2020-2021
COMPREHENSIVE
REENTRY PLAN

for HYBRID LEARNING
REVISION HISTORY

- The Clovis Municipal Schools Comprehensive Reentry Plan was created July 25, 2020.

- The Clovis Municipal Schools Comprehensive Reentry Plan was revised September 25, 2020, in accordance with procedure revisions by the State of New Mexico and New Mexico Public Education Department (NMPED).

Summary of important changes:

- **Face Masks (P. 4)** – Public health orders regarding facial coverings in schools have been changed to allow only face masks constructed of two or more layers. Neck gaiters and shields are no longer permitted. Schools will work with students to ensure face masks are worn consistently. Two warnings will be given prior to the student being sent home. If a student chooses not to keep his/her face mask on, the alternative is fully remote learning.

- **Surveillance Testing of Staff (P. 6)** – The state has added a requirement that surveillance testing for COVID-19 be conducted weekly on 5 percent of all staff working in public schools.

- **Daily Screening of Staff & Students (P. 7)** – Screening of staff and students for symptoms of COVID-19 is expected to be done at home, prior to attending school or reporting to work. Parents and staff will be provided with instructions on how to conduct self-screenings.

- **Student Meal Programs (P. 9-11)** – The District is participating in a limited-time program which provides free meals to all students until the end of December or until funds are exhausted. When the program ends, Barry, Mesa, and Zia Elementary schools, and Clovis High School families will be notified if their child needs to begin paying for lunch at school. Grab & Go Meal distribution hours have been extended to 8 a.m.-noon.

- **Teacher Cohort Responsibilities (P. 12, 14, & 16)** – Areas in the document which refer to teacher responsibilities for cohort instruction have been clarified to reflect that teachers will not be responsible for teaching all three cohorts simultaneously. It is possible, however, for teachers to be assigned to teach Cohort A or B, and Cohort C.

- **iAcademy Cohort Elementary & DAEP Cohort Schedules (P. 19)** – Elementary Cohort A, Monday and Tuesday: Second, fourth and fifth grade students. Elementary Cohort B, Thursday and Friday: Third, fourth and fifth grade students. DAEP Cohort A & B: 9 a.m.-2 p.m. Monday, Tuesday, Thursday, Friday.
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PRACTICING PREVENTION

Before Leaving Home

- Parent/guardian checks the child for COVID-19 symptoms. In the event of a temperature of 100° or greater, keep the child home until symptoms subside for 48 hours; contact the school office to report the absence.
- Have your child wash their hands just prior to leaving home.
- Please send your child to school with a full bottle of water and face mask.
- Check their materials and confirm they have the items needed for the day to include homework, supplies and Chromebooks/chargers. This will avoid parents/guardians having to make multiple trips to the campus throughout the day.

Entering the School Building

- School buildings will open at 7:30 am.
- Face masks are required for all students and staff except while eating, drinking, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask. Students seeking a medical exception need to contact the school nurse. Staff seeking a medical exception need to contact Employee Services.
- Schools will work with students to ensure face masks are worn consistently. Two warnings will be given prior to the student being sent home. If a student chooses not to keep his/her face mask on, the alternative is fully remote learning.
- Temperature checks are required of staff before they enter the building. Anyone with a temperature of 100° F or higher will be isolated and sent home. Confidentiality will be maintained to the extent possible.
- Anyone in the buildings will follow marked spaced lines to enter the building and designated entrance and exit flow paths.
- Essential visitors must call the school office before entering; screening and face-covering will be required.
- Large group gatherings will be prohibited.
- Access to facilities by nonessential visitors and volunteers will be restricted.
- Students or staff who feel ill after coming to school will be isolated until they can return home.

Schools Will

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of face coverings.
- Provide hand soap and hand sanitizer, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Clean/disinfect frequently touched surfaces at least daily and frequently shared objects after each use.
- Provide face masks and other appropriate personal protective equipment (PPE) to staff.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.
- Conduct deep cleaning of schools; schedule additional cleanings during weekends and school holidays/breaks.
TRANSPORTING STUDENTS

Bus & School Vehicle Transportation

While transporting students to and from schools, students will be spaced and assigned seating according to the following:

- A maximum of two students on a bus seat.
- When possible, students will be placed one per seat.
- No food or drinks may be consumed on buses. Students may transport packed lunches, snacks and water bottles for the school day.
- Hand sanitizer will be provided at the front of each bus. Students and staff will use this when entering and exiting the bus.
- Face masks for bus drivers will be worn at all times. Disposable face masks will be available to students that do not have one.
- Buses will be cleaned and sterilized after each route.
- On Wednesday and Saturday, buses will receive a deep sterilization.
- Students will need to maintain a six foot distance from each other while waiting at the bus stop and while entering a bus.

Transporting students in Suburbans or any other vehicle will follow the same process as bus transportation.

During Closures & Remote Learning Phases

While school buildings are closed, buses may be used to provide alternate services to students and families.

- If needed, buses will transport students with disabilities and PreK–3rd grade students who still may be attending on a limited basis.
DISTRICT SAFETY & HYGIENE PROTOCOLS

- Signage will be provided by the Instructional Resource Center (IRC) to be placed in classrooms, hallways and entrances to communicate how to prevent the spread of COVID-19.

- Face masks will be required according to current state health mandates. Exceptions will be handled on a case-by-case basis, and may result in remote learning if appropriate.

- The District will provide hand soap and hand sanitizer with at least 60% alcohol, paper towels and no touch trash cans in all bathrooms, classrooms and frequently trafficked areas.

- Frequently touched surfaces will be cleaned and disinfected daily.

- Face masks and other appropriate PPE will be provided for students and staff that do not have this PPE.

- Bubblers at drinking fountains will be turned off.

- Bottle fillers will be on and available for staff and students.

- Heating and cooling systems will be properly maintained and filters changed regularly.

- Custodians will be working two shifts (day shift and night shift) which will allow complete cleaning and disinfecting of each facility each day.

- Cafeterias and high touch surfaces will be cleaned throughout the school day.

- Unused furniture in classrooms will be either moved along an outside wall or used between student occupied desks to provide the distancing between students.

- PPE will be available for students who cannot afford to bring their own face coverings or forget or lose them.

- Custodians will pick up and empty trash from breakfast/lunch servings from classrooms or designated areas.

- Tape will be provided to each facility for marking floors to maintain proper distance and direction in hallways or common areas.

CDC Guidance:
- How to Protect Yourself and Others
- COVID-19 Symptoms
- Talking with Children about COVID-19
- COVID-19 Self-Checker

State of New Mexico Guidance:
- NM Department of Health (NMDOH)
- NM COVID-19 Screening and Testing Sites

Resources:
- Children and COVID FAQs

New Mexico’s COVID-19 Hotline
- Call: 1-855-600-3453

Non-Health Related COVID-19 Questions
- Call: 1-833-551-0518

New Mexico’s Crisis and Access Line
- Call: 1-855-662-7474

New Mexico’s Department of Workforce Solutions
- Information for Workers Affected by COVID-19
- General contact information
HEALTH SERVICES

PPE
● A face mask will be worn by staff and students
  ○ Exceptions:
    ■ Those actively eating, drinking
    ■ Those with a medical condition (documentation is required from their medical provider)
  ○ Face coverings must be of a solid material, such as cotton (tule, lace, crochet, and other materials with visible holes will not be accepted.)
● School nurses and other staff providing extended and close contact and hands on care to students will be provided with additional PPE as necessary.

Tips for Wearing a Mask - YouTube
CDC Guidelines for Making and Using Cloth Face Covering - YouTube
Use of Cloth Face Coverings to Help Slow the Spread of COVID-19

Screening & Surveillance
● All District staff will be screened daily with temperature checks and questions regarding symptoms of COVID-19
● In accordance with NMPED guidelines, the District will be testing, on a weekly basis, 5% of staff who are working in Hybrid Mode.
● Families will be provided a self-screening tool to screen their children daily prior to sending them to school
● If students present with symptoms, including a fever of 100.0°F or greater they will be isolated until they are picked up by a parent or guardian. Parents or guardians will be expected to pick up children within 30 minutes.

Transportation
● Students must wear their face covering while riding the bus.

Handwashing
● Handwashing posters are posted in all bathrooms.
● Handwashing with soap and water is highly effective for preventing the spread of germs and viruses.
● Hand sanitizer will be available throughout the day.

Education
● Staff, student, and families will be provided with resources and education regarding COVID

Isolation Area
Each school will have an isolation area to keep symptomatic and potentially infectious students isolated until they are picked up by their parent or guardian.

Communication Plan
Maintain ongoing communication with:
● NMDOH
● NMPED
● Clovis Public Health Office
● CMS Leadership
● CMS Nursing Staff
● Families
Additional Information and Resources:

Center for Disease Control (CDC):
- Get the Facts About Coronavirus
- Considerations for Schools
- Cleaning and Disinfecting Community Spaces
- Quarantine If You Might Be Sick
- Symptoms of Coronavirus
- Talking with children about Coronavirus Disease 2019
- Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
- What to Do If You Are Sick
- When You Can be Around Others After You Had or Likely Had COVID-19

New Mexico Department of Health (NMDOH):
- Coronavirus Disease 2019 Updates

Others:
- List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
- COVID-19: Five Helpful Responses for Families- Conscious Discipline

Video Resources:
- Tips for Wearing a Mask- YouTube
- Cleaning and Disinfecting Community Spaces- YouTube
- Guidelines for Making and Using Cloth Face Covering- YouTube

Others:
- Coping with the Coronavirus (COVID-19)- SafeSchools
- Coronavirus- Managing Stress and Anxiety- YouTube
- Candid Conversations: Self-Care During COVID-19 (Episode 1)- Conscious Discipline
- Focusing on the Positive While Sheltering in Place- Conscious Discipline
- Focusing on the Positive While Sheltering in Place- Conscious Discipline
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<td>● All schools will distribute Grab and Go meals through the cafeteria door at all school campuses</td>
<td>● Provide meals on site using social distancing guidelines along with remote meals following remote feeding guidelines</td>
<td>● Breakfast will be set out in the cafeteria for a staff member to pick up and take to a designated location for distribution</td>
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<td>Meals will be distributed at each campus from 9:00 a.m. to 11:30 a.m.</td>
<td>● Use disposable plates and utensils</td>
<td>● Staff will stage meals on a table or surface while students use social distancing guidelines to pick up the meal from this area.</td>
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<td>Cafeteria Managers will keep track of students’ names by site and submit to site managers to charge students that pay for meals. This will help families avoid needing to go to several sites for meal pick up.</td>
<td>● Provide PPE to all participating staff</td>
<td>● Some Grab and Go breakfasts will be left in the office for any students that arrive late</td>
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<td>Practice established social distancing protocols for staff and families including staging food protocols</td>
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<td>● Cafeteria staff will be responsible for sanitizing coolers to use for lunch distribution</td>
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<td>● Lunch will be set out in a designated area for a staff member to stage on tables while students use social distancing guidelines to pick up a Grab and Go meal</td>
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<td>● Cafeteria staff will be responsible for sanitizing coolers to use for the next day’s breakfast</td>
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Clovis Municipal Schools Comprehensive Reentry Plan – Created July 25, 2020 - Revised September 25, 2020

- Students eat a breakfast that includes all components of a Breakfast after the Bell meal served after the final entry bell of each school campus
- Students eat a lunch that includes all components of an offer VS. serve reimbursable meal in the cafeteria
Key Details

- The District is participating in a limited-time program which provides free meals to all students until the end of December or until funds are exhausted. When the program ends, Barry, Mesa, and Zia Elementary, and Clovis High School families will be notified if their child needs to begin paying for lunch at school.

- **Personal Protective Equipment, PPE:** If warranted by local, state, or CDC guidelines, staff to wear effective cloth face coverings and gloves to reduce direct contact with food.

- Conduct training before and throughout the school year on proper use and disposal of PPE and COVID-19 safety by reviewing *Employee Safety Guidance for Student Nutrition Programs*.

- Use disposable plates, utensils, etc.

- Consider pre-packaged boxes or bags instead of traditional serving lines.

- Consider grab and go options for remote learning students along with meal service for students attending school at school sites district-wide.

- Avoid sharing food and utensils.

Communication

Timely, accessible communication in English and Spanish will be offered to all stakeholders through email, Skyward communication, press release, and our District Social Media page.

Sanitation/Hygiene Standards

Sanitation and hygiene standards and procedures will be taught throughout the school year on proper use and disposal of PPE and COVID-19 safety by reviewing *Employee Safety Guidance for Student Nutrition Programs*.

Required Action(s)

**Pre-K:** FOCUS Standards for preschool students will be met while also meeting the hygiene and sanitation standards for food service during this time.

**Elementary:** A plan for Grab and Go meal options will be created for remote learning students along with meal service for students attending school at school sites district-wide.

**Middle School:**
A plan for Grab and Go meal options will be created for remote learning students along with meal service for students attending school at school sites district-wide.

**High School:**
A plan for Grab and Go meal options will be created for remote learning students along with meal service for students attending school at school sites district-wide.
Elementary Academics

Instruction & Curriculum
Priority standards (identified for English Language Arts (ELA) and Math) are found in Year at a Glance documents posted on the curriculum page in Drive.
● Use of Savvas Realize (formerly Pearson) platform for all elementary curricula. Syncs seamlessly with Google Classroom.
● Social Emotional lessons/curriculum provided by the District.
● Teachers will not be responsible for teaching all three cohorts simultaneously. It is possible for teachers to be assigned to teach Cohort A or B, and Cohort C.
● On Wednesdays, teachers will conduct one-to-one well-being checks on any students of concern AND will maintain office hours.

Student Expectations
● Students are expected to engage in learning activities and complete work daily during both face-to-face instruction and virtual days. This includes submission of assignments and participation in activities.
● Students can download work at school to work on remotely if internet access is a challenge.
● Follow outlined protocols for use of face masks, hand washing and social distancing.

Social Emotional Priority
● Teachers will present a Social/Emotional lesson virtually on Wednesdays through Google Meet.
● The District will develop a schedule for lessons with accompanying resources (Positive Action, Capturing Kids’ Hearts).

Preparing Students for Remote Learning
● Teach students how to utilize Google Classroom during face-to-face instruction days to ensure capacity during virtual days AND the protocols and expectations of virtual days.
● Introduce specific protocols identified in Required Action(s) below.
● Monday/Tuesday instruction should be the same as Thursday/Friday with work to support the classroom face-to-face lessons on virtual days.

Support for At-Risk Students
● Students receiving Special Education services will attend grade level classroom on their designated Cohort days and receive all services/tutoring/computer program support on opposite Cohort days (on-site).
● 45 minutes of daily language acquisition instruction for English Learners (EL) will occur. Each EL will receive language development instruction from the same teacher daily.
● Each site will develop their own schedule based upon numbers, grade level, and language acquisition level of ELs.
● Instruction will occur during an intervention time and students will be expected to log in for live instruction during virtual days.
● Teachers will provide assistance on Wednesdays as needed.

Attendance
● Teachers will take attendance of students.
● Teachers will take attendance on virtual days based upon evidence of:
  o Returning completed work:
    - on physical days if no internet access available
    - a Google classroom response by date
    - exit tickets/check-in with Google Form
    - a Google Meet with teacher
    - send a picture of completed work on phone

Grading
● Classroom numerical/letter grades will be taken in all content areas. No Pass/Fail grades given.
● A minimum of one (1) grade per week will be taken in Math, ELA, and either Science or Social Studies.
● Numerical/letter grades will only be given for assignments completed during physical days.
● Grades are taken on grade level content only, not intervention assignments.
● Feedback (virtual or in-person) is essential and should include detailed positive observations followed by information on performance compared to the grade level standard.
Well-Being Checks
Hybrid: On Wednesdays, teachers will conduct one-to-one well-being checks on any students of concern AND maintain office hours.
Remote: During fully remote learning, teachers will conduct a one-to-one well-being check with every student every week.

Addressing Learning Loss from 2019-2020 School Closure
- Identify learning gaps using:
  - Orton Gillingham (K-3 ELA)
  - Istation (K-5, ELA, SLA, and Math)
  - ECOT (K)
  - Cognia BOY (3-5 ELA and Math)
  - Savvas (formerly Pearson) Fluency and Math Assessments (K-5)
- Monitor Progress using:
  - Istation (ELA and Math)
  - Savvas (formerly Pearson) online assessments
  - Orton Gillingham teacher created dictation (ELA)
  - Guided Reading and Running Records
- Provide Targeted Interventions/Enrichment - 45 minutes built into daily schedule
  - Istation Backpack (assignments)
  - Small group interventions daily with Google Meets on Wednesdays
  - Tiered interventions from NM Instructional Scope

Required Action(s)
- Prepare students for remote learning and protocols for virtual learning days
  - Use Clever badge to login to Google Classroom
  - Where to find assignments in Google Classroom (stream, form, downloads, etc.)
  - How to submit assignments, including how to take a picture and upload a file to submit
  - How to toggle between different Google Classrooms (for specials, etc.)
  - How to communicate with teacher on Wednesdays during office hours
- Use a Chromebook to demonstrate process to students (Mac doesn’t work the same as a Chromebook, doesn’t look the same)
- Clarify that ‘Stream’ on Google classroom is for class discussions and questions to teacher rather than chatting with friends
- Determine methods for maintaining social distance in classrooms and common areas

Communication Plan
Communicate to parents:
- Expectations for students at school
  - Protocols for entering building, transitions, use of supplies, face coverings, hand washing and social distancing
  - To have students practice using facial coverings before school starts
- Process for requesting medical exemption for face covering for child
- To send child with water bottle daily on in-person days
- How instruction, intervention and specials will be handled for both in-person and virtual days
- Attendance and grading practices
- Expectations of students during virtual days

Specials and Recess
- Specials and recess will continue.
- Art teachers will build basic individual art kits for every student to use in art lessons, and art teachers will teach remotely.
- Every student will have a 30 minute art session weekly.
MIDDLE SCHOOL ACADEMICS

Instruction & Curriculum
- Focus on Priority Standards ONLY
- Math and ELA priority standards have been identified
- Science and History will work together to identify priority standards (with guidance)
- A template for Hybrid lesson planning will be used for planning during virtual PLC’s on Wednesday vs using a backwards plan to help teachers transition with the hybrid model
- Cohorts A and B will receive the same instruction face to face and will receive the same virtual instruction online.
- Teachers will NOT be responsible for teaching Cohort B virtually on Monday and Tuesday while they are teaching Cohort A in person (and vice versa).
- Cohort C (virtual only) may be enrolled in Edgenuity.
- Students who choose virtual only (Cohort C) will be assigned to CMS virtual teachers not teaching in-person classes.
- Teachers will not be responsible for teaching all three cohorts simultaneously. It is possible for teachers to be assigned to teach Cohort A or B, and Cohort C.
- A “Do’s and Don’ts” tip sheet will be provided to teachers for virtual learning/norms.
- Capturing Kids Hearts-daily well-being checks will be continued: “Good Things,” “Affirmations,” “Teacher Launches” & SEL.
- Lessons from Capturing Kids Hearts will be offered on Wednesdays.
- On Wednesdays, teachers will conduct one-to-one well-being checks on any students of concern AND maintain office hours. (If moved to fully remote learning, teachers will conduct a one-to-one well-being check with every student every week.) Only one teacher will do the check at middle school, not all teachers. Schools will determine their process for this.

Student Expectations
- Students are expected to engage in learning activities and complete work daily during both face-to-face instruction and virtual days. This includes submission of assignments and participation in activities.
- Students can download work at school to work on remotely if internet access is a challenge.
- Protocols for use of masks, hand washing and social distancing must be followed.

Preparing Students for Remote Learning
- Teach students how to use Google Classroom, Google Meet, Gmail, Google Calendar, and how to access documents offline.
- Beginning on the first day, introduce students to anything necessary for their success while learning in the Hybrid model.
- In order to facilitate effective planning, teachers will need to survey students regarding internet access available to them when learning at home.
- Teach expectations for students while participating as a virtual learner.

Considerations of On-Site vs. Remote Instruction
- Monday/Tuesday instruction should be the same as Thursday/Friday with work to support classroom face-to-face lessons on virtual days.
- When students are absent from face-to-face classroom instruction, teachers will provide assistance on Wednesdays as needed.

Support for At-Risk Students
- Students receiving Special Education Services will attend grade level classroom on their designated cohort days and will receive all services/tutoring/computer program support on opposite cohort days (on site).
- 45 minutes of daily language acquisition instruction for English Learners (EL) will occur. Guidance from the Language, Culture, At-Risk Services Department (LCARS) will be provided.
- EL case managers, SPED case managers, and classroom teachers should work closely together to support at-risk students.
- Students may access additional assistance from teachers during Wednesday office hours or other times that may vary by teacher.

Social/Emotional Priority
- Teachers will provide a Social/Emotional lesson virtually on Wednesdays through Google Meet.
- The District will develop a schedule for lessons with accompanying resources (Positive Action, Capturing Kids’ Hearts, Edgenuity SEL).

Attendance
- Regular attendance is expected based on assigned Cohort (A, B, C)
- Attendance expectations and accountability will align with the “New Mexico Attendance for Success Act”: Attendance for Success Act
Grading
- Classroom numerical/letter grades will be taken in all content areas. No Pass/Fail grades will be given.
- A minimum of two grades per week and 4 assessment grades per 9 weeks will be taken.
- Teachers can use a choice board to add points up for a weekly grade.
- Grades are taken on grade level content only, not intervention/regression assignments.
- Teachers should emphasize the importance of turning in assignments on time and looking ahead. Cohorts will need to have different due dates and not have work from all Cohorts due on the same date.

Late Work
- After five (5) academic calendar days, the assignment will earn a maximum grade of 70%.
- After six (6) academic calendar days, the assignment will earn a maximum grade of 50%.
- After ten (10) academic calendar days, the assignment cannot be made up.
- Assignments not turned in will result in a grade of zero.
- When absent on a day scheduled for in-person attendance, it will be the student's responsibility to contact the teacher on the day he/she returns to class to determine any coursework that needs to be made up.
- Exceptions will be given on a case-by-case basis. (Internet Problems, Quarantine, Family Emergency, etc.)

Planning/Accountability
- Wednesday AM (Teachers) – Attend Teacher PD/PLCs/Staff Meetings.
- Wednesday PM (Teachers) - Conduct one-to-one well-being checks on any students of concern AND maintain office hours.
- A Lesson Planning template for the Hybrid Learning Model will be provided.
- Wednesday AM (Students) – Engage in campus Edmentum/iStation/Ixl Math/Capturing Kids’ Hearts Lessons

Communication Expectations
- Teachers and Staff should respond to email received within 24 hours when at all possible (weekends and holidays excluded).
- Teacher office hours should be communicated through class syllabi, emails, skyward.

Well-Being Checks
- On Wednesdays, teachers will conduct one-to-one well-being checks on any students of concern and will maintain office hours.
- During fully remote learning, teachers will conduct a one-to-one well-being check with every student every week.

Addressing Learning Loss from 2019-2020 School Closures
- Spend the first two weeks in class creating a learning environment that feels both physically and psychologically safe for students and adults. Teach procedures and routines, norms for the class, expectations, relationship building, modes of communication for support.
- Identify learning gaps and determine readiness/mastery through the use of pre-assessments.
- Pre-assessment data should be used to inform next steps for instruction and should not result in a grade.
- Pre-assessments will take place the 3rd week of school as per guidance provided in the “Unfinished Learning” document.
- Pre-assessment resources include:
  o Pivot Assessments-ELA/Math/Science
  o New Math Curriculum-Grade Level Pretest at beginning of year, along with benchmark assessments.
  o NM-iMSSA (Cognia) benchmark assessments
- DDI protocols and action plans will be used to target learning loss associated with identified priority standards.
- Edgenuity “Learning Loss” modules may also be a valuable resource for use with some students.

Safety Precautions
- Entrances to the building will be limited to no more than 3 doors with adults supervising each of the doorways.
- Buildings will open to students at 8:05 a.m.
- Students will rotate between classrooms throughout the day when attending in person.
- Passing periods will be staggered by 2 minutes for each grade level in order to limit the number of students in the hallways.
- Hand sanitizer will be encouraged as students enter and exit each classroom.
- Vinyl tape will be used to indicate flow paths throughout the building to encourage social distancing.
- Prior to dismissal at the end of the school day, bus riders will be organized into groups according to bus number before being released to buses to minimize congregating in large groups.
- Locker rooms will not be available for student use.
HIGH SCHOOL ACADEMICS

Instruction & Curriculum
- Focus on Priority Standards ONLY.
- Math and ELA priority standards have been identified.
- Science and History will work together to identify priority standards (with guidance).
- A template for Hybrid lesson planning will be used for planning during virtual PLC’s on Wednesday vs using a backwards plan to help teachers transition with the hybrid model.
- Cohorts A and B will receive the same instruction face-to-face and will receive the same virtual instruction online.
- Teachers will NOT be responsible for teaching Cohort B virtually on Monday and Tuesday while they are teaching Cohort A in person (and vice versa).
- Cohort C (virtual only) may be enrolled in Edgenuity.
- Students who choose virtual only (Cohort C) will be assigned to CMS virtual teachers not teaching in-person classes.
- Teachers will not be responsible for teaching all three cohorts simultaneously. It is possible for teachers to be assigned to teach Cohort A or B, and Cohort C.
- A “Do’s and Don’ts” tip sheet will be provided to teachers for virtual learning/norms.
- Capturing Kids Hearts-daily well-being checks will be continued: “Good Things,” “Affirmations,” “Teacher Launches” & SEL.
- Lessons from Capturing Kids Hearts will be offered on Wednesdays.
- On Wednesdays, teachers will conduct one-to-one well-being checks on any students of concern AND maintain office hours. (If moved to fully remote learning, teachers will conduct a one-to-one well-being check with every student every week.) Only one teacher will do the check at the high school, not all teachers. Schools will determine their process for this.
- Teachers will differentiate work for all students as needed.

Student Expectations
- During all virtual learning, students will be required to log into live instruction according to their daily class schedule. Attendance will be taken during all class periods.
- Students are expected to engage in learning activities and complete work daily during both face-to-face instruction and virtual days. This includes submission of assignments and participation in activities.
- Students can download work at school to work on remotely if internet access is a challenge.
- Protocols for use of face coverings, hand washing and social distancing must be followed.

Preparing Students for Remote Learning
- Teach students how to use Google Classroom, Google Meet, Gmail, Google Calendar, and how to access documents offline. This should include teaching students how to set and attend Google Meetings.
- Beginning on the first day, introduce students to anything necessary for their success while learning in the Hybrid model.
- In order to facilitate effective planning, teachers will need to survey students regarding internet access available to them when learning at home.
- Teach expectations for students while participating as a virtual learner.

Support for At-Risk Students
- Students receiving Special Education Services will attend grade level classroom on their designated cohort days and will receive all services/tutoring/computer program support on opposite cohort days (on site).
- 45 minutes of daily language acquisition instruction for English Learners (EL) will occur during their scheduled Language Arts class. Guidance from the Language, Culture, At-Risk Services Department (LCARS) will be provided.
- EL case managers, SPED case managers, and classroom teachers should work closely together to support at-risk students.
- Students may access additional assistance from teachers during Wednesday office hours or other times that may vary by teacher.

Social/Emotional Priority
- Teachers will utilize Capturing Kids’ Hearts strategies to meet the Social and Emotional needs of students. The CKH Survey will be given after the first two weeks of school. The data will be used to identify concerns. The CKH survey will be given on the first and 5th week of each 9 week period, regardless of the Learning Model in place at the time.
A Reentry Survey for students has been developed to assess potential Social and Emotional needs as they return for the new academic year. Information learned from the survey will then be disseminated in order to provide targeted assistance to students.

A Reentry Survey for teachers has also been developed to assess potential Social and Emotional needs as they return for the new academic year. Information learned from the survey will then be disseminated in order to provide targeted assistance.

The CMS Mental Health Team will develop video resources to assist students in coping with day-to-day struggles associated with coping during the COVID-19 health crisis.

All students, including those determined to be most at-risk, will have access to wrap-around support through onsite counseling, tutoring, etc.

**Attendance**

- Regular attendance is expected based on assigned Cohort (A, B, C)
- Attendance expectations and accountability will align with the “New Mexico Attendance for Success Act”: [Attendance for Success Act](#)

**Grading**

- Classroom numerical/letter grades will be taken in all content areas. No Pass/Fail grades given.
- A minimum of two grades per week and 4 assessment grades per 9 weeks will be taken.
- Grades are taken on grade level content only, not intervention/regression assignments.
- Teachers should emphasize the importance of turning in assignments on time and looking ahead. Cohorts will need to have different due dates and not have work from all Cohorts due on the same date.
- Dual Credit coursework will be graded according to Institution Guidelines.
- CHS/CHSFA Late Work Policy will be followed regardless of the Learning Model in effect at the time.
- Feedback on student work and learning activities should help students understand where they are in relationship to on-grade-level standards. [NMPED Guidance on Grading](#)

**Planning/Accountability**

- Wednesday AM (Teachers) – Attend Teacher PD/PLCs/Staff Meetings.
- Wednesday PM (Teachers) - Conduct one-to-one well-being checks on any students of concern AND maintain office hours.
- Wednesday AM (Students) – Engage independently in Capturing Kids’ Hearts Lessons.

**Communication Expectations**

- Teachers and Staff should respond to email received within 24 hours when at all possible (weekends and holidays excluded).
- Teacher office hours should be communicated through class syllabi, emails, Skyward.

**Parents must be informed regarding:**

- Expectations for students at school
  - Protocols for entering building, transitions, use of supplies, masks, hand washing and social distancing
  - To have students practice using masks before school starts
- Process for requesting medical exemption for mask for child
- The need for students to bring personal water bottles daily when attending in person.
- Attendance and grading practices.
- How to communicate with staff via email or Skyward.

**Addressing Learning Loss from 2019-2020 School Closures**

- Teachers will spend the first two weeks in class creating a learning environment that feels both physically and psychologically safe for students and adults. For example, procedures and routines, norms for the class, expectations, relationship building, modes of communication for support.
- Teachers will identify learning gaps and determine readiness/mastery through the use of pre-assessments.
- Pre-assessment data should be used to inform next steps for instruction and should not result in a grade.
- Pre-assessments will take place the 2nd week of school.
- Pre-assessments will identify readiness for the first two weeks of planned instruction. All other formative assessments will follow instruction biweekly.
Teachers will build Common Formative Assessments during common planning periods and PLCs for biweekly administration.

Formative assessments have been scheduled for: August 31, September 3; September 21 and 24; October 13 and 15; November 2 and 5; November 30 and December 3.

Teachers will use DDI protocols to disaggregate information and develop action plans for reteach opportunities.

A dashboard will be created by administration, updated biweekly, to track growth, achievement, and communicate student performance to stakeholders.

Edgenuity "Learning Loss" modules may also be a valuable resource to provide virtual intervention for some students.

Safety Precautions

- Entrances to the building will be limited with adults supervising each of the doorways.
- Buildings will open to students at 8:25 a.m. with the exception of students arriving earlier to attend pre-scheduled classes or to receive tutoring.
- Students will rotate between classrooms throughout the day when attending in person.
- Students will participate in a 7-period day.

- Passing periods will be increased by 2 minutes in order to limit the number of students in the hallways at a given time and to allow for social distancing.
- Hand sanitizer will be encouraged as students enter and exit each classroom.
- Vinyl tape will be used to indicate flow paths throughout the building to encourage social distancing.
- Locker rooms will not be available for student use. NMPED Guidance

PE, Recess, Activities

- All students will receive the same lunch. Students will have time outside at lunch and will be reminded frequently of social distancing expectations.
- Emergency Drills will be conducted regularly as required and in the same manner as when school is being held in the Traditional Model. Drills will be scheduled to allow both Cohort A and Cohort B to participate in all required drills. Social distancing will be maintained as drills are being conducted.
- Bubblers at drinking fountains will be disabled. However, bottle fillers will be on and available for staff and students.
- Students are encouraged to bring their own water bottles.
- When possible and not a safety hazard, interior doors may be temporarily propped open to reduce touching of door handles.
Cohort Attendance  
iACADEMY ELEMENTARY: 
Cohort A - 2nd grade on Monday & Tuesday  
Cohort A - 4th & 5th on Monday & Tuesday  
Cohort B - 3rd grade on Thursday & Friday  
Cohort B - 4th & 5th on Thursday & Friday  
iACADEMY SECONDARY: 
Cohort A: Grades 9-12 on Monday & Tuesday  
Cohort B: Grades 6-8 on Thursday & Friday  
DAEP:  
Cohort A & B - Monday, Tuesday, Thursday, Friday - 9am-2pm  

Platforms Used  
iAcademy & DAEP Elementary students will complete work through:  
- Google Classroom  
- Pathblazer Online Curriculum  
- Savvas Realize  
- Edgenuity (coursework and SEL)  

Edgenuity, Mypath & Pathblazer Online Curriculum Programs all have components to help address regression for secondary & elementary students.  

Operational Considerations  
Secondary teachers have 2 doors to each classroom. We will use door A for classroom entry and door B for classroom departure. (Doors will be marked). We will have staggered changing periods to reduce the amount of students in the hallway.  

Required Action(s) to Support Students, Parent/Guardians  
- Teach students how to use:  
  - Google Classroom  
  - Pathblazer  
  - Edgenuity  
  - Clever Badges  
- Release Edgenuity ‘How To’ Video. (iAcademy & DAEP)  
- Release Google Classroom ‘How To’ Information. (iAcademy & DAEP)  
- Prepare New Edgenuity Contract for Students/Parents. (iAcademy & DAEP)  
- Provide Elementary Teacher Training on Pathblazer. (iAcademy & DAEP)  
- Provide Elementary & Secondary Teacher Training on Edgenuity SEL Program. (iAcademy & DAEP)  
- Develop and share learning/participation expectations for elementary students for virtual learning days.  

Expectations  
ALL students will continue to follow the guidelines and expectations set by iAcademy & DAEP. Secondary students and parents will have a new contract to sign for Edgenuity Use.  

Secondary Teachers will continue to provide a blended learning approach. Secondary teachers will provide guidance for students to do online projects if we go totally virtual.  

All teachers will need to provide instruction to students on use of all platforms and expectations during virtual learning days, as well as COVID-19 safe practices such as handwashing, social distancing, and the wearing of face coverings.
SUPPORT FOR ENGLISH LEARNERS

Elementary EL Service Plans by Health Order

Language Screening will be done within 30 days from the beginning of school by using the WAPT screener or during Remote school operations by the NMPED Remote/Provisional Testing Model. **EL Service is Mandatory for students scoring 4.9 or below on ACCESS Testing.**

**Normal School Operation**
- **EL Instructional Block**
  - 45 minutes per day, Language Development Instruction by Access Score Levels taught in small groups.
  - (Small populations of ELs may necessitate mixed group setting)

- **Progress Monitoring**
  - Istation

- **Teachers**
  - TESOL endorsed preferred must of had some training in sheltered instruction and language acquisition.

- **Instructional Materials**
  - Instruction should address Speaking, Reading, Writing, and Listening.
    - Language Power Kits, Istation, Ready Gen.

**Hybrid School Operation**
- **EL Instructional Block**
  - All grades will meet for Daily 45 minute ELD Block Instruction. At home students will log-in virtually to receive classroom instruction through Google Classroom along with in class participants. This will allow for Speaking instruction to happen in a safe environment.

- **Progress Monitoring - Same as Normal Operations**
  - Monitor online attendance.

- **Teachers - Same as Normal Operations**

- **Instructional Materials**
  - Same as Normal. All materials may be accessed online.

**Remote School Operation**
- **EL Instructional Block**
  - Instruction same as Normal with the following modifications in time: K-1 - 30 minutes per week, Grades 2-3 - 45 minutes per week - Additional language development will be provided through regular instruction. Grades 4-5 - 45 minutes Daily online.

- **Progress Monitoring - Same as Normal Operations**
  - Monitor online attendance.

- **Teachers - Same as Normal Operations**

- **Instructional Materials**
  - Same as Normal. All materials may be accessed online.

Updated 7/30/20
Secondary EL Service Plans by Health Order

Language Screening will be done within 30 days from the beginning of school by using the WAPT screener or during Remote school operations by the NMPED Remote/Provisional Testing Model. **EL Service is Mandatory for students scoring 4.9 or below on ACCESS Testing.**

**Normal School Operation**

- EL Instructional Block
  - 1062 students - 1 class period of in person ELD block of instruction.
  - 1063 - Language Acquisition embedded into Content ELA Instruction through sheltered instruction.

- Assessment and Progress Monitoring - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.

- Teachers
  - TESOL endorsed

- Instructional Materials
  - Instruction should address Speaking, Reading, Writing, and Listening. District ELA Resources, DyNed, IPT, Champion, Language Power

**Hybrid School Operation**

- EL Instructional Block
  - All EL's will receive daily ELD Instruction. 1063 - Embedded with ELA teacher. 1062 - Two days in person, Three days through DyNed or Champion. Students not logging in will be moved to in-person only by Google Meet. This will allow for Speaking instruction to happen in a safe environment.

- Assessment and Progress Monitoring - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.

- Teachers - Same as Normal Operations

- Instructional Materials
  - Same as Normal. All materials may be accessed online.

**Remote School Operation**

- EL Instructional Block
  - Same as Hybrid Model except all will log-on through Google Meet for ELD instruction.

- Assessment and Progress Monitoring - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.

- Teachers - Same as Normal

- Instructional Materials
  - Same as Normal. All materials may be accessed online.

*Updated 7/30/20*
BILINGUAL PROGRAM MODELS

Bilingual Service Plans by Health Order

**Normal School Operation**
- **Instruction** - Follow state guidelines and course requirements depending on your application model. *EL's must have ELD taught by a TESOL endorsed teacher (1062 or 1063)*
- **Assessment** - Language Proficiency Assessment - AVANT
- **Bilingual Seal** - Meet state requirements Pass AVANT Test

**Hybrid School Operation**
- **Instruction** - Same as Normal School Operation Plan. Instruction will be given virtual and in-person depending on Cohort A or B.
- **Assessment** - Language Proficiency Assessment - AVANT Will be given on days student in at the school.
- **Bilingual Seal** - Meet state requirements Pass AVANT Test

**Remote School Operation**
- **Instruction** - Same as Normal School Operation Plan. Instruction will be given virtually only.
- **Assessment** - Language Proficiency Assessment - AVANT will be given online.
- **Bilingual Seal** - Meet state requirements Pass AVANT Test

Updated 9/23/20
Family Services Plans by Health Order

Vehicles sanitized after morning and afternoon transportation runs.

**Normal School Operation**
- **Transportation**
  - Normal Transportation Services
  - Sanitize at the end of the day
- **Home Visits**
  - Conducted with another person for security reasons
- **Office Hours**
  - Normal hours operating at each school site. Log into True Time to document 8 hour work shift.

**Hybrid School Operation**
- **Transportation**
  - Students only
  - Drivers wear masks, students wear mask and shield. Only two students per seat located at each end. Sanitize kids hands before entry. Temperature checks on students.
- **Home Visits**
  - Conducted with another person. Masks and Shields or KN95 and cloth mask required. Sanitize hands after each visit. Do not enter home, 6 feet distance.
- **Office Hours**
  - Normal office hours at each school site. Masks must be worn inside the building. Social Distance 6 feet apart. True Time

**Remote School Operation**
- **Transportation**
  - Students only
  - Transportation not offered with this mode of operation. Be prepared to deliver meals.
- **Home Visits**
  - Only for emergency situations or school requested visits. Masks and Shields or KN95 and cloth mask required. Sanitize hands after each visit.
- **Office Hours**
  - Work remotely from home. Record Hours through True time and Tele Doc Form for Federal Programs.

*Requirements exceed those required by current health orders due to the potential of increased exposure risk in these circumstances.*

Updated 9/23/20
SUPPORT FOR AT-RISK & GIFTED STUDENTS

Preschool Students Receiving Services on an Individualized Educational Plan (IEP)
- Preschool students will be assigned to a Cohort group and will attend school with their assigned group two full days per week.
- Students will receive related services identified on an IEP while attending school.

Students Receiving Academic Monitoring or Speech-Only Services on an IEP
- Student will attend with his/her assigned cohort.
- Student will meet virtually with his/her special education teacher or Speech provider for IEP service time.
- Student will be assigned PathBlazer/MyPath for reading and math intervention on virtual learning days.
- Student will receive related services from his/her IEP either via teletherapy, scheduled onsite session on virtual learning days, or session scheduled on assigned cohort days.

Students Receiving Resource Room Services on an IEP
- Student will attend 4 days per week:
  o Two days with their assigned cohort
  o Student will attend regular education classes and have access to general education content instruction
  o Two days with a special education teacher
  o Student will receive all IEP services, tutoring, time to work on homework, intervention with PathBlazer/MyPath, Social Emotional Learning (SEL) lessons, Transition activities (secondary only)

Students Receiving a Maximum Amount of Special Education Services on an IEP
- Students will attend 4 days per week unless otherwise agreed upon by the IEP team.
- Students will receive related services identified on IEP while at school.

Students Receiving Gifted & Talented Services on an IEP
- Student will attend school with his/her assigned cohort.
- Student will receive project based activities as GT services on virtual learning days.
- Secondary GT students who take the GT elective will participate in the class on his/her assigned group days.

Any Student on an IEP Attending Virtually as a Member of Cohort C
- Students will receive all special education services through virtual instruction and/or teletherapy.
- Special Education case managers will do personal check in with students/parents at least monthly to discuss progress.

IEP Meetings Held at Least Annually
- IEP meetings will be held as a Google Meet or Zoom meeting for all participants unless an in-person meeting is requested by the parent.
- If an in-person meeting is requested, some participants may attend virtually.
Gaining Consent

**Hybrid**
- Process for consent will remain consistent with current practices
- Statement for Prior Written Notice - express parent preference in writing as to how their child's evaluation will be completed: in-person traditional with PPE, virtual-only, or virtual testing combined with parent and teacher report data, and combined with distance or classroom observations.
- Informed consent may be obtained virtually.

**Virtual Only**
- Meet with the parent/guardian virtually to explain the screening/evaluation process.
- Informed consent will be documented in Prior Written Notice.
- DocuSign/Electronic Signature will be obtained through email.

Screening

**Hybrid**
- If a student is attending in the hybrid model, the process for screening will be consistent with current practices.
- Track progress for screening referrals weekly.
- A weekly team meeting for school providers could be arranged by speech therapists, to include diagnosticians and all ancillary providers.
- Or an email chain of communicated needs among providers can be arranged.

**Virtual Only**
- Teacher interview - virtually
- Observation - Student can be observed during Google Meet
- Parent interview - virtually, when relevant

Conducting Initial/Re-Evaluations

**Hybrid**
- Attempt to schedule the entire team to do same day, same place evaluations while complying with specified health guidelines.
- Diagnosticians will coordinate the evaluation. (Initial)
- Schedule evaluations on non-school days (Initials) to reduce chance of taking away from instruction.
- If the student already receives special education services, testing will be conducted on special education days.
- Evaluators will plan to do as much testing as possible in one session always considering the best interests of the student.
- Coordination/communication will be vital to keep the process smooth with limited access to the child to reduce parent contact. Evaluators will ensure the parents that all health and safety precautions will be taken during the evaluation process.
- If close contact with the child is required as part of a necessary evaluation, the parents will be notified of the procedures in place for maintaining appropriate sanitization and safety for the child based according to guidelines from the state.

**Virtual Only**
- During remote learning evaluators will complete initial evaluations or re-evaluations according to IDEA required timelines for evaluation. Evaluations and observations that do not require face-to-face assessments or observations may take place while the school is closed if the parent consents.
- Evaluators will:
  - Use checklists that can be done virtually
  - Use online assessments when appropriate
  - Creatively observe students and interview students, parents, and/or teachers
  - Apply leniency on standardization
  - Make eligibility determinations with caution
  - Use classroom and attendance documentation from before COVID to help determine if there is a disability present

**Note:** If an evaluation of a student with a disability requires a face-to-face meeting or observation, the LEA can delay the evaluation until school reopens. The district will communicate with the parents about any proposed delay and confirm in writing whether the parents agree and issue prior written notice about the proposal and decision, along with Procedural Safeguards.
Conducting REEDS, EDT, IEPs

Hybrid
- To the maximum extent possible, meetings will be conducted virtually.

Virtual Only
- To the maximum extent possible meetings will be conducted virtually.

Providing Ancillary Services

Hybrid
- To the maximum extent possible, related services will be provided on the days identified for special education services.
- Providers will be trained and will follow all Covid safe sanitization practices when providing in person therapy.
  - Preschool students attending 2 days a week
  - Therapy will be scheduled and provided during those days on which the student attends.
- Level 1 students
  - Two Options
    - Virtual services/Teletherapy on virtual learning days
    - Parents can opt to bring the child into the building for individual or small group therapy on virtual learning days.
- Levels 2 - 4 students
  - Service will be provided on the days identified for special education to the maximum extent possible.
- Co-treatment can be considered based on the availability of the child.
- All related services listed on the child’s IEP will happen in person. Providers may recommend follow up lessons and activities for students to be completed on virtual learning days.

Virtual Only
- Virtual services/Teletherapy
- Service times will be individualized to each child’s needs and abilities.
- Materials can be provided via grab and go packets.
- On a very limited basis, parents and providers can arrange to schedule and receive only ancillary services at Student Support Center; only if school buildings are open.
  - In-person related services may be based on an IEP team decision.
  - It will be a scheduled time that starts on time and ends on time.
  - Parents must be readily available during the session.
  - If the child has more than one provider, all providers will be encouraged to coordinate schedules for consecutive treatment or co-treatment, according to the child’s needs

Staffing Concerns
- Supervisors may enter buildings to provide supervision using established protocols.
- Provide supervision virtually as much as possible.
- Travel between school buildings in one day should be limited as much as possible.
- Enter schools according to established protocols.
Employee Guidelines

- Remote work guidelines have been added to the CMS Employee Handbook.
- Each employee is responsible for reading the CMS Employee Handbook and acknowledging receipt and reading completion as indicated through Skyward.
- During all virtual interactions, all staff members are required to have their video camera and audio turned on. This will ensure attendance, professional engagement, and live, face-to-face interaction while assuring the visible presence of each participant.
- A staff email was sent July 2, 2020 to allow employees to request remote work accommodations.
- Medically vulnerable workers (ADA eligible) will be assigned duties that minimize their contact with students, families, and other employees.
- Additional breaks will be provided throughout the work day for frequent hand washing and sanitizing of equipment, etc.
- Job Description Addendums have been added to each job description to include Virtual Expectations.
  - These addendums will be sent to each staff member prior to the beginning of the school year.

Staff Safety

Employee Services will check the New Mexico Department of Health and/or CDC notices daily and communicate any appropriate adjustments accordingly.

Personal Protective Equipment

- One polyester mask per employee will be provided at the start of the 2020-2021 school year.

Staff COVID-19 Training

- Mandatory COVID-19 SafeSchools training sessions:
  - All employees: Two mandatory sessions have been added to employee’s training sessions. Coronavirus: Awareness; and Coronavirus: Cleaning and Disinfecting your Workplace.
  - Non-essential employees: Coronavirus: Transitioning to a Remote Workforce.
- Additional in-person or remote training will be provided by Health Services staff.
- Optional COVID-19 SafeSchools training available: Coronavirus: Guidelines for Making/Using Cloth Face Coverings; Coronavirus: Managing Stress and Anxiety; and Coronavirus: Preparing Your Household.

Staff Screening

- Symptoms and screening protocol signage is displayed in English and Spanish at each school/work site.
- All staff will be screened daily through temperature checks and health questions.
- Screening information will be recorded to allow for proper contact tracing.
- Possibly infected staff should self-report to Employee Services immediately if they have COVID-19 symptoms, test positive for
COVID-19, or were exposed to someone with COVID-19 within the last 14 days.

- If there is a known cause for symptoms that is not COVID-19 related, entry into the building may be allowed. Medical verification must be placed in the personnel file that details the known cause for the symptoms.
- Strict daily sign-in/sign-out logs will be kept for at least four (4) weeks of all staff to enable efficient contact tracing.
- Remote work guidelines have been added to the CMS Employee Handbook.
- Signage on doors provides numbers to call if an employee is symptomatic, diagnosed or concerned about possible exposure. This information will also be provided in the Coronavirus Guidelines/Recommendations for work.
- Departments and school sites will stagger office/admin staff when possible to reduce the likelihood of an entire office or department being shut down in the event of an exposure.
- If warranted by local, state, or CDC guidelines, maintain six feet of social distance.
- If impractical, maintain the greatest distances that can be achieved.
- Find ways for vulnerable populations to connect without face-to-face contact.
- Avoid congregations by closing common areas or modifying them to minimize contact.
- People with symptoms will be isolated.
- If a staff member becomes infected with COVID-19, infected areas will be closed for two days and health officials will conduct contact tracing and deep cleaning of the area.

Staff in High Risk Categories

Some teachers and staff will fall into high risk categories because of their age or other health risks. Educators and staff who are considered to be in a high risk group as defined by CDC guidelines may need to work from home. In such cases, vulnerable workers may be assigned duties that minimize their contact with students, families, and other employees.

- Employees will adhere to all HIPPA and FERPA guidelines in order to protect the privacy of people at risk of illness.
- A form was emailed to staff in English and Spanish, allowing employees to request remote work accommodations.
- Staff in need of a medical exemption from wearing a mask or shield must complete ADA paperwork. Possible accommodations, including remote work will be considered.
- A work bag will be supplied for each employee that will accommodate the transportation of a work computer if necessary.
- A job description addendum will be created for all employees to encompass job expectations, requirements and remote work as appropriate.

Employee Leave Policies

Employee leave policies comply with the Families First Coronavirus Response Act as stated below:

- Two weeks (up to 80 hours) of paid sick leave at the employee’s regular rate of pay where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a healthcare provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or
- Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee’s regular rate of pay because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor.
Individuals who test positive for COVID-19 should be retested before returning to work.

Prior to an employee who has tested positive returning to work, a medical release will need to be provided to Employee Services.

Employee Support

- Employees should take breaks from watching, reading, or listening to news stories about COVID-19 if feeling overwhelmed or distressed.
- Employees should engage in healthy eating, exercising, getting adequate sleep, and finding time to unwind.
- Employees should talk with people they trust about their social/emotional health.
  - CMS Mental Health staff will be available to all staff.
  - Virtual Health and wellness activities will be provided by CMS Employee Services Department. (Yoga and Zumba classes)

**5 Essentials Employee Skills** during the coronavirus crisis:
(adapted from *5 Essential Teacher Traits Recruiters Are Looking For* By Elizabeth Heubeck)
  - **Growth Mindset** - Bringing focus to what we are learning during this time and the positive changes we are making
  - **Student Centeredness** - Remembering our main job responsibility is to provide an excellent educational experience to all our students - safe bus rides, clean schools, tasty meals, engaging classrooms and friendly smiles all add value to the lives of our students
  - **Comfort with Technology** - Improving our own skills with technology and modeling these to our students through virtual meetings and communications help us all improve
  - **Empathy** - Remembering our Social Contract and understanding the struggles of our co-workers and students
  - **Adaptability** - Demonstrating flexibility

Professional Development & Training

- All staff meetings and PD sessions will be conducted from a virtual platform. (Zoom or Google only)
- Staff will be cross-trained when possible in order to accommodate emergency coverage of absent employees.
- An on-site roster of trained back-up staff will be maintained.
Educator Licensing

While there are no changes to educator certification requirements, waivers may be requested in the case that educators in high-risk categories may need to work from home and therefore teach in a grade level or subject area for which they are not currently licensed. To request a waiver please send an email to licensureunit@state.nm.us.

Substitutes

PED recommends cross training all Educational Assistants to be licensed Substitutes and all Substitutes to be licensed Education Assistants. The Licensure Bureau will waive the fee for an Educational Assistant to add a Substitute license and for Substitutes to add an Educational Assistant license. If your district has educators who would like to pursue this option, please contact licensureunit@state.nm.us for next steps. Consider contacting the educator preparation program in your community to see if the program might identify students who could fill these roles while earning credit towards their programs.

Student Teachers

Student teachers may provide additional support during this time. PED suggests partnering with the educator preparation program in your community to think differently about the scope of responsibility of student teachers with their mentor teachers. These student teachers could help their mentor teachers with virtual learning. PED also suggests having these student teachers apply for an EA license so they may earn a paycheck while providing these additional supports, per local agreements with the educator preparation programs in your community.

Professional Development/Learning

Remote teaching may be new for some educators, and they will need to be trained on how to deliver instruction via the web. Professional learning will be provided to teachers and educators on designing equitable instruction regardless of whether it is delivered in a virtual or in an in-person environment.

Administrators will need professional learning on assisting, observing, and providing feedback to teachers in an online environment. Induction programs must consider how school closures impact professional learning, mentoring, and coaching for non-tenured teachers. Consider partnering with institutions of higher education to offer courses related to teaching and learning through various delivery models, including teaching in a virtual environment.

More Information:

New Mexico Public Education Department

Clovis Municipal Schools Comprehensive Reentry Plan – Created July 25, 2020 - Revised September 25, 2020
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