize Monday's to do check-ins with families ● Weekly Principal call to provide updates (possibly Thursdays) ● Ongoing technology supports ● Tuesday Times

INSTRUCTIONAL PLAN

Meeting the COVID Challenge with High-Leverage Learning

Purpose

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

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

COVID-19 Slide

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

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

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

Defining Essential Learning

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

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

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

Supporting Social Emotional Learning

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

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

Measuring Learning Progress

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

Focused Academic Interventions

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

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

RECOMMENDATIONS FOR ALL STUDENTS

Overview

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

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

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

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

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

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

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

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

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

2. Focus on Mastery of Essential Learning

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

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

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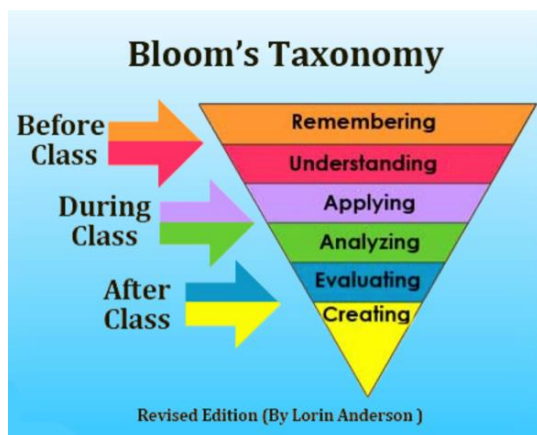
In a hybrid situation, the limited time available in a face-to-face setting is valuable and should be used for activities requiring higher-order thinking, communication and collaboration skills. Activities that involve independent practice, watching a lecture, or reading can be done at home. Some very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

4. Rely on High-Leverage Teaching Strategies

Eight strategies or pedagogical approaches are areas of agreement from both **John Hattie** and **Robert Marzano** as having a significant and measurable impact on student learning. Most of these practices are familiar to us but may have lost focus in our instructional design. The eight high-leverage /high yield strategies are:
- a) Be clear about what you want your students to learn. **More**
- b) Use explicit instruction- I do, we do, you do. **More**
- c) Build on prior knowledge. **More**
- d) Give frequent, goal-oriented, actionable feedback. **More**
- e) Give multiple exposures & chances to practice. **More**

f) Apply knowledge and skills to real-world dilemmas. **More**
g) Create opportunities for cooperative learning. **More**
h) Build self-efficacy. Success creates confidence creates success. **More**

5. Plan for Learner Variability

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

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

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

6. Monitor Student Learning Closely

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

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

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

7. Engage the team to Support Students

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

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

GRADING

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

ATTENDANCE

Taking and Tracking Attendance

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

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

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

- Students who do not respond to interventions and wrap around services within 10 instructional days may be referred to Juvenile Probation Services (JPO) or Children Youth and Families Department (CYFD) for more intensive wrap around services and interventions.

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

RECOMMENDATIONS FOR BLENDED LEARNING

Purpose

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

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

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

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

Blended learning is not characterized by passive consumption of digital material, homework assignments that are not connected to class work, or an attempt to make face-to-face school in an online environment.

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

What is Synchronous Learning?

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

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

What is Competency Based Learning?
Students are assessed on mastery of the course material only. Teachers assess student learning products with rubrics that provide proficiency indicators based on grade-level standards. Students know the expectations in the rubric before they begin the assignment. The rubric provides a guide for the teacher to provide valuable feedback that will support the student in improving their learning product.

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

FULL ENTRY		
	Highly Recommended (District-wide)	**Suggested (School-based)**
Curriculum and Standards	• Focus on essential standards: district expectation is to teach to mastery • Content should be templated for all student/families so access is seamless and consistent (i.e. GoogleClassroom, SeeSaw)	Add "very important" and "important" standards once mastery on essentials is attained.
Instruction	• First, set a strong foundation in building relationships with students, addressing social/emotional needs • First 3 weeks: set-up technology, using of tech, accessing and using district platforms, behavior expectations for in-person AND online classroom environments • Teach routines to prepare students for transition between home/hybrid/ in-class • Plan complementary synchronous and asynchronous activities to meet the learning objectives as identified in the essential standards • Keep platforms minimal and standardized (GoogleClassroom, Seesaw) so that families with students in multiple schools know how to access materials, communicate with the teachers, and find resources	• Provide school-wide uniform expectations of implementation
Assessment	• Use rubrics district-wide for essential core standards	District-provided rubrics are baseline for assessment for teachers to use as a resource

	• Use rubrics to provide students with meaningful feedback to improve their work products • Assign grades based on demonstrated mastery of the essential standards only	
Social Emotional Learning	• Integrate SEL, especially strategies for self-awareness and self- management skills as they apply to multiple learning environments • Build relationships in face-to-face and online environments • Build relationships with family to see what their needs are & prep them for their role in yellow or red (protocol) (mobilize teachers to coach parents for at-home-learning) • Scaffold assignments and learning experiences to re-build attention and academic stamina while ensuring students experience success in their efforts	How teachers incorporate SEL and wellness into lessons
Technology	• 1:1 device assigned the first day of school, every student • Provide a tech orientation to families and daycare providers to familiarize them with the device and basic troubleshooting • Provide families with training and materials to support young children, PreK-3 and those students with identified disabilities to operate technology and navigate platforms • Provide infrastructure in district for tech support for teachers, students, and parents and advertise it so they know how to access support • Technology instruction to prepare for hybrid or learn-at-home schedules as needed • Basic troubleshooting skills [PD for all teachers]-Mentor pairs for accountability and help with systems some may struggle with Students: • Build habit of bringing device to and from home every single day, caring for device • Teach the how-to for all hardware and software students will be required to use	
Attendance	• Attendance expectations face-to-face (Should be tight through District)[# of hours/minutes in classwork outside of school hours by Elem/MS/High] Face-to-face attendance, @home work expected (see attendance pg. 16).	Schools should have a uniform policy about how to address student attendance and make-up work when students are under quarantine but not necessarily sick. How will the school support students' at-home learning when the majority of students are learning at school, but a particular family is home for 2 or more weeks in quarantine because of exposure.

HYBRID	
Highly Recommended (District-wide)	**Suggested (School-based)**
In-School Learning	
• Everything in face-to-face chart above • PLUS • Build engaging digital media strategies for in-class learning • Ensure students know what to do in learning at home time that builds on instruction in the classroom • Help students create a schedule for their at-home work time • Establish value of asynchronous opportunities and expectations for engagement • Start activities in class that may be finished at home, then shared back next time in class • Start activities at home that are built on in class • Teach and target, fully focused on essential standards • Less "herding" more personalized pacing with fewer standards based on performance • One place with all links, make it simple for families [teachers collaborate to make it simplified] • Only assign purposeful work that aligns to learning objectives • Attend synchronously from home when needed (i.e. student is not sick but in quarantine)	• Models for how to handle the home-based work should be up to the school, including the strategies (such as jigsaw, personalized pacing) • Schedule time for teachers to meet with students for enrichment and differentiation, teachers will have to be flexible about how they differentiate
Learning at Home in a Hybrid	
Highly Recommended (District-wide)	**Suggested (School-based)**
• Record lectures in class and make them accessible to students to get lesson asynchronously • Give 1:1 feedback via chat, email, Google meets • Use district provided rubrics and exemplars to make performance expectations clear • Assessment of work from home should have minimal impact on grade, frequent check-ins on projects • "Attendance" is expected but looks like participation • Task predicts performance • Inquiry-based learning • Students: attendance, video on, visibly engaged in synchronous online learning • Consistent tools districtwide/ infrastructure of district support for teachers, students, families and clearly communicated to everyone • Provide troubleshooting flowcharts from district to support everyone with district-wide tools • Offer training for parents, families, daycare providers on tech/ troubleshooting/how to help	• When and how parent/family/daycare training occurs • Establish reasonable guideline of amount of time expected to be put in for distance days -- i.e., how much home instruction will be expected at the school, per grade level. Also, what amount will be graded/will students be held accountable for. • Accountability for at-home work without punishment

REMOTE	
Highly Recommended (District-wide)	**Suggested (School-based)**
Everything in green and yellow above, plus: • Clear, frequent, and on-going two way communication with students and families (needs district guidelines) • Specific hours/minutes of instruction per week/day • District-supported platforms (Google Classroom, SeeSaw) • When Google Meets are scheduled students must be in attendance (tighter at HS than K-8) • Learning at home should focus on some collaboration time • Reorganized work day/work week examples. • Continuation of online tools of iStation, iReady, Ready • Master scheduling of synchronous instruction to meet the needs of EL and Special Education • Provide materials for EL and Special Education • Back-up resources and expectations for students with unreliable technology access • Allowing Special Education students to attend school for face-to-face instruction while all other students are learning remotely if possible	• The in-class components of the hybrid model would still need to occur, some in a synchronous manner i.e. direct instruction, but should be recorded for access later for families who couldn't be online in real time as a backup • For quality, efficiency, and sanity, teachers should closely collaborate with their colleagues • Scheduled "office hours" for small groups • Opportunities for classmates to connect with each other using a google suite tool. • Self-paced learning and practice • Teacher flexibility to create Google Meets on 2 or 3 occasions when parents can attend with students. (e.g. 3 pm, 7 pm Tuesday) • Build in opportunities for self-assessment and quizzes • Opportunities for PK-3 students as well as some categories of Special Needs students and ELs to be instructed face-to face on campus if possible

• Clear and ongoing two-way communication with students and families about structure, supports, and progress.
    o Clear and brief directions are vital when communicating remotely. If you can present an example of how you would like something done via video or document that is the best. Consider how you will build in opportunities for students to ask questions since they cannot raise a hand virtually. Provide rubrics so students can self-assess progress.
    o Clearly outline when learning will be assigned each week and when the teacher will be expecting the work completed and allow for self-pacing given the unique needs of each student (i.e. lesson loaded on Monday and due the following Monday).
    o Be clear about how and when to reach out to you with questions
• An opportunity in which the student can access the material and complete the work on their own, with differentiation based on Special Education, EL identification and layered continuum of supports.
• Clear and ongoing feedback from teachers to students about progress, effort, and next steps. This may be differentiated; formats could be a recorded message, a video, an email, or a phone call. Tools to consider include Google Classroom message, SeeSaw, Synergy.
• Staff are expected to use Google Meet, not Zoom for optional class meetings. TSD has Google Meet Premium, which allows for 250 participants at once and unlimited time in meeting and recording.
	• **Optional** synchronous ("real time") instruction with the teacher through Google Meet. This can be recorded and sent to all students/families for asynchronous ("not real time" or "anytime") review.
	• Scheduled "office hours" for small group**s**. Licensed instructional staff: Please do not meet one-on-one with students in a video chat.
	• Content loaded into Google Classroom with linked text (i.e., videos, readings).
	• Use of tech tools EdTech Websiteor the C&I Website to deliver content and/or activities.
	• Opportunities for classmates to connect with each other using a tech tool.
	• Personalized communication with students and families, designed to support continued relationships.(i.e. family emails, pre-recorded video messages)
	• Opportunities to integrate SEL and Wellness activities.

eCademy K-12 Online Magnet School

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

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

INSTRUCTIONAL MATERIALS

Our needs for instructional materials will vary depending on the setting of instruction. Classroom sets of textbooks may not be available to take home, but there may be consumable and digital resources that support hybrid or remote instruction. **Here** is a matrix of district-supported core instructional materials differentiated by grade level, content and instructional setting. It is important to remember that our choice of materials and resources is a vital way that we recognize, represent and validate student identity. **Here** is a link to resources that represent diverse viewpoints as well as our Culturally Responsive Library.

RECOMMENDATIONS FOR SPECIFIC CONTENT AREAS:

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

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

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

A hybrid model of learning will provide teachers and students a variety of learning modalities allowing for both synchronous and asynchronous learning. Students will be offered multifaceted ways to express their ideas, knowledge and understanding of drama, music and/or theatre arts. Utilizing both live performance and video technology, in and outside of the classroom, the students will build an understanding of both

audience appreciation and Performing Arts skills through rehearsing, sharing individual and small group live performances in real time, creating online performances that exemplify understanding of the NM Core Arts Standards, and peer collaboration. Implementing the hybrid model will require clearly defined expectations, student outcomes and provide students with the opportunity to become stronger self-directed learners. Using a hybrid model of teaching and learning for performing arts, will continue to provide students a learning environment, which will build relationships with both the teacher and peers.

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

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

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

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

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

RECOMMENDATIONS FOR SCHOOL LIBRARIES

Purpose
While much of what awaits us in SY 2020-2021 is unknown, we want to encourage APS Libraries to start with three core values -- relationships, reading, and learning. These three values -- which cannot and should not be separated from a continuous focus on equity, Cultural and Linguistic Responsivity, and a commitment to working collaboratively with students and families -- will help us build a new kind of school library program, one that operates in a physical, blended, or virtual environment.

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

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

RECOMMENDATIONS FOR SPECIFIC STUDENT GROUPS:

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

The SAT department continues to monitor the student currently in SAT had been in SAT previously in the year. The data is disaggregated into three categories: academic, behavior only, and academic and behavior referrals. In addition, SAT Liaisons perform an analysis of the likelihood SAT will result in Special Education Testing. It is more unlikely than not that a SAT referral will lead to Special Education testing

district-wide across grade levels. However, at the middle school and high school levels, SAT referrals more likely lead to Special Education Testing. C&I Student Assistance Team (SAT) Liaisons are working to support and provide training for SAT at schools district-wide. Each school has a SAT whose purpose is to support the progress of students struggling with the general education curriculum despite the use of differentiated instruction and universal interventions. The SAT develops Tier 2 interventions for at-risk students who are not responding to the Tier 1 core program in the general education environment for students who might need supplemental, strategic, and individualized support. Initial evaluation for special education (Tier 3 interventions) is appropriate when the SAT recommends the same or agrees with a parent request. SAT Liaisons worked with the Special Education Department to develop common document forms and align practices to efficiently serve students across the district.

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

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

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

MT(L)SS

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

Characteristics of an MT(L)SS School

Instruction	Attendance	Behavior	Health	Family Engagement
Layer 1: Universal Interventions (all students)				
-Rigorous instruction -CCSS-aligned scope and sequence, lesson plans -Instructional expectations monitored through observations and walkthroughs -Evidence-based core curriculum -Culturally and linguistically responsive instruction -Common formative and summative assessments -Coordinated and ongoing teacher and principal PD	-School-wide attendance incentives -School-based attendance team	-School-wide social emotional learning (PBIS, Zones of Regulation, AIM, Restorative Practices, etc.) -Updated student handbook -Behavior norms are explicitly taught and reviewed regularly -Positive to corrective feedback ratio is above 5:1	-School has an updated site safety plan -Established health and wellness policies and procedures	-School site provides reciprocal family engagement opportunities that meet the needs of the school as well as the community -Families take an active role in shaping school policies and initiatives
Layer 2: Evidence Based Targeted Interventions (some students)				
-Plan for intervention -Teachers are trained in providing in-class interventions	-Use of EWS data to provide attendance support -Attendance contracts	-Use of EWS data to provide behavior support -Small groups meet with counselor or social worker -School staff are trained to identify behavioral concerns that impair a student's social and behavioral development	-Relevant staff members are aware of students' health needs and know how to respond -Health and wellness teams meet regularly	-Resources are available to meet individual family needs such as ESL/GED course offerings, SAT/IEP workshops, etc.
Layer 3: Intensive, Individualized Interventions (few students)				
-Lit Strats/Math Strats courses have clear instructional expectation and are targeted to students' needs -Dedicated interventionist	-Attendance contracts include contact with social workers/ counselors, and families	-Individualized behavior interventions such as token systems, direct behavior instruction, behavior contracts, self-monitoring tools -Staff receives PD to provide intensive behavior interventions	-School staff receives specialized training in meeting unique health needs	-Information and resources are available for families with intense needs depending on the needs of the community. This may include behavioral health referrals, food pantry availability/information, general access to resources, etc.

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

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

family engagement piece. Most pilot schools are at full implementation status regarding how they engage and empower families in their communities.

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

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

STUDENTS WITH IEPs

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

School Leadership

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

Child Find

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

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

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

IEP Meetings

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

Instructional Services (Essential Learning)

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

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

Hybrid Instruction

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

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

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

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

Online Instruction Due To School Closures

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

Accommodations and Modifications
- Prepare ahead for the online platform and understand what worked and what can be improved upon for access to those platforms
- EAs can support participation in these activities

- Develop clear guidance for students to understand what works for them

District Classrooms (IGS, SES, SCS, VI, HI)
All students will start in the hybrid model, however, some students may require more face-to-face instruction due to the recommendations resulting from an IEP review and from data collected from the end of the previous school year or the beginning of this school year. Face-to-face instructional days may be added, if that is what is determined the student needs in order to receive a FAPE. This is an IEP team decision based on student goals and data. That being said, district classrooms may adhere to meeting more often if they are able to follow CDC guidelines for social distancing and appropriate Personal Protective Equipment (PPE) is used to mitigate the spread of COVID-19. We must continue to understand that IEPs may **NOT** be universally modified.

If possible, it may be advantageous to loop students with their previous teachers for a sense of familiarity and knowledge about what strategies work. Clearly define how staff can honor physical distancing recommendations, yet while meeting students' medical, personal, or support needs. Accommodate younger students, students with disabilities, including students who are deaf and hard of hearing, who will have difficulty communicating and making social connections if coverings hide facial features that show emotions or prevent lip reading. Review the information below to help prepare.

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

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

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

may prove optimal to group students in their general education classrooms so the special education teachers and related service providers can push-in to work with their groups of students.

Related Services (OT/PT/SLP/SSW)
- All related service providers should use their professional judgment to determine how to appropriately provide services to meet a student's IEP goals.
- Allow for flexibility in service delivery with the hybrid, online or face-to-face models and collaborate with educational/related service staff whenever possible.
- Learning targets will be based on students' individual IEP goals.
- Develop a relationship with parents to collaborate with scheduling sessions, implementing activities to address IEP goals at home, train and educate.
- Instruction/Independent Learning Time
  - Instruction may utilize a variety of settings, platforms, tools, and co-treatments.
  - Related service providers through online classroom platforms can support students' independent learning where resources, assignments and handouts can be posted for them to access.

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

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

ENGLISH LEARNERS

Guidelines for English Language Development

Language and Cultural Equity (LCE) plans to prioritize face-to-face screenings (W-APT or WIDA Online Screener) with students to obtain the most accurate picture of a student's English proficiency. In the event face-to-face screenings are not permissible or safe, LCE will move forward with the suggested plans detailed below. As mandated by law, LCE will screen students based on the responses given to questions 1-7 on the LUS, completed upon enrollment by a parent or guardian.

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

work in good faith to meet the screening deadlines for all potential ELs, however, the safety of our students and testing team is a priority.

School administrators should continue to schedule students per scheduling guidelines provided by the Department of Language and Cultural Equity (below). Student groups and individualized instruction can operate with fluidity and flexibility within these guidelines to meet student needs. *English Language Development services, as per guidance delivered to the New Mexico Department of Education by the School Reentry Task Force in June of 2020, should be prioritized when students engage with their instructors in a face-to-face setting.*

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

Culturally and Linguistically Responsive Classrooms

- Utilize asset-based thinking when engaging with students at all times
- Build relationships with students
- Understand and apply knowledge of cultural difference and how distance learning hinders/supports learning
- Build time to for SEL
- Use current events as open dialogue and expression
- All students have equitable access and quality internet capability before holding them accountable with any assessments or grading
- Teach and reteach how to access and navigate programs, apps, and appropriate websites
- Build routines and "check-ins" for students
- Consider all student and family needs during this time including mental health, social services, special needs, homeless students, and so on and how we will assist in meeting the needs of the students/families
- Think of the students for whom traditional methodology does not work for and what they are experiencing now and change instruction to support those students.
- Use CLR protocols in the classroom/virtual setting with all students
- Creating activities where students can "be themselves" in distant learning (culturally relevant)
Project based learning, small group work, work that is culturally relevant and based on current events

Link to the APS Translation and Interpretations Services Webpage **HERE**
Find out more about Parent and Family Engagement Programs in APS **HERE**

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

Hybrid and Virtual Learning Recommendations	The Department of Language and Cultural Equity will follow the guidance provided by the NMPED reentry task force in providing Professional Development to BME Program teachers and staff at schools and district level. ● LCE TSS/ISS's will continue to support teachers/schools virtually ● Other PD opportunities for teachers will be shared through the google sites ● PD will be provided virtually through modules which can be accessed through the following google sites: ○ For Educators of Bilingual Programs ○ For Educators of ELD Programs

BMEP STUDENTS

Bilingual Program Languages Offered at APS	
Program Language	**Number of Programs**
Zuni	6
Navajo	8
Spanish	58

Bilingual Program Guidance
The goals of BMEPs in APS are for all students, including English Learners to:
- Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language
- Meet state academic content standards and benchmarks in all subject areas

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

The following guidance, recommendations, and considerations provided for BME Programs follow the Guiding Principles for reentry from the New Mexico Public Education Department (NMPED). Reentry Guidance is rooted in the following Principles:
- **Prioritize the health and safety of our students, staff and communities**
- **Maximize the amount of safe, in-person learning opportunities**
- **Make decisions based on science and data**

To access the New Mexico Public Education Department Reentry Guide please click HERE

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

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

NATIVE AMERICAN STUDENTS

The Indian Education Department (IED) was established as part of the Albuquerque Public School (APS) district in 1974, with advocacy and representation as the primary purpose for over 123 American Indian/Alaska Native (AI/AN) Tribes enrolled in the school district. There are approximately 6,862 or 5% AI/AN students currently enrolled in APS. The IED strives for academic excellence that aligns with the district goals, which include:

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

State and Federal Statutes

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

Programs

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

Elementary

Models	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	Planning, Collaboration, Meetings, Family Outreach. Data Collections. & Analysis	Group B Literacy & Math Intervention Groups (At home / online)	Group A Literacy & Math Intervention Groups (At home / online)	Group B Literacy & Math Intervention Groups (At home / online)	Group A Literacy & Math Intervention Groups (At home / online)
Face to Face Direct Instruction		Literacy & Math intervention groups	Literacy & Math intervention groups	Literacy & Math intervention groups	Literacy & Math intervention groups
At Home Online Learning		At Home Learning Online Literacy & Math intervention groups	At Home Learning Online Literacy & Math intervention groups	At Home Learning Online Literacy & Math intervention groups	At Home Learning Online Literacy & Math intervention groups

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

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

Middle and High School

Models	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	Planning, Collaboration, Meetings, Family Outreach, Data Collection, & Analysis	Group B Indian Ed Elective Courses (At home / online)	Group A Indian Ed Elective Courses (At home / online)	Group B Indian Ed Elective Courses (At home / online)	Group A Indian Ed Elective Courses (At home / online)
Face to Face Direct Instruction	Virtual classes in am PD in afternoon	Classes follow school schedule	Classes follow school schedule	Classes follow school schedule	Classes follow school schedule
At Home Online Learning	Virtual classes in am PD in afternoon	Virtual Classes follow school schedule	Virtual Classes follow school schedule	Virtual Classes follow school schedule	Virtual Classes follow school schedule

Native American Language K-12

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

Elementary Navajo & Zuni Language

Hybrid Model	See Re-Entry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ's 2020-2021 by the Language and Cultural Equity
Face to Face Direct Instruction	
At Home Online Learning	

Middle Navajo & Zuni Language

Hybrid Model	See Re-Entry Guidance for Bilingual Multicultural Education Program (BMEP) School Reentry Guidance, Recommendations, Considerations and FAQ's 2020-2021 by the Language and Cultural Equity
Face to Face Direct Instruction	
At Home Online Learning	

High School Navajo & Zuni Language

Hybrid Model	See Re-Entry Guidance for Bilingual Multicultural
Face to Face Direct Instruction	Education Program (BMEP) School Reentry Guidance,
At Home Online Learning	Recommendations, Considerations and FAQ's 2020- 2021 by the Language and Cultural Equity

PRESCHOOL STUDENTS

Albuquerque Public Schools, Early Childhood will utilize the Health and Safety Required Practices, Guidance for New Mexico Childcare Centers and Early Childhood Professionals, located on https://www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf as a guide for all APS Preschool models. NMPED FOCUS Essential Elements of Quality for All New Mexico Public School Preschool Programs are in effect during Full Capacity, but modified when in Hybrid or Learning at Home. Check with APS Early Childhood for changes to FOCUS when not in Full Capacity model https://webnew.ped.state.nm.us/ wp-content/uploads/2019/09/FOCUS-Criteria-June-2019.pdf

Relationship Building

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

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

Universal Screening

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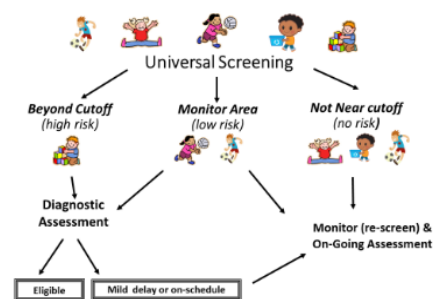
Setting of the Environment for Learning

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

Early Childhood Environment Rating Scales -3rd Edition (ECERS-3) will define how the preschool classroom will be organized for 3- and 4-year children's learning.

- Space and Furnishings
- Personal Care Routines
- Language and Literacy

- Learning Activities
- Interaction
- Program Structure

New Mexico Early Learning Guidelines (ELG) are the developmental standards all preschool classrooms follow and IEP goals are aligned. During Hybrid instruction a focus on mastery on key essential learning indicators Essential Learning PreK ELA Standards ELG.xlsx Assessment of children using the Early Childhood Observation Tool (ECOT) formality and summative, and to inform ECO reporting remains necessary. The Federal Special Education and NMPED requirements for these assessments be provided prior to the beginning of the school year.

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

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

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

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

Hybrid Setting – APS Preschool
Albuquerque Public Schools will help guide early childhood professionals maintain health and safety standards, in response to the Novel Coronavirus 2019 (COVID-19). We will utilize the Health and Safety Required Practices and Guidance for New Mexico Childcare Centers and Early Childhood Professionals, located on https://www.newmexicokids.org/wp-content/uploads/child_care_health_and_safety_guidance_english.pdf Each APS Preschool classroom will complete a safety plan for the Hybrid Setting. Please see the accompanying document: COVID-19 Safety Planning Protocol for Albuquerque Public School Preschools.

Due to ratio, health and safety requirements:

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

PRESCHOOL HYBRID PLAN
Preschool classes match NM Early Childhood ratio requirements for ages of students served
● All physical distancing protocols followed with masks worn as tolerated by children   ● Temperature reading and recorded 4x daily; on arrival to campus, mid-morning, prior to rest time, before leaving at the end of day.   ● Learning centers limited to 3 or less children   ● Students unable to understand "no touch" concept will need support   ● No contact outdoor learning in groups 5:1 ratio or less   ● Specials provided through Google Meets   ● Breakfast/Lunch in classrooms   ● Google Meets used for Home Visits, P/T Conferences, and IEP meetings.   ● Use of online learning tools of OWL and Waterford   ● Discourage bus use for Special Education   ● No Field Trips
Considerations for IEP students: ● Students with compromised health   ● Students requiring hand over hand assistance   ● Transportation required per IEP
Considerations for Equity: ● Access to technology/Wi-Fi – PreK Staff and Family/Child   ● Home Language vs Teachers ability to meet family and student's needs   ● Classroom access to dishwasher/washing machines for sanitizing learning materials

TITLE I MCKINNEY-VENTO HOMELESS PROJECT

Continue outreach calls to families
- Direct Outreach and Support to families, with a focus on those that are in more vulnerable situations: unsheltered, motels, couch surfing, in shelter as needed
- Addressing individual families as they reach out
- Families participating in the Appleseed Grant, get weekly case management support
- Continue to provide direction in accessing Chromebooks and hotspots
- Work in partnership with other entities to ensure basic needs are being met and families have what they need
- Share community resources with families
- Determine what the needs of our families are for devices and WIFI access for remote learning
- Support families with the transition to remote learning
- Support with Birth Certificates, SS cards, Medicaid, food stamps, work comp, etc., helping families do these things remotely
- Encourage outreach workers to hold virtual mentor meetings with middle and high school students that were previously attending the lunch program

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

Emotional Recovery and Well-being

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

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

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

- - Secondary Lessons include:
    - Meet the Counselors and Discuss Community Trauma
  - https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-sel/school-counselor-introduction-lessons?authuser=0
  - Counselors can also assist teachers with social emotional learning lessons and relationship building activities.
- Building student leadership to support implementation of social emotional learning, restorative practices, conflict resolution, etc. These resources are included to gain buy-in from students.
  - https://sites.google.com/aps.edu/apssocialemotionallearning/home/resources-for-students?authuser=0
- Pace/ease in with students by allowing opportunities for movement breaks, social emotional learning breaks, structured brain breaks, etc.
- Allow for regular check-ins with trusted adults/peers.
- Give grace to students through differentiated instruction and modifications.
- Socialization/community building (safe play with social distancing, structured recess, interactive activities).
- Acknowledge COVID-19 and tensions due to racial inequities and conduct discussions about these and other topics that may be causing students to feel uneasy.
- Designate space to offer support to students to assist them in de-stressing. Supports include:
  - A quiet time for students to help refocus and de-stress so the student can focus on the positive choices they can make.
  - A place where a student can research/receive information on self-care and time management.
  - When a student's stress level impacts learning, the student may request a break in order to de-stress and refocus.
- Give teachers several options/methods for addressing emotional well-being of students in virtual or physical settings.
- Provide social emotional learning lessons or activities which can be done while a student is doing work from home to compliment what has been done in the classroom *(Hybrid Model)*.
- Focus part of each instructional day on connection and relationship building while the student is in the face-to-face setting *(Hybrid Model)*.
- Recognize a student's emotional response may differ between the school setting and the home setting *(Hybrid Model)*.
- Ensure opportunities and resources are made available in person and virtually for students, staff and families *(Hybrid and Distance Model)*.
- Special attention must be given to relationship building with students and their families. Concurrently with academic instruction, teachers should conduct virtual "home visits" to talk with families and students about online classroom structure and resources, as well as academic, emotional, or physical student concerns that may hinder completion of instructional tasks. Answer questions or concerns the family has *(Distance Model)*.
- At home social emotional learning and relationship building activities should include online and paper formats *(Distance Model)*.
- Counselor(s) will do introductions virtually for students and talk about the impact of COVID19 https://sites.google.com/aps.edu/apssocialemotionallearning/home/introduction-to-sel/school-counselor-introduction-lessons?authuser=0 *(Distance Model)*.

For Teachers and Staff
- Have an initial staff meeting to discuss the return to the classroom as related to emotional well-being. Principals can use the PowerPoint template provided to introduce trauma informed practices and establish expectations for continuous implementation of social emotional learning lessons and community building activities.
  - Address impact of COVID19 for staff.

- Moving forward staff should expect students will have heightened experiences with trauma throughout the school year, and it is important to address the impact of community trauma and how to address student needs:
    - https://sites.google.com/aps.edu/apssocialemotionallearning/home/emotional-recovery?authuser=0
    - Provide trauma informed professional development continuously throughout the school year.
- District Wellness resources for staff
    - https://sites.google.com/aps.edu/apssocialemotionallearning/home/employee-wellness?authuser=0
    - Discuss the importance of self-care.
- Discuss extra emotional supports for staff through the Employee Assistance Program (EAP).
- Provide professional development opportunities and ongoing training on topics related to instructional model impact.
- Give grace (flexible deadlines/more frequent check-ins as whole staff) to staff and remind them we care about their well-being.
- Provide a positive culturally and linguistically inclusive classroom environment.

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

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

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

Considerations for Students with IEPs
- Same as above with expanded services as noted in Individualized Education Plan.

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

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

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

KEY PARTNERS

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

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

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

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

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

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

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. This requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students. Only "Critical Partners Services" may be allowed to provide face-to-face services to students on school campuses, depending on space at the school site.

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

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

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

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

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

Immunizations and School-Based Health Centers

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

Only "Critical Partners Services" may be allowed to provide face-to-face services to students on school campuses, depending on space at the school site. Only Community Mental Health Providers that are under contract with APS; **School-Based Health Centers**; Out-of-School Time /School-Aged Childcare Programs and Early Childhood Programs. Critical Partners may be allowed, depending on space, to provide in person contact with students at the school site. During the public health crisis, immunization compliance is a primary concern. Increased efforts to ensure all students meet vaccination requirements are imperative when schools re-open. School nurses and key partners must collaborate to provide immunization clinics and will be essential in vaccine administration when a COVID-19 vaccine becomes available.

School Based Health Centers

APS expects all individuals will make the utmost effort to remain healthy for their own well-being, as well as that of others in their lives, including family members, friends, colleagues and students. APS has 12 SBHCs. All SBHCs will run in strict accordance with best practices identified by the home Medical Groups and the Centers for Disease Control and Prevention for COVID-19 inflection control. At all times, SBHCs will be adherent to physical distancing protocols. All attempts will be made fro students to schedule appointments. However, SBHCs will not turn students away who present for walk-ins. SBHC staff will work with the individual school in which the center is housed to determine the process for ensuring students can be seen safely.

Out-Of-School Time / School-Age Childcare And Early Childhood Programs

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.T he health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it

is critically important to keep in mind safety precautions in order to limit exposure. This requires us to limit the number of non-essential adults on campuses and especially those within the physical proximity to students.

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

- **Out of School Time/School-Aged Childcare Programs**: For the purpose of this document, "Out of School Time (OST)/School-Aged Childcare Programs" are defined as supervised programs for school aged students, held on an APS school campus or on-line.
- **Early Childhood Programs**: For the purpose of this document, "Early Childhood Programs" are defined as supervised programs serving and supporting the educational and developmental needs of <u>children from birth to age eight</u>. This early care and education has an emphasis on language, literacy, math, science, technology, and the arts.
  - **Provider**: For the purpose of this document, "Provider" is defined as the entity responsible for operating an OST / School-Aged Childcare or Early Childhood program. In some cases a provider is a community based organization and in others it is an individual school or the district.

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

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

The health and safety of students and staff are always the priority of the district. During the COVID-19 pandemic, it is critically important to keep in mind safety precautions in order to limit exposure. To this end, APS is limiting the number of non-critical partners on campuses and especially those within the physical proximity to students. Until the district returns to full capacity and with absolutely no precautions, volunteers and tutors will not be allowed in APS school buildings. Mentoring services for students run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. Note: the district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students.

Mentoring services for students that are run by, or in conjunction with APS, will not occur until such time as the district can safely educate students without precautions. The district is in the process of developing structures, processes and partnership supports to facilitate mentorship of students. APS expects all individuals will make the utmost effort to remain healthy for their own well-being as well as that of others in their lives, including family members, friends, colleagues and students.

Community-Supported Food Distribution
Food insecurity can become a significant barrier to student learning. APS partners with various community organizations and groups in order to provide needed support to families. Yet in order to ensure equitable

and efficient operations, this support requires effective coordination. In as such, community-driven food distribution is targeted to families who have been identified as facing food insecurity. Schools implement processes for gathering information from all families regarding who is in need of assistance.

Other Basic Needs and Family Services
Services must be conducted with contact with families. When possible, schools should utilize a single point of contact (POC) for partners and families basic needs and services. The point of contacts can provide guidance in supporting families with these needs/services.
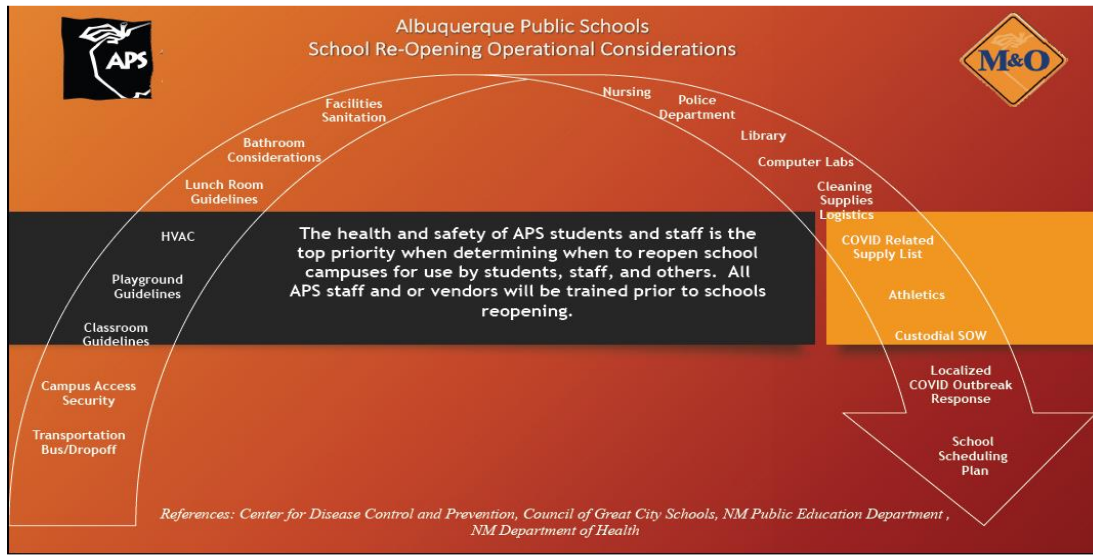
Family Engagement
Family engagement in student learning has always led to stronger student achievement. Now, more than ever, APS is leaning on families to help us engage and educate students. Regardless of the learning model the district is using in order to minimize risk to COVID-19, families are supporting students to understand health precautions, monitoring and fostering social emotional wellness, and facilitating student learning. **Everyone in the district should remain vigilant around informing families about critical information, conducting targeted and consistent outreach, and providing families with the support they need to take on more of these functions than ever before.** This is especially important in light of the added challenges and stressors families are facing. Yet, by engaging and supporting families, they will add to the district's capacity to ensure students are successful, despite the adaptations we must make.

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

OPERATIONAL PLAN

Albuquerque Public Schools
School Re-Opening Operational Considerations

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

References: Center for Disease Control and Prevention, Council of Great City Schools, NM Public Education Department , NM Department of Health

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

SCHOOL SCHEDULING PLAN - HYBRID

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

CLEANING SUPPLIES AND LOGISTICS

- All students, staff, and visitors will be required to wear face coverings, unless ill-advised for medical reasons. Students, staff or visitors should bring their own masks to wear at school. APS District will initially supply, cleaning supplies, hand sanitizer for classrooms, common areas and buses.

- Each classroom will be supplied with a "Sanitation Tote" to be used to periodically sanitize their room. The school custodian should be made aware of any totes that need to be restocked and provide the refill.
- School staff will need to order replacement supplies during the school year through the District Materials Management Warehouse. Schools should order in advance so as not to run out of supplies.

COVID-19 RELATED SUPPLY LIST

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

FACILITIES

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

CUSTODIAL STANDARD OPERATING PROCEDURES

- Cleaning, disinfection of high touch areas throughout the school, throughout the school day with PPE
- Classrooms will be cleaned daily

- In the case of a positive COVID case, fogging 100 percent reactive to positive will be performed within 24 hours
- Frequent disinfecting of bathrooms and regular bathroom checks for supplies will be conducted daily by custodian

LOCALIZED COVID-19 OUTBREAK RESPONSE

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

CAMPUS ACCESS

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

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

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

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

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

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

TRANSPORTATION

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

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

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

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

CLASSROOM GUIDELINES

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

CAFETERIA GUIDELINES

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

PLAYGROUND GUIDELINES/COMMON AREAS

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

RESTROOM CONSIDERATIONS

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

HVAC

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

- Exhaust systems will run throughout the day

COMPUTER LABS

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

LIBRARIES

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

ATHLETICS

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

POLICE DEPARTMENT

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

NURSING PLAN

- **Well Child Care**

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

- **Screenings**

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

- **Positive Cases of COVID-19**

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

Appendix A: Planning Teams

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

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

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

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

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

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

Blended Learning
Cabinet Lead: Dr. Madelyn Serna Mármol, Associate Superintendent Equity, Instruction, Innovation & Support
Team Leads: Dr. Deborah Elder, Executive Director, Innovation & School Choice; Dr. Antonio Gonzales, Associate Superintendent, Learning Zone 2; Shellmarie Harris, Executive Director, Education Technology

Team Members:
Celeste Hernandez, Educator; Kathy D. Melendez, Educator; Patrick Mcelwee, Educator; Liv Baca-Hochhausler, Principal; Jude Garcia, Principal; Stephani Treadwell, Pricipal; TishAnn Teasdale, Principal; Victor Sanchez, Principal; Rachel Vigil, Principal; Erin Easley, Principal; Mary Ellen Farrelly, Director, Early Childhood Education; Allison Poccia, Senior Director, Family and Community Supports; Sheri Jett, Principal Support Specialist; and Amanda DeBell, Associate Superintendent, Zone 3.

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

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

APPENDIX B: APS Student Questionnaire

APS STUDENT
DAILY COVID-19 QUESTIONNAIRE

Does your child currently have a temperature over 100.4ºF (38ºC) ☐ Yes ☐ No

In the past 24 hours, has your child had:

   Fever: ☐ Yes ☐ No

   Fatigue: ☐ Yes ☐ No

   Frequent, dry Cough: ☐ Yes ☐ No

   Aches and Pains: ☐ Yes ☐ No

   Sore throat: ☐ Yes ☐ No

   Diarrhea: ☐ Yes ☐ No

   Headaches: ☐ Yes ☐ No

   Shortness of breath: ☐ Yes ☐ No

   Loss of smell or taste in the past 24 hours: ☐ Yes ☐ No

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

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

If the answer to any of the above questions above is 'Yes', DO NOT send your child to school. Contact your health care provider or call the COVID Hotline @ 1-855-600-3453. After you have taken care of your child please call your child's School Health Office.

Appendix C: APS Staff and Faculty Questionnaire

APS STAFF AND FACULTY
DAILY COVID-19 QUESTIONNAIRE

Do you currently have a temperature of over 100.4ºF (38ºC) ☐ Yes ☐ No

In the past 24 hours, have you experienced?

       Fever: ☐ Yes ☐ No

       Fatigue: ☐ Yes ☐ No

       Frequent, dry Cough: ☐ Yes ☐ No

       Aches and Pains: ☐ Yes ☐ No

       Sore throat: ☐ Yes ☐ No

       Diarrhea: ☐ Yes ☐ No

       Headaches: ☐ Yes ☐ No

       Shortness of breath: ☐ Yes ☐ No

       Loss of smell or taste in the past 24 hours: ☐ Yes ☐ No

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

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

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

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

Appendix D: Social Distancing Scenario Report Example

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

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

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

Master Scheduling and Space Assignment Findings:
- Elementary School Master planned spaces CAN remain as-is (per master schedule) with the exception of sign-up computer labs which will be utilized on an as-needed basis, per the principal's discretion.
- All ancillary and administrative spaces which are not master scheduled, including OT/PT and APE, will remain as is.

Table 1, Total Classroom Needs by Program

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

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

***Specialized Spaces can NO LONGER be utilized in a normal 'check out' scheduled fashion due to sanitation concerns when different student groups/classes use them the traditional way
Note: COVID-19 isolation in room 304 (a full-sized classroom designated for professional development). Professional development relocated to cafeteria. Classrooms under 500 sf. 102 (388 sf) and 103 (386 sf) were assigned to drama storage and SLP.

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

		Zip codes: 87001, 87102, 87103, 87104, 87105, 87106, 87107, Number of enrolled students, by grade		Zip codes: 87108, 87109, 87111, 877113, 87114, 87120, 87121, 87124, 87144, Number of enrolled students, by grade	Totals
Week 1	A-L	110	A-L	47	157
Grade	1	23	1	6	29
	2	10	2	9	19
	3	15	3	12	27
	4	24	4	8	32
	5	18	5	9	27
	K	20	K	3	23
Week 2	M-Z	116	M-Z	43	159
Grade	1	21	1	9	30
	2	16	2	7	23
	3	18	3	5	23
	4	21	4	7	28
	5	19	5	7	26
	K	21	K	8	29
	All	226	All	90	316

Appendix E: OSHA Business Checklist – COVID 19 in the Workplace

| MICHELLE LUJAN GRISHAM GOVERNOR | NEW MEXICO DEPARTMENT OF HEALTH | KATHYLEEN M. KUNKEL CABINET SECRETARY |

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

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

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

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

_____
Signature

_____   _____
Printed Name   Business

_____   _____
Position   Date

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