

Bloomfield School District



Instructional Service Delivery Planning Guide

Contingency Planning

June 2020



Bloomfield Schools

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District Vision

Inspiring our students to become lifelong learners and contributing citizens in a rapidly changing world.

District Mission

Providing an exceptional quality learning community focused on the needs of each student in a safe environment.

Purpose

The goal of this document is to provide guidance and a framework to district employees in meeting instructional needs for all students. This planning document takes into consideration various scenarios due to the current changing nature of our traditional educational setting. The document is designed to support learning in varying settings stemming from the traditional brick and mortar settings and instructional practices through the implementation of an Ex-Learning environment that will continue or extend learning opportunities virtually to students beyond the classroom.

Audience

The intended audience: NMPED, Bloomfield Schools - students, parents, and district staff; grade levels PreK-12

Goal

To provide equitable and appropriate learning opportunities to all students in a traditional, modified setting, or in the absence of the ability to attend school physically due to a school closure under extraordinary circumstances.

Critical Notes Regarding Implementation

First and foremost, this section does not create excuses or provide reasons of not providing equitable learning opportunities to students. This section simply highlights the real struggles our learning community faces.

It should be the understanding that during a school closure event, the greatest challenge will be to deliver instruction to all students to the same level that they would have received in a traditional setting. It is important to understand that the learning responsibility will not be shifted onto families. Teachers should understand that any work assigned must be relevant to what is being taught in the classroom. Work assigned to students should be achievable, reasonable, and contribute to student progress and grade-level expectations. It must be understood that students and families may not necessarily create dedicated time for learning, however; dedicated learning time is recommended. The result for any period spent out of the school environment may be that the student did not access or engage in any learning opportunity (whether by choice or limitations) to maintain what they already learned. The Bloomfield School District is committed in doing what is reasonably feasible to connect with and engage all students.

Any time spent out of school will have some effect on students' learning outcomes; the goal should solely be to provide learning opportunities and minimize the loss of instruction. As a direct result, the impact of learning regression may occur, however; this will not be the reason or the excuse that will prevent the district and its staff in creating learning opportunities for students. Our primary goal in any of the scenarios presented in this document should be to maintain student-learning progressions and achieve the academic achievement necessary to adequately prepare students to make necessary grade-level growth for future advancement.

In extreme circumstances, we are bound by limitations and barriers that are unavoidable and equally bound by the resources that are on hand that are crucial in providing services. It should further be understood that the differences in socioeconomics could create potential equity issues when it comes to accessibility to learning opportunities. Bloomfield Schools will do its best to equitably balance its resources as it works with families to provide educational services.

Finally, Bloomfield Schools will continue its commitment in providing quality learning to students. It is our belief that our students' success is our reason for being and their success is deeply rooted in the hard work and dedication by everyone. This dedication and hard work are the precursors to their success and achievement. We deeply believe that it takes a team to make every student's success a reality. We are Bobcat Strong We are the Bloomfield School District. Go Bobcats!

Section 1

Learning Environment Planning Model



Learning Environment Planning Model

Bloomfield School's Learning Environment Planning model (see Figure 1.1) is a model that suggests how Bloomfield Schools will react to changing needs or unforeseen circumstances which may impact its active learning environments. The model presents five possible reaction scenarios that would be deployed by the district and its school sites in providing instruction to its students. Each model has unique implementation characteristics, needs, and barriers. The models vary in intensity based on the possible health situations that may affect traditional brick and mortar instruction. In each of the models, the goal is to provide all students an educational experience that will support their needs and prepare them for academic achievement and progress.

Each model is designed to meet local and state aligned learning standards, academic achievement, assessment, and health requirements. It is understood that it is possible for the district to undergo a variation of each of the models as the year progresses due to unforeseen and circumstantial events that may occur. This type of change will require that all stakeholders be flexible in an ever-changing world as solutions and outcomes are formed to better serve our students.

Bloomfield Schools is committed in supporting students and continuing its commitment in providing quality-learning experiences to all students. The three pillars of our commitment are founded upon safety, instruction, and support. These pillars will build a foundation in which we can continue to educate our students and ensure that they are academically ready to progress to the next level. We understand the fact that we live in a continuously fluid world that requires us to be flexible and innovative when educating our students. As always, we are committed to our students and assisting them achieve academic success.



Bloomfield Schools Learning Environment Planning Model

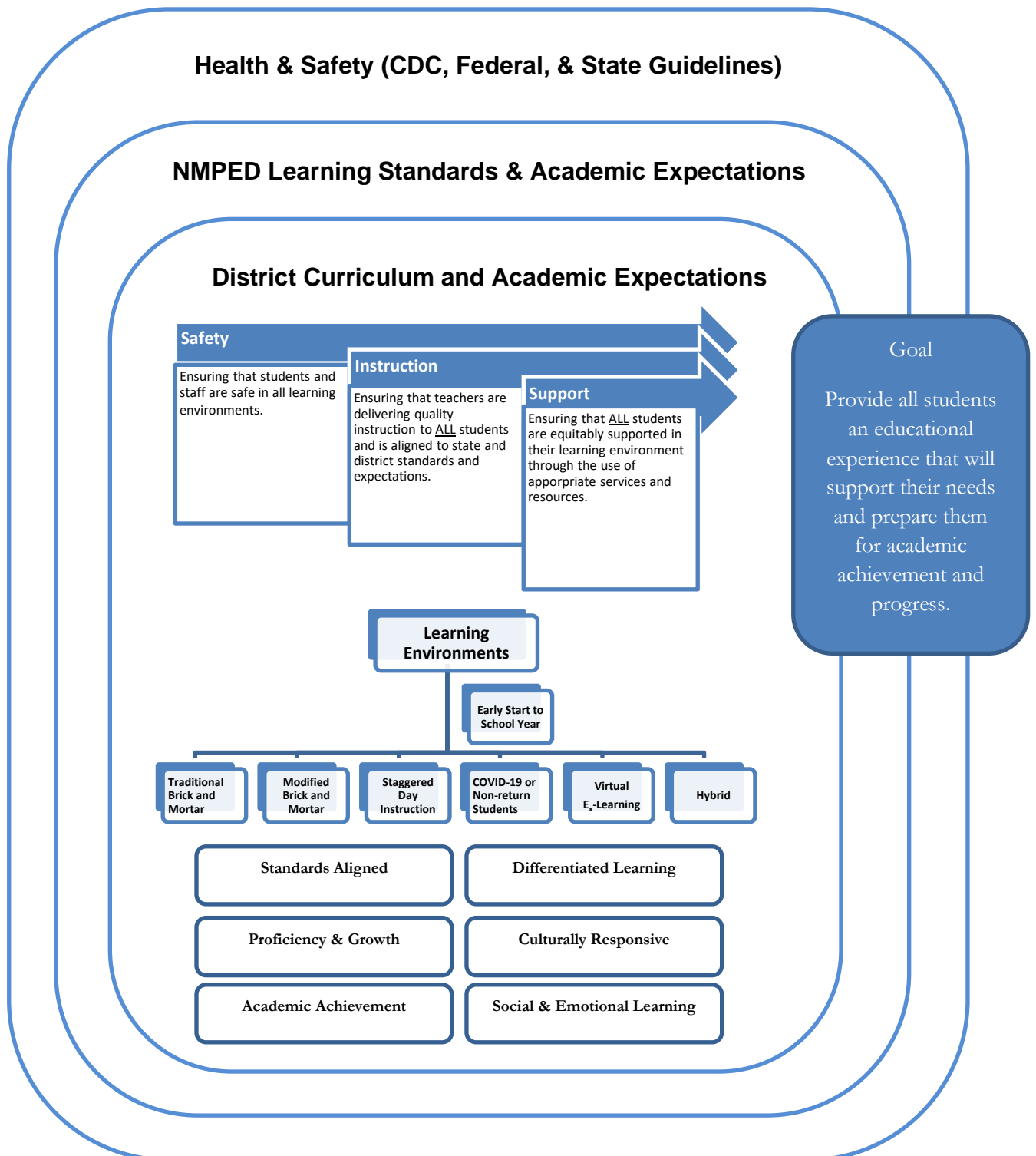


Figure 1.1 Learning Environment Planning Model

High-level Planning Impacting Factors

As we plan our learning environments, we believe it is critical to consider high-level factors. This is necessary due to the changes brought upon by unforeseen circumstances such as a health pandemic. As we began our planning process, we analyzed changes that needed to occur within our district in order to react appropriately and responsibly. We understand that this initial planning will be void of real-time issues that may present themselves, and we understand that it will require continued flexibility and planning to navigate a changing situation. Our goal is to create a plan of action that serves as a strategic foundation of which to build on. In this section, we highlight some of the high-level factors that should be analyzed and discussed district-wide and at each school site.

1. District Policy and Legislative Rule Change Considerations

District office will need to determine if their policies cover the wide array of needs brought upon by the current changing environment. Any policies not in place will need to be brought before the district's school board and formally adopted. The district will need to decide how to best mandate needed changes through either creating formal policy or implementing directives. In all cases, management must make changes that are relevant with current local, state, and federal guidelines.

- | | |
|---|--|
| • Self-reporting requirements | • Policy regarding acceptance of digital signatures |
| • Home isolation requirements | • Bus policies regarding student who has tested positive at bus stop. |
| • Criteria to discontinue home isolation | • Closed campus policy keeping all students and staff on campus during the school day. |
| • Close contact home letter (if student comes into contact with someone who has COVID-19) | • Medications in the classroom (minimizing students going to the nurse unless it's an emergency). |
| • District response actions for school or district closure due to COVID outbreak | • PPE requirements for staff and students outlining when and who should be wearing it & what are the consequences for failure to comply. |
| • Staff report to work, charging leave, FMLA, and disciplinary action policies regarding COVID-19 | • Board policy regarding communications between educators and students via phone or the Internet |

Table 1.1 District Policy and Legislative Rule Change Considerations

2. Funding Sources

What funding will the district use to address scenario implementation?

- General Operations:
- Two-Mill Levy:

- CARES Act Funding:
- Title Funds:

3. Health

How will the district address health concerns?

- Social distancing and prevention requirements with protocols
- Daily disinfection requirements (high-touch areas) and frequency protocols
- Staff & Student Monitoring (pre-screen, warning signs, active diagnosis)
- Options for high-risk students and staff, especially those who have diagnosed underlining health issues
- Options for students and staff who cannot wear a mask due to asthma or other diagnosed medical issue
- Training staff and students on site/district health expectations
- Informing parents of newly implemented health policies and protocols
- Establishing a call-in hotline to the nurse for pre-screening at home (could be a virtual check-in)

4. Parents

How will the district address supporting parents?

- Ability and time to support students at home
- Communication protocols (with teacher, informational, feedback, critique, etc.)
- Technology use proficiency
- Technology (device, internet, tech-support) accessibility
- Understanding polices regarding temperature monitoring, re-entry, and health protocols
- Conducting virtual meetings (MLSS, SAT, 504, SPED, Bilingual)

5. Personal Protective Equipment (PPE)

What resources will the district need to adequately prepare staff, buildings, and buses?

- | | |
|--|---------------------|
| • Face Mask (multi-layered fabric/spares) | • Isopropyl Alcohol |
| • Face Shield for At-Risk employees / students | • Alcohol Wipes |
| • Thermometers | • Rubber Gloves |

- | | |
|---|---|
| • Thermal scanners at building entry areas | • Motion activated Hand Sanitizing Stations (bus & school) |
| • Plexiglass barriers | • Electrostatic Disinfectant Guns |
| • Disinfectant products (e.g. spray, wipes, etc...) | • Signage around buildings promoting & cueing social distancing |
| • Hand Sanitizer | • Disinfectant equipment (e.g. large-scale sprayers, PPE) |
| • Signage around the building promoting good health practices | • |

Table 2.1 List of Recommended PPE

6. Re-entry Protocols

How will the district facilitate and manage re-entry to district buildings?

- Will temperatures be taken and logged upon entering the building and bus?
- How will students and staff access the building?
- What protocols are in place for students or staff who show symptoms or have a high temperature?
 - How will sites separate those who may be infected?
 - What are the reporting procedures for students and or staff (self, screened, or diagnosed)?
 - How will information be relayed and to who will it be relayed?
- How will site manage quarantine for students or staff showing warning signs of COVID-19?
- How will students and staff re-enter after being exposed or infected?
- What technology is available to support re-entry screening?

7. Services

How will the district continue to provide essential services that best support students?

- Providing educational services to ALL students (e.g. MLSS, SAT, 504, IEP, ELL. Bilingual)
- Providing meals to students (e.g. social distancing in the cafeteria vs. eating in the classroom)
- Providing social work or counseling to struggling students and staff
- Meeting social and emotional needs
- Meeting culturally responsive needs

- Managing student enrollment, disenrollment, transcript request, registration, Language Surveys
- Conducting Child Find services
- Conduct screening services for students entering Pre-K or Kindergarten

8. Site Educational Inventories (Programs and Resources)

What programs and resources are available to the district and/or school sites?

- Math: District curriculum, Imagine Learning, Moby Max
- Reading: District curriculum, Imagine Learning, IStation,
- Language: District curriculum, Imagine Learning, Moby Max
- Writing: District curriculum
- Science: District curriculum
- Social Studies: District curriculum
- Technology: Devices, Internet connectivity, Google Suite, other related educational software
- Assessments: Site, District, State, and Federal
- Curriculum guides: District curriculum (are they virtual and easily accessible to teachers; Maintained in Google)
- Student information: PowerSchool, Alpine
- Grants: SRCL, Extended Learning Program, etc.

9. Staff

What shifts will be required to maintain a highly effective and responsive staff?

- Need to have substitutes available to cover for absent staff
- Conduct site inventory to determine teacher strengths and experience to support future training in-house (e.g. CPR, technology use, dual-licensed educator, master's degree emphasis area, etc.)
- Training staff in proper health protocols (e.g. use of thermometers, logging temperatures, FERPA, HIPAA, dispensing medications)
- How to manage behavior virtually
- Supporting at-risk or struggling students
- Meeting student academic needs & required services (grade-level requirements and ancillary services)
- Using proper virtual etiquette/conduct and online safety
- Having a dedicated site staff member to manage COVID-19 protocols

- Contacting parents and guardians regarding COVID-19 related events, notices, news updates
- Maintaining fluid communication with district office
- Maintaining fluid communication with all district departments (transportation, student nutrition, custodial, maintenance, etc.) for all incidents regarding COVID-19
- Tracking and monitoring students and staff (e.g. warning signs, contact incidents, pre-screen temperature monitoring, training staff and students, data tracking)
- Developing and maintaining reporting procedure criteria
 - Understand reporting hierarchy (local, state, and federal)
 - Understanding reporting requirements (local, state, and federal)
- Understand all public health orders and CDC guidance in response to health issue
- Understand building re-entry protocols and what to do in the event of a student or staff member who has reported to the site showing signs of COVID-19.

10. Students

How will the district address supporting students?

- Students technology proficiency (navigating Google classroom, Gmail, and GSuite products)
- Students ability to work remotely
- Students ability to work with minimized distraction
- Students ability to seek teacher assistance (self-advocacy)
- Using proper virtual etiquette/conduct and online safety

11. Training

What training will be required to ensure staff can adjust to changes effectively?

- Training staff in the use of technology and Google Suite software
- Training students in the use of technology and Google Suite software
- Training all stakeholders to navigate throughout a specific learning scenario (e.g. feedback, communication, support, services, grading, turning in homework, etc..)
- Training students and staff in proper health protocols (re-entry, quarantine, teaching students about health practices)
- Train custodial staff what to disinfect and how to properly disinfect.

- Use identified staff to provide in-house training and support
- Training students and staff on internet professionalism and safety

12. Identified Implementation Needs

Needs are identified within each scenario.

Learning Expectations

In all learning scenarios, teachers and staff who support students will need to ensure the following parameters are met to ensure that all students are receiving quality equitable instruction. To best support students in their educational experience; teachers, instructional staff, and service providers will need to plan and implement the following practices as they flow through the Instructional design as seen in Figure 2.1.

- Develop instruction, activities, and learning opportunities that ...
 - Are directly align to state and district learning standards
 - Follow district curriculum pacing alignment
 - Integrate differentiation strategies for students
 - Adjusting the level of rigor in assigned work, modifying number or attempts, and being cognizant of what a student can do with a limited amount of support.
 - Recall differentiation strategies by modifying content, product, process, accessibility
 - Anything developed and provided to students should be achievable, reasonable, relevant, purposeful, and contribute to student progress
 - Develop purposeful instruction for students to engage in that either introduces, develops, or reinforces district aligned learning objectives
 - Develop a means to provide timely feedback that supports the student and parents
 - Develop Instruction that can be accessed either by downloading, emailing, video, mail, or in person

Flow Through of Instructional Design

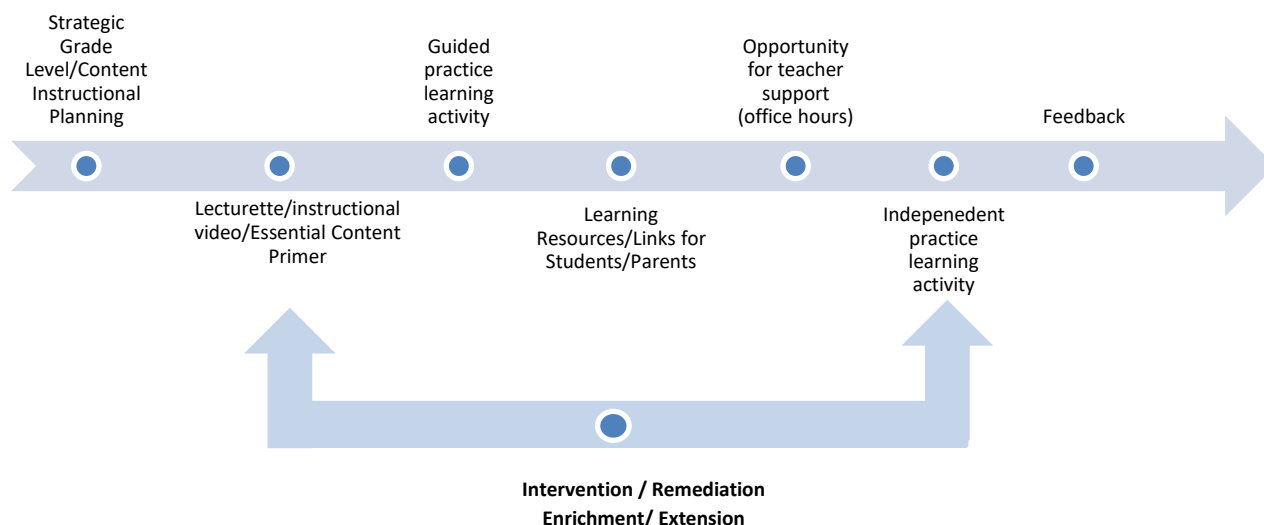


Figure 2.1 Instructional Design Flow Through

Instructional Design Guidelines

Instructional design will need to consider different approaches and considerations in delivering instructional content. Teachers may need to utilize available technology to best support student needs. The premise should be that any designed instruction should utilize tools that are available in a digital format and are easily accessible to students. More instructional resources can be found in the appendix.

External Resources Available to Teachers	
<u>Communication with Students</u> Google Meet / Google Hangout Zoom (Free) video Conferencing https://zoom.us/	Tool can be used to communicate in a whole or small group setting. This environment would promote student and teacher interaction and allow for instruction to take place virtually. Google Hangouts Meet allows groups to connect through video, audio, chat or dial in. Users can easily share screens, see each other live, dialogue verbally or via chat as they connect. Sessions can also be recorded for later use.

<u>Video Recording</u> ScreenCastOMatic (Free) https://screencast-o-matic.com/screen-recorder	Tool can be used to record support videos or mini lecturettes to support student learning. Students would have the availability to re-watch videos. Another option would be to use a device's video recording app or software and upload it to a shareable digital platform.
<u>Digital Versions of Teacher Textbooks</u> Create a digital folder with links to digital versions of teacher textbooks.	Tools can support teachers by having their teaching materials available to them. This would assist teachers to create lessons, support students, or pre-plan.
<u>Language Support</u> Using Google Translate to translate pages on the internet that students are using.	Tool can support both teachers and students work through language barriers.

Table 3.1 External Resources Available to Teachers

General Recommendations for Consistency*

1. Identify essential outcomes and standards at a district or school level (e.g. grade level and/or department) so that teachers can determine outcomes, needs, and competencies while lesson planning and considering their delivery tools (Google, Zoom, packets, etc.).
2. Ensure cross-curricular planning to assist in the students' ability to manage work and new responsibilities at home.
3. Create projects/choice boards that give students and families the flexibility to complete the work and tap interest/motivation.
4. Use common platforms (suggested or already in use) across the district to alleviate any confusion for parents/ students whether students are completing work online or traditionally.
5. Districts, buildings, and grade levels need to consider and include non-technology-based options.
6. Ensure communication is coherent and consistent from districts administrators to building administrators to teachers to students and families.
7. Consider ways to focus on relationships and connections, not just content.
8. Target support for graduating seniors.

*More general recommendations regarding servicing sub groups, teaching in a virtual environment, technology support, Tips for students & teachers, online etiquette protocols for student & teacher, and online safety can be found in the appendix.

Developing a Plan for High School Seniors*

Primarily, schools and districts should develop plans for how they will ensure seniors have the ability to complete course requirements, demonstrate competency, and complete their Next Step Plans. All plans for seniors should ensure that students meet credit and

proficiency requirements. This will require school counselors to conduct an intensive review to ensure that the student has met all graduation requirements. Districts and schools can include in their plans an extended timeline for seniors, allowing them up to June 4 to complete requirements. The process in determining Valedictorian and Salutatorian will require an in-depth process. Because some assessments were not taken and points were not earned in the ranking process, the district will need to accommodate for such changes and determine the most equitable means to incorporate GPAs in the ranking process.

Course Requirements: The following are ways seniors can earn credit and achieve eligibility for graduation*

1. Credit via a locally designed series of assignments or work completion:
Examples include online coursework, written work packets, project-based learning, portfolios, or applied work experiences (where current high school course standards align with a student's employment).
2. Credit via competency-based assessment(s):
Examples include a locally designed test, formative and summative assessments, online PSAT/SAT prep, leveraging a determined cut score from a college entrance exam, spring dual credit, world language competency; industry recognized credential or certificate, or college admissions/placement.
3. Credit through expanded course equivalency:
College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits. Schools should consider local emergency approval of additional equivalencies between college courses or CTE courses that are aligned high school courses to ensure seniors earn core credits.
4. Two-for-one policy:
CTE courses locally determined to be equivalent to existing standards in a non-CTE course may be used to meet two graduation requirements with a single 1.0 credit course.

High School Local Demonstration of Competency* (See District Local Demonstration of Competency Appendix)

Most students meet competency requirements with their junior year assessments. For students who have not, they may demonstrate assessment competency in a variety of ways determined at a local level by the district or charter. Some examples of local demonstrations of competency include:

- a. Portfolios
- b. Project-based learning
- c. Capstone projects
- d. Oral presentations

NMPED recommends districts and schools move quickly to determine which students are eligible for graduation and which students will need targeted support to meet graduation requirements.

Communication Plan (see example in the appendix)

The district and individual school sites need to devise a communication plan to disseminate information to parents and students. Information will be shared as it becomes available. Sites should consider a primary means of communication as well as alternative methods to communicate. The communication plan should be universal throughout the building. Sites should consider that not all students/parents use the same means to communicate and there is a need for widespread communication plans. Principals should maintain a digital record of communication plans (e.g. Google Folder arranged by grade level or content area) to ensure alignment and understand how the building will implement any of the options presented in this document.

The Communication plan should include:

- The primary means that will be used to send/receive information: e.g. School Messenger or Gmail
- The secondary means to send/receive information e.g. District web page, Facebook, Instagram, Twitter
- A designated minimum number of contact events within a 30 day period

Equally, sites should consider in what means students and parents can interact in-person or virtually with the teacher or the school site.

- Contacting teacher or other school site staff for support
- Students and parents can send documents or assignments via email
- Students can upload/download documents or assignments to/from a Google Folder
- Students can take pictures of completed work and send in email or upload to Google folder

Instructional Focus Framework Plan (see examples in the appendix)

Sites should devise a universal instructional focus implementation plan that can be deployed at any time. The plan should be an implementation framework that when activated, provides a universal means to deploy relevant instruction that is aligned to district pacing guides. Instructional Focus Framework Plans should include:

- Content Area

- Pacing Alignment
- Instructional Delivery Method
- Means of interaction between student, parent, and teacher
- A list of resources that will be used to deliver instruction

Section 2

Scenario Implementation Planning

Planning learning environments to meet student needs



Definition of Learning Scenario Options

The scenarios presented below are options the district can take when deploying the method they will use to instruct students. It is possible that the district can begin in one option and due to circumstance, transgress into another scenario in order to best meet student needs meanwhile maintain safety, instructional integrity, and continuity throughout the school year. It is also plausible that a district implement more than once scenario concurrently to meet multiple needs of service. For example, the district could be deploying Option 1 meanwhile a student may be unable to attend school due to a medical issue or stay-at-home order. To better support the student, the district would deploy Option 4 in tandem with Option 1. This example attempts to demonstrate a districts ability to be flexible and adaptive in a fluidly changing learning landscape.

The Scenarios presented below attempt to be innovative and create the needed flexibility and adaptability in servicing students in various situations.

Option 1: Traditional Brick and Mortar

Looks Like

This option is what we were used to prior to the COVID-19 pandemic. School and all its activities functioned as “normal”.

Implementation Challenges

Scenario Caveats

Implementation Needs

Meeting Sub-group Population Needs

Need Policy Changes / Protocols

Notes

**This is what you already deal with daily.
Business would operate as normal in this setting.**

Option 2: Modified Brick and Mortar

Looks Like

This option is like the traditional brick and mortar option however carries some characteristic changes to “normal” standards of operation within a district. The goal of this option is to ensure that staff and students can function effectively in a safe learning environment. Changes might include altering how staff and students enter and access a building, establish cleaning and disinfecting procedures, implementing social distancing practices, minimize interactivity amongst staff and students, and establishing other health initiatives that highlight current needs to ensure a safe and healthy environment.

Implementation Challenges

- Cleaning/disinfection scheduling
- Bussing students to and from school
- Social distancing (enforcement / disciplinary actions, available space in buildings)
- Scheduling learning times
- Sites need to be universal in approach
- No sharing of school supplies
- Medication dispensing
- Assessment
- Re-entry protocols

Scenario Caveats

- Daily monitoring of temperatures and symptoms for staff and students
- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance requirements
- Re-design entry and egress protocols for buildings and buses (temperature and disinfection using hand stations)
- Parent communication (in contact with an infected person, or student is showing symptoms)
- Disinfection and product re-fill schedule

Implementation Needs

- Automated hand sanitizing stations in strategic locations (building, busses, etc.)
- Training for staff and students (wearing masks, washing hands, social distancing, etc.)
- Thermometers for sites and busses
- Disinfecting products (automated hand stations, hand sanitizer refills, sprayers)
- Medications in classroom
- Meals in classroom
- Additional supplies for students
- Funding

Meeting Sub-group Population Needs

- ELL assigned to TESOL teacher, use Imagine Learning, use hybrid

- Bilingual assigned to Bilingual teacher to support learning in Spanish and Navajo
- SRCL Interventionists and resources
- Monitoring technology (software programs) usage daily
- Service behavior health needs
- Service social/emotional health needs

Need Policy Changes / Protocols

- Daily monitoring of temperatures and symptoms for staff and students
- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance and participation requirements

Notes

Option 3: Staggered Day Instruction (Blended Learning)

Looks Like

This option incorporates some of the characteristics of option 2 but goes further in strategically planning how a building will operate and service students. As mentioned, this option will take on much of the characteristic changes mentioned in option 2 however will undergo greater social distancing and interactivity practices. This option minimizes the number of students attending per day and is subject to utilizing all educational professionals to serve homogeneous grade-level populations in a single day. This option will require intense planning to coordinate student travel to-and-from school, students receiving instruction to support a weeks' worth of learning activity and engagement and allow students to receive instructional services that are outlined in an IEP, 504, SAT, ELL, or Bilingual learning plan. Days would be staggered in each building to accommodate one grade level per day to meet student needs and equally implementing social distancing practices by strategically utilizing the entire facility to minimize group sizes. Sites will utilize their entire staff to service an entire grade-level requiring teachers to teach outside of what they are normally accustomed to but licensed to teach. This approach works well in elementary grades and will require additional planning in the secondary schools due to content specific licensing and endorsement requirements.

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 1, 4, 7 and Grade 9	Attend 7 Periods	Online	Online	Online	Online
Grade Pre-K, 2, 5 and Grade 10	Online	Attend 7 Periods	Online	Online	Online
Grade 3, 6, 8 and Grade 11	Online	Online	Attend 7 Periods	Online	Online
Kinder and Grade 12	Online	Online	Online	Attend 7 Periods	Online

Example Schedule: *Schedule is specific to building make-up (grade-levels may vary in building)

Implementation Challenges

- Cleaning/disinfection scheduling
- Bussing students to and from school & complying with social distancing
- Social distancing (enforcement / disciplinary actions, available space in buildings)
- Scheduling learning times
- Sites need to be universal in approach
- No sharing of school supplies
- Medication dispensing
- Re-entry protocols
- Technology (devices, internet access, user knowledge)
- Preparing lessons in advance
- Targeting instruction (being specific and purposeful)
- Transportation funding
- Need supplies while at home

- Meals in classroom
- Assessment
- Online teacher professionalism and safety

Scenario Caveats

- Daily monitoring of temperatures and symptoms for staff and students
- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance requirements
- Re-design entry and egress protocols for buildings and buses
- Parent communication (in contact with an infected person, or student is showing symptoms)
- Disinfection and product re-fill schedule
- Student attendance
- Student participation in at-home learning
- Student contact hours (primary grades = daily, secondary grades = weekly)
- What happens when parents are at work (Latchkey kids, no one to support students during the day)
- CTE courses (will they exist, or will they become a hybrid virtual model)?

Implementation Needs

- Technology (devices, internet access, tech-support)
- Curriculum (accessible digitally, prepped in advance)
- Daily instruction schedule
- Redesign of transportation schedule
- Protocols for re-entry to buildings and buses (temperature and disinfection using hand stations)
- Cleaning/disinfection scheduling
- Disinfecting products (automated hand stations, hand sanitizer refills, sprayers)
- Bussing students to and from school
- Social distancing (enforcement / disciplinary actions, available space in buildings)
- Scheduling learning times
- Sites need to be universal in approach
- No sharing of school supplies
- Medication dispensing
- Assessment
- Re-entry protocols
- Electronic signature software
- Teacher online environment safety and professionalism training

Meeting Sub-group Population Needs

- Blended learning (ELL = Imagine Learning Bilingual = primary grades to bilingual teacher, secondary grades = courses via Edgenuity; SPED = Imagine learning and math)
- Bilingual assigned to Bilingual teacher to support learning in Spanish and Navajo
- SRCL Interventionists and resources
- Monitoring technology (software programs) usage daily

- Service behavior health needs
- Service social/emotional health needs

Need Policy Changes / Protocols

- Need protocols/policy requiring teachers to contact and monitor students
- Electronic signature acceptance
- Daily monitoring of temperatures and symptoms for staff and students
- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- Policy regarding teacher online professionalism and safety

Notes

Option 4: COVID-19 or Non-return Population

Looks Like

This option is mainly for students (K-12) who contract COVID-19 and are required to receive medical attention or stay at home. This option will most likely exist as a virtual learning experience and depends upon online services. This option uses a vendor who will provide teaching services with a certified teacher in a virtual environment. The student will do all work with their assigned online teacher and complete coursework and assessments as prescribed. Equally, the student will receive educational services (IEP, SAT, 504, ELL, Bilingual) if they qualify. Ultimately, the focus in this option is to keep staff and students safe. This option also may be extended to families who do to the public health scare, choose to keep their children at home and engage in online learning. This type of environment does present specific technological and internet needs as well as a continuous communication between home and school. There are some specific caveats that will be in place to ensure that the student is engaged in his/her learning and criteria that will have to be met in order to continue in this learning environment. If student is not engaging or showing signs of severe struggle or inattentiveness, the student will be required to return to a school prescribed learning scenario that will better serve the student.

Implementation Challenges

- Student enrollment cost (approximately \$750 per student)
- Site needs to be universal in selection/enrollment process
- Site needs a staff member to be liaison between program and school and monitor students weekly
- Technology (devices, internet access, check out, and tech-support)
- State assessment
- Student SEG funding? Qualifier?

Scenario Caveats

- Students must be monitored weekly for progress
- Site host must do check-ins with student (primary = daily, secondary = weekly)
- Site host must be in communication with program teacher
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- Need protocols outlining teacher contact and monitoring of students
- Courses must align to elective and grade requirements

Implementation Needs

- Funding
- Technology (devices, internet access, tech support)

Meeting Sub-group Population Needs

- Will be supported by Edgenuity staff
- Monitoring technology (software programs) usage daily
- Service behavior health needs
- Service social/emotional health needs

Need Policy Changes / Protocols

- Need protocols/policy requiring site host to contact and monitor students

- Need protocols/policy requiring site host to contact program teacher
- Electronic signature acceptance
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- SEG funding qualifier
- Teacher online environment safety and professionalism training

Notes

- Edgenuity: This could be a hybrid model for secondary. Use re-usable licenses for credit recovery or required classes that are not offered. Students can finish at their own pace and move on to the next course. As soon as one student finishes a course, the site can enroll a different student. These licenses can be used without limit.

Option 5: Virtual Ex-Learning Environment

Looks Like

In this option, an Ex-Learning environment is accessed through the means of a computing device or by means of extended learning packets that will be access through the internet. The Ex-Learning environment can provide instruction, content specific assignments, content extensions, and learning activities to students. The Ex-Learning environment can also support student assistance via a structured and controlled digital means of communication (Example: Google Suite Resources: Mail, Meet, and Classroom). The Ex-Learning environment will be housed on the District web page and managed by school sites. Teachers will create and maintain a Google classroom and plan virtual meets to provide support, assistance, or feedback to students. The goal is to provide learning opportunities to students in the absence of the ability to attend school and minimize the regressive learning impact, which may occur due to the lack of direct instruction in a traditional brick and mortar setting. In this option, the district and school sites will have to consider lesson requirements, assessment practices, student progress monitoring, student participation, and established expectations for future promotion.

Implementation Challenges

- Scheduling learning times
- Sites need to be universal in approach
- Technology (devices, internet access, check out, tech-support, and user knowledge)
- Preparing lessons in advance
- Targeting instruction (being specific and purposeful)
- Need supplies while at home
- Delivering or meal distribution centers
- Assessment
- Teacher online professionalism and safety

Scenario Caveats

- Students must be monitored weekly for progress
- Teacher must do check-ins with student (primary = daily, secondary = weekly)
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- Need protocols outlining teacher contact and monitoring of students
- Courses must align to elective and grade requirements
- Electives and graduation course requirements (credit & proficiency requirements)
- CTE courses (will they exist, or will they become a hybrid virtual model)?

Implementation Needs

- Funding
- Technology (devices, internet access, tech support)
- Curriculum and pacing guides (accessible virtually and prepped in advance)
- Assessment
- Electronic Signature Software
- Teacher online environment safety and professionalism training

Meeting Sub-group Population Needs

- Blended learning (ELL = Imagine Learning Bilingual = primary grades to bilingual teacher, secondary grades = courses via Edgenuity; SPED = Imagine learning and math)
- Bilingual assigned to Bilingual teacher to support learning in Spanish and Navajo
- SRCL Interventionists and resources
- Monitoring technology (software programs) usage daily
- Service behavior health needs
- Service social/emotional health needs

Need Policy Changes / Protocols

- Need protocols/policy requiring teacher to contact and monitor students
- Need protocols/policy requiring teacher to contact program teacher
- Teacher protocols for online/virtual professionalism and safety
- Electronic signature acceptance
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- SEG funding qualifier

Notes

Option 6: Earlier Start to School Year

Looks Like

This option can work in tandem with any of the options presented above. This option will require state approval since the school-year calendar would be modified. In this option, the school year would begin earlier than it would traditionally. The school district would determine the earlier start dates and deploy an appropriate learning scenario.

Implementation Challenges

- Staff contract days
- Parents planning (work and vacation)

Scenario Caveats

- As determined by option deployment

Implementation Needs

- Funding
 - to accommodate staff contract extensions
 - to accommodate transportation needs
 - to accommodate student nutrition needs

Meeting Sub-group Population Needs

- As determined by option deployment

Need Policy Changes / Protocols

- Contract day adjustment
- NMPED approval for modified calendar
- Board approval for modified calendar

Notes

Option 3: Hybrid (Asynchronous and Blended Learning)

Looks Like

This option incorporates both at school and online learning and combines these learning settings strategically to better service students. In this option, students will attend school by being assigned to a learning cohort. A learning cohort will attend school together two days a week and engage in online asynchronous learning for the remainder of the week. This option helps schools to undergo greater social distancing and interactivity practices. This option minimizes the number of students attending per day as populations for the building will be reduced to 50% of the building capacity. This option will require intense planning to coordinate student travel to-and-from school, students receiving instruction to support a weeks' worth of learning activity and engagement and allow students to receive instructional services that are outlined in an IEP, 504, SAT, ELL, or Bilingual learning plan. Teachers and students will utilize Google Classroom and deliver instruction and learning activities using an online platform. While at school, teachers will deliver instruction, provide essential support, assign work that students can complete and turn in at a later assigned date. Wednesdays will be utilized by school sites to conduct professional development, monitor student progress, perform student check-ins, plan lessons & assessments, and will also be a day set aside to perform additional deeper disinfection of key target areas.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	At School	At School	Online	Online	Online
Cohort B	Online	Online	Online	At School	At School

Implementation Challenges

- Cleaning/disinfection scheduling
- Bussing students to and from school & complying with social distancing
- Social distancing (enforcement / disciplinary actions, available space in buildings)
- Scheduling learning times
- Sites need to be universal in approach
- No sharing of school supplies
- Medication dispensing
- Re-entry protocols
- Technology (devices, internet access, user knowledge)
- Preparing lessons in advance
- Targeting instruction (being specific and purposeful)
- Transportation funding
- Need supplies while at home
- Meals in classroom
- Assessment
- Online teacher professionalism and safety

Scenario Caveats

- Daily monitoring of temperatures and symptoms for staff and students

- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance requirements
- Re-design entry and egress protocols for buildings and buses
- Parent communication (in contact with an infected person, or student is showing symptoms)
- Disinfection and product re-fill schedule
- Student attendance
- Student participation in at-home learning
- Student contact hours (primary grades = daily, secondary grades = weekly)
- What happens when parents are at work (Latchkey kids, no one to support students during the day)
- CTE courses (will they exist, or will they become a hybrid virtual model)?

Implementation Needs

- Technology (devices, internet access, tech-support)
- Curriculum (accessible digitally, prepped in advance)
- Daily instruction schedule
- Redesign of transportation schedule
- Protocols for re-entry to buildings and buses (temperature and disinfection using hand stations)
- Cleaning/disinfection scheduling
- Disinfecting products (automated hand stations, hand sanitizer refills, sprayers)
- Bussing students to and from school
- Social distancing (enforcement / disciplinary actions, available space in buildings)
- Scheduling learning times
- Sites need to be universal in approach
- No sharing of school supplies
- Medication dispensing
- Assessment
- Re-entry protocols
- Electronic signature software
- Teacher online environment safety and professionalism training

Meeting Sub-group Population Needs

- Blended learning (ELL = Imagine Learning Bilingual = primary grades to bilingual teacher, secondary grades = courses via Edgenuity; SPED = Imagine learning and math)
- Bilingual assigned to Bilingual teacher to support learning in Spanish and Navajo
- SRCL Interventionists and resources
- Monitoring technology (software programs) usage daily
- Service behavior health needs
- Service social/emotional health needs

Need Policy Changes / Protocols

- Need protocols/policy requiring teachers to contact and monitor students
- Electronic signature acceptance

- Daily monitoring of temperatures and symptoms for staff and students
- Report to work / school policies
- COVID-19 school and district response protocols
- Rigid and specific attendance requirements
- Rigid and specific participation requirements
- Policy regarding teacher online professionalism and safety

Notes

Section 3

Re-entry Safe Practices Planning

Guidelines and protocols to guide safe re-entry



School Re-entry Safe Practices

The primary goal for re-entry into any district building is that all students, staff, and visitors enter a safe environment as feasibly possible. It is understood that there is no quick way to detect the virus, especially since it acts as a hidden enemy amongst us. What is certain is that it will require everyone to establish and maintain a safe environment by engaging in COVID safe practices. Part of this requirement is that everyone accessing our buildings has the expectation to engage in COVID safe practices.

COVID Safe Practices

Social Distancing (Source = CDC July 2020)

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other [everyday preventive actions](#) to reduce the spread of COVID-19, including [wearing cloth face coverings](#), avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Disinfecting Practices (Source = CDC April 2020)

- Facilities should develop a schedule for cleaning and disinfecting.
- Routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures. Use the cleaners typically used at your facility. Guidance is available for the selection of appropriate sanitizers or disinfectants
- Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered, fragrance-free household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available ([EPA Approved List](#)). If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. Follow the manufacturer’s instructions for concentration, application method, and contact time for all cleaning and disinfection products.

- If possible, provide EPA-registered disposable wipes to child care providers and other staff members so that commonly used surfaces such as keyboards, desks, and remote controls can be wiped down before use. If wipes are not available, please refer to CDC's guidance on [disinfection for community settings](#).
- All cleaning materials should be kept secure and out of reach of children.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling toxic fumes.

Wear a Mask and/or Face Covering

It will be required that all individuals who access any district buildings to wear a facemask or face covering while in the building or on any district campus except while eating, or drinking (depending on what current health order we are in, exercising may be included in this list). Some individuals may not be able to wear a mask due to a medical reason; these individuals will need to meet with their supervisor and Human Resources Director to determine what options are available and will allow a person to perform their assigned duties. Equally, students may not be able to wear masks due to medical reasons and parents will need to meet with the teacher, school nurse, and building administrator to determine what options are available and will allow a student to access learning. In either instance, the individual will have to provide medical documentation exempting the use of a facemask or face shield.

Families are required to furnish their own facemask or covering. The mask should be one that is multi-layered cloth, covers the nose and mouth area, and can easily be worn. The mask should not cover the eyes or cause a major disturbance to the individual or present safety issues (for example, a child should not wear a face mask or covering that requires extensive training and resources making its use a safety risk to the child).

If a student or staff member refuse to wear a facemask, they will be provided with the option to wear a face shield. If there is continued refusal, then the student will be sent home and the staff member will be counseled by his/her supervisor regarding future actions.

Wearing a facemask or face covering (e.g. face shield) is a non-negotiable and follows the New Mexico governor's state health mandate. The only exemptions allowed are medical exemptions or as prescribed or outlined in a student's Individual Education Plan (IEP).

NMPED PED Tips for parents re: face coverings (July 2020)

Cloth face coverings should:

1. Fit snugly but comfortably against the side of the face
2. Be secured with ties or ear loops
3. Include multiple layers of fabric
4. Allow for breathing without restriction
5. Be able to be laundered and machine dried without damage or change to shape

Suggestions to help children become more comfortable with wearing a mask:

1. Show children pictures of other children wearing masks
2. Draw a mask on a favorite book character
3. Discuss how masks help keep everyone healthy
4. Create social stories
5. Practice wearing a mask for short periods of time.

Washing Hands (Source = CDC 2019)

Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.

How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during, and after** preparing food
- **Before** eating food
- **Before and after** caring for someone at home who is sick with vomiting or diarrhea
- **Before and after** treating a cut or wound
- **After** using the toilet
- **After** [changing diapers or cleaning up a child who has used the toilet](#)
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste

- **After** handling pet food or pet treats
- **After** touching garbage

During the COVID-19 pandemic, you should also clean hands:

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies.

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

Use Hand Sanitizer When You Can't Use Soap and Water

You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Sanitizers can quickly reduce the number of germs on hands in many situations. However,

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
- Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

Caution! Swallowing alcohol-based hand sanitizers can cause alcohol poisoning if more than a couple of mouthfuls are swallowed. Keep it out of reach of young children and supervise their use.

How to use hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Pre-Screen Practices

Recommended Practices for Screening (Source = CDC April 2020):

Persons who have a fever of 100.4⁰ (38.0⁰C) or above or other signs of illness should not be admitted to the facility. Parents are encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. All students, staff, parents/guardians, and visitors will be screened upon arrival and prior to entering a school bus or building.

There are several methods that facilities will use to protect their workers while conducting temperature screenings. The most protective methods incorporate social distancing (maintaining a distance of 6 feet from others) or physical barriers to eliminate or minimize exposures due to close contact to a child who has symptoms during screening. You do not need to wear personal protective equipment (PPE) if you can maintain a distance of 6 feet.

- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves.
- Ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- Put on disposable gloves.
- Check the child's temperature (may require a staff member to reach around a partition (if provided) or through a car window. Sites may also use non-contact temperature scanning devices for individuals who are entering the building.

- If you use disposable or non-contact (temporal) thermometers and you did not have physical contact with the child, you do not need to change gloves before the next check.
- If the non-contact thermometer comes into contact with an individual who was being screened, clean the thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
- When done with the screening session, clean all thermometers, PPE equipment used, or discard disposable PPE, and wash your hands thoroughly.

Bus:

Students will be pre-screened prior to entering the bus. Bus drivers will use a non-contact thermometer to determine if the child is showing signs of a fever (greater than or equal to 100.4° Fahrenheit). If the student is showing signs of a fever or other associated warning signs, they will not be allowed to ride the bus. It will be required that a parent be at the bus stop until the student has had their temperature taken. This is a safety issue since there may be an instance where a student cannot board the bus due to a high temperature and the student will need to be taken back home by the parent. The parent will have to take their child home and contact the school to determine what the next steps are regarding the pre-screen results and what responsibility they might have regarding future learning expectations for their child. Students who do board the bus will be required to wear a facemask or face covering throughout the duration of the bus ride. Students may also be subjected to strict assigned seating in order to provide a safe distance while riding the bus.

Building:

Students Students who are being dropped off at school will need to have their temperatures read prior to unloading from a vehicle. The student should sit on the passenger side of the vehicle and remain seated until a staff member can read their temperature using a non-contact thermometer. If a student is showing signs of a fever (greater than or equal to 100.4° Fahrenheit), they will not be allowed to unload from the car or attend school physically that day. The parent will have to take their child home and contact the school to determine what the next steps are regarding the pre-screen results and what responsibility they might have regarding future learning expectations for their child.

Staff	Staff entering the buildings will be required to have their temperature taken prior to entering the building. Staff will enter the building at pre-designated areas and have their temperatures read using temperature scanners. If a staff member is showing warning signs (having a temperature greater than or equal to 100.4° Fahrenheit), the staff member will not be able to access the building and will need to be in direct contact with their administrator to discuss next steps. The administrator in turn will need to contact the Human Resources Director for documentation and to discuss next steps.
Parents/ Visitors	Access will be restricted for nonessential visitors and volunteers. Full building access will be limited. All parents and visitors will be pre-screened prior to entering the building and will be required to use a facemask or face covering while in the building or on district campuses. The site may also choose to require the use of gloves while in the building.

COVID Warning Symptoms (Source = CDC 2019)

Students, staff and Parents should be aware of possible warning symptoms that may indicate that a person might have contracted the COVID virus. Just because a person might display the warning signs does not necessarily mean that they have contracted the virus however; as a precautionary measure, the individual will need to self-isolate (quarantine for a period of time, possibly 14 days). This period of isolation falls in line with COVID safe practices and is targeted in minimizing the spread if the individual has indeed contracted the virus. Symptoms an individual may display include:

- Fever > 100.4°F
- Subjective fever (felt feverish)
- Chills
- Rigors
- Muscle Aches (myalgia)
- Runny Nose (rhinorrhea)
- Sore Throat
- New olfactory and taste disorder(s)
- Headache
- Cough(new onset or worsening of chronic cough)
- Wheezing
- Shortness of breath (dyspnea)
- Difficulty breathing
- Chest pain
- Nausea or vomiting
- Abdominal pain
- Diarrhea (3 loose stools /24hr period)
- Fatigue

Table 3.1 CDC Warning Symptoms 2019

Reporting Protocols for Warning Symptoms or COVID Exposure

If an individual shows the signs at school or work, they will need to be quarantined in an area that contains those who are exposed separate from the general population. This practice falls in line with COVID safe practices and minimizes contact and exposure.

If an individual has displayed warning symptoms, they should return home and undergo quarantine for at least 14 days and seek medical advice from a health care professional. Their health care professional will provide them with next steps in determining if they need to be tested or and/or the amount of time the individual will need to be quarantined.

The Supervisor/Administrator will need to complete the online Contact Tracing Questionnaire and gain insight as to who the student or staff member might have come into contact with or how the individual may have been exposed to COVID. The Supervisor/Administrator will also need to request a medical release of information so that if the individual is tested, the district will have access to the test results. Equally, the supervisor will need to send appropriate notifications to those who are connected to the staff member or student who has, is showing symptoms of, or has come into contact with COVID.

In order to return to school or work, the individual will need to provide documentation indicating that it is safe for the individual to return to school or work from a health care professional. Return to school or work will be contingent on meeting the New Mexico Department of Health criteria regarding discontinuing home isolation and being COVID free. In all instances, in order to return to work Human Resources must clear a staff member before returning to work and a district nurse must clear a student before returning to school. Ideally, the individual should be symptom free for the past 72 hours.

Individuals Exposed to COVID (Source = CDC July 2020):

Employees may have been exposed if they are a “close contact” of someone who is infected, which is defined as being within about 6 feet of a person with COVID-19 for a [prolonged period of time](#). A General rule of thumb is an individual was in the proximity of a person who has COVID and was within a distance less than 6 feet for a continuous duration of 15 minutes or longer within the past 48 hours.

- Potentially exposed employees who **have** symptoms of COVID-19 should self-isolate and follow [CDC recommended steps](#).
- Potentially exposed employees who **do not have** symptoms should remain at home or in a comparable setting and practice social distancing for 14 days.

All other employees should self-monitor for [symptoms](#) and wear cloth face coverings when in public. If they develop symptoms, they should notify their supervisor and stay home.

See [Public Health Recommendations for Community-Related Exposure](#) for more information.

To ensure continuity of operations of essential functions, CDC advises that [critical infrastructure](#) may be permitted to continue work following potential exposure to COVID-19, provided they remain symptom-free and additional precautions are taken to protect them and the community.

- [Critical infrastructure businesses](#) have an obligation to limit, to the extent possible, the reintegration into the worksite of in-person employees who have been exposed to COVID-19 but remain symptom-free in ways that best protect the health of the employee, their co-employees, and the general public.
 - Remaining at home for 14 days may still be the most preferred and viable option for exposed employees.
- An analysis of core job tasks and workforce availability at worksites can allow the employer to match core activities to other equally skilled and available in-person employees who have not been exposed.
- A critical infrastructure employee who is symptom-free and returns to work should wear a [cloth face covering](#) at all times while in the workplace for 14 days after last exposure. Employers can issue cloth face coverings or can approve employees' supplied cloth face coverings in the event of shortages.

Individuals who are suspected or confirmed to have COVID (Source = CDC July 2020)

In most cases, you do not need to shut down your facility. But do close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.

In addition to cleaning and disinfecting, employers should determine which employees may have been exposed to the virus and need to take additional precautions:

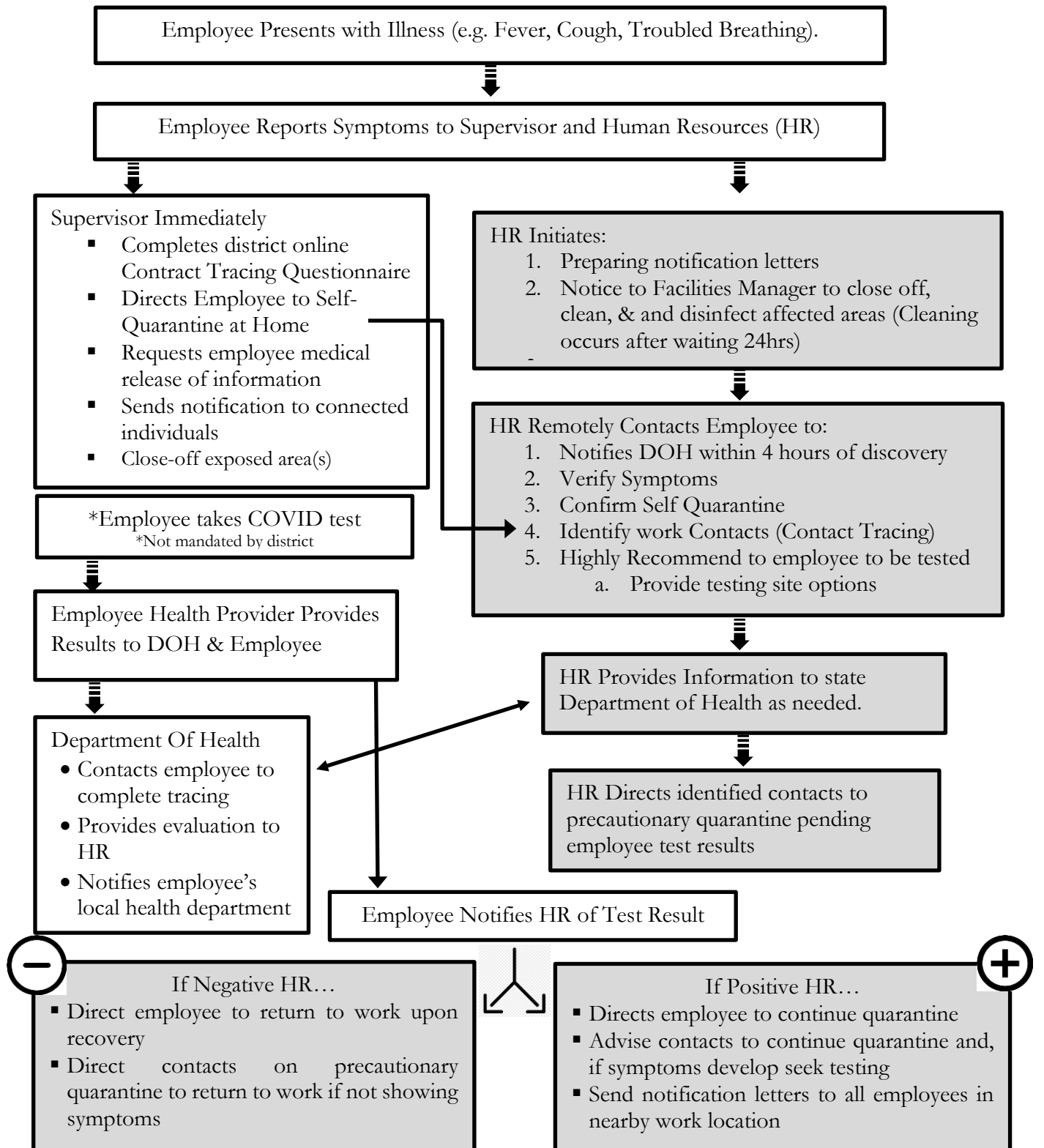
- If an employee is confirmed to have COVID-19, employers should inform fellow employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Employees who test positive for COVID-19 (using a viral test, not an antibody test) should be excluded from work and [remain in home isolation](#) if they do not need to be hospitalized. Employers should provide education to employees on [what to do if they are sick](#).
- Employers may need to [work with local health department officials](#) to determine which employees may have had close contact with the employee with COVID-19 and who may need to take [additional precautions](#), including exclusion from work and remaining at home.

- Most workplaces should follow the [Public Health Recommendations for Community-Related Exposure](#) and instruct potentially exposed employees to stay home for 14 days, telework if possible, and self-monitor for [symptoms](#).
- Critical infrastructure workplaces should follow the guidance [Implementing Safety Practices for Critical Infrastructure Employees Who May Have Had Exposure to a Person with Suspected or Confirmed COVID-19](#).

Sick employees should follow [CDC-recommended steps](#). Employees should not return to work until they have met the criteria to [discontinue home isolation](#) and have consulted with a healthcare provider. [Antibody test](#) results should not be used to make decisions about returning persons to the workplace.

Employee Testing and Evaluation Guidance Flow Chart

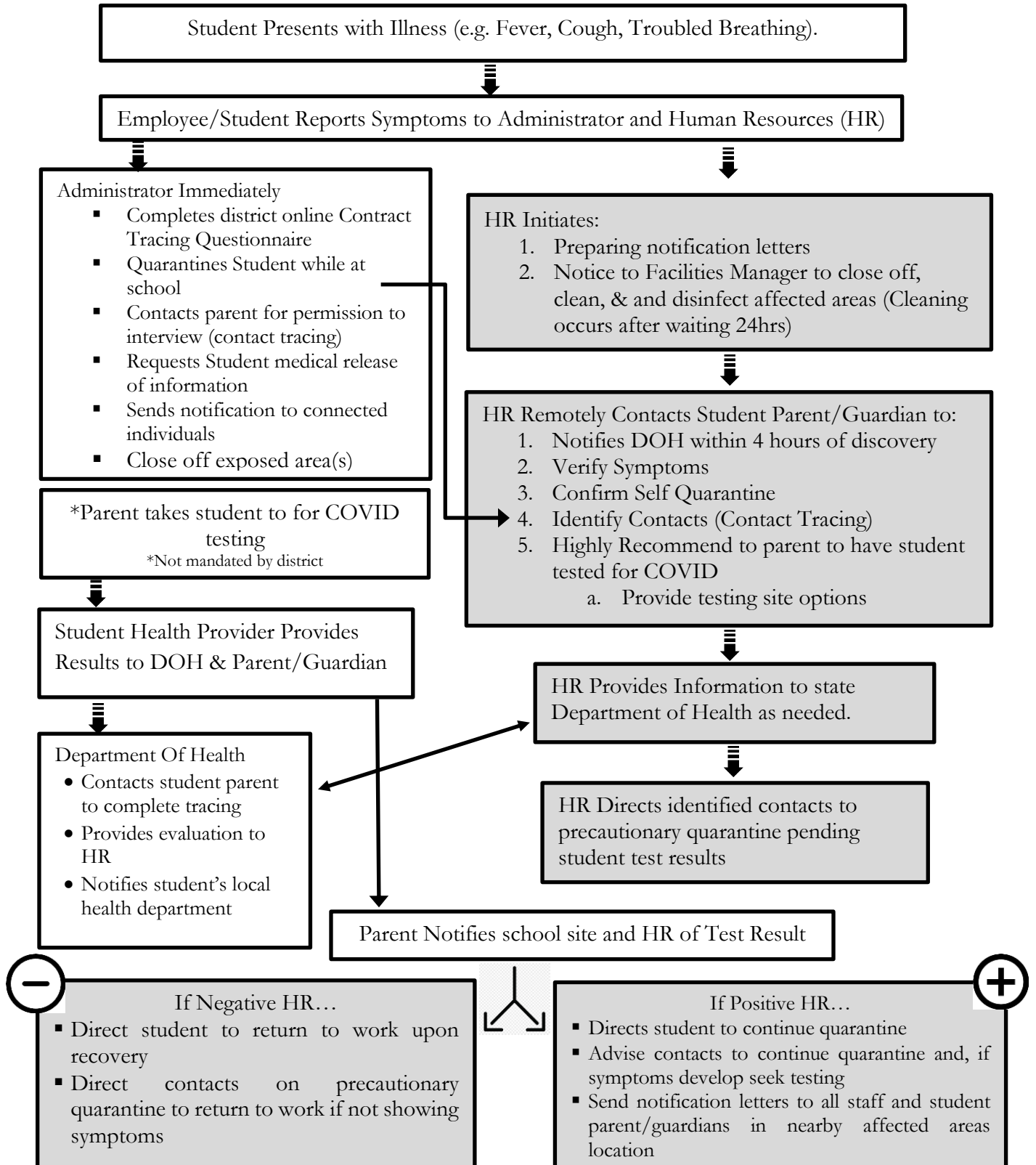
All personal information must be kept confidential. Only use information that may identify the situation but not the individual.



To return to work, employee must have quarantined for 10 or more days, be symptom free for the past 72 hours or provide a current (dated within 24 hrs.) or test Negative for COVID and provide medical documentation stating the employee has been cleared to work. In all instances, HR must clear staff before returning to work.

Student Testing and Evaluation Guidance Flow Chart

All personal information must be kept confidential. Only use information that may identify the situation but not the individual.



To return to school, student must have quarantined for 10 or more days, be symptom free for the past 72 hours or provide a current (dated within 24 hrs.) or test Negative for COVID and provide medical documentation stating the student has been cleared to return to school. In all instances, Site nursing staff must clear student before returning to school.

COVID Exposed Areas

Once an area that has been exposed to COVID has been identified, the district Facilities Manager must be immediately notified and the hour must be documented to initiate a 24 hour waiting period. The district Facilities Manager will then arrange for a team to clean the identified area.

Areas that have been exposed to the COVID virus will need to be closed off and signage and/or a physical barrier (cones, tape, etc...) must be used in order to alert and prevent anyone from accessing the identified area for a period of 24 hours. Once the 24 hour time period (or as much as time that can be afforded*) ends, the area can then be cleaned and/or disinfected by the team assigned by the Facilities Manager. The cleaning/disinfecting team should only use CDC/FDA approved PPE, cleaning, and disinfectants and should be trained in its use.

***Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.**

Follow the [CDC cleaning and disinfection recommendations](#):

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use [products that meet EPA criteria for use against SARS-COVID](#), the virus that causes COVID-19, and are appropriate for the surface.
- Be sure to follow the instructions on the product labels to ensure safe and effective use of the product.
- You may need to wear additional personal protective equipment (PPE) depending on the setting and disinfectant product you are using.

Attendance and Student Compliance

The district will continue and adhere to current attendance practices outlined in board policy and in accordance with the New Mexico Attendance for Success Act 2019. During this fluid time, it is possible that the New Mexico Public Education Department may provide further guidance which may cause for further changes or make possible amendments to the New Mexico Attendance for Success Act 2019.

Attendance Requirements

Attendance is defined as a student logging into the district's approved learning platform and completing discussion posts, collaborative sessions, class meetings and/or assignments. Sufficient progress will be determined by any combination of course-work submitted, class connect attendance and/or physical attendance.

To this end, students participating in the Google Classroom Learning Management System will be required to respond to a daily discussion post in each of their classes for attendance reporting purposes, regardless of their completion of assignments and/or participation in online video direct instruction. Official attendance is recorded in PowerSchool by the classroom teacher based on the completion of these daily discussion posts. Attendance for students in a paper-based learning environment (e.g., no access to either internet or an internet-connected device) will be recorded through daily teacher contact in conjunction with the submission of assignments per each campus' submission system.

District Addendum to Attendance Policy

Below is an addendum that will identify attendance expectations that will be applied to the current district attendance policy to adapt to unique environments that have been created in a COVID-19 learning environment:

Attendance Expectations

Learning Environment	Student Expectation	Teacher Expectation
In Person	Physically attend school	Take Attendance in PowerSchool
Hybrid	<p>Cohort Physical Days:</p> <p>1. Physically attend school on assigned cohort days.</p> <p>On online asynchronous days:</p> <p>Only 2 options for attendance include:</p>	<p>Cohort Physical Days:</p> <p>Take Attendance in PowerSchool</p> <p>On online asynchronous days:</p> <p>Take Attendance in PowerSchool based on Google based activity.</p>

	<p>1. Present = Student completes daily Google-based task between 7:00AM-11:00PM</p> <p>2. Absent = student does not comply with option 1.</p>	<p>Only 2 options for attendance include:</p> <p>1. Present = Student completes daily Google-based task between 7:00AM-11:00PM.</p> <p>2. Absent = student does not comply with option 1.</p>
Online Only	<p>Make pre-determined weekly percent of progress in online learning platform.</p> <p>Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations.</p>	<p>Check for pre-determined percent of progress made in online learning platform.</p> <p>Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations.</p> <p>Take Attendance in PowerSchool.</p>
Paper Based	<p>One of two attendance options in that will count a student as being present:</p> <p>1. Daily teacher-student contact/conference via phone, email, etc.</p> <p>2. Submission of student paper-based assignments, per the campus' paper-based assignment submission system.</p> <p>Absent = All other instances</p>	<p>Check for assigned work turn-in.</p> <p>Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations.</p> <p>Take attendance for the week in PowerSchool.</p>

Attendance Protocols

1. Students Attending Remotely Via Google Classroom LMS

- a. All teachers will be required to post a daily discussion post/question within their Google Classroom each day (*we have Bloomfield-specific PD for this process*). It is the expectation that students are to respond to this question/discussion post at any time between the hours of 7:00AM to 11:00PM each day (*this will need to be communicated out to students & guardians by your site/teachers*).
- b. The next day, teachers will enter attendance into PowerSchool for the following day, based on the responses received the previous day to the daily question/discussion post, as follows:
 - i. Students who posted their response to the teacher's daily question between 7:00AM and 11:00PM will be considered "present".
 - ii. Students who posted their response to the question before 7:00AM or after 11:00PM, will be considered "absent".
 - iii. In this scenario (Remote Instruction via Google Classroom *LMS), there is no option for "tardy". A student is either present or absent.
(*Learning Management System)

2. Students Completing Paper-Based Learning

- a. It is important to note that students should only participate in paper-based learning if they fit into one or more of the following categories:
 - i. Student (K-2) does not have regular and reliable access to an internet-connected device.
 - ii. Student (K-12) does not have regular and reliable access to personal internet or a district-provided or public hotspot.
 - iii. Student (K-12) has a documented reason for receiving the paper-based learning modality (e.g., IEP, 504, AIP, etc.)
- b. Students who are participating in paper-based learning during this period of remote-instruction will have attendance taken in a combination of the following ways:
 - i. Daily teacher-student contact/conference via phone, email, etc.
 - ii. Submission of student paper-based assignments, per the campus' paper-based assignment submission system.

NOTE: PowerSchool only allows for a 5-day window for which teachers can enter attendance, therefore sites should be conscious of this fact when relying on the submission of paper-based assignments for attendance purposes. For example, if attendance for a Monday will be determined by the submission of student assignments, but the assignments are not submitted until Friday and subsequently not distributed to the teacher until the following week, the teacher will not be able to enter the attendance on

Monday, as more than 5 days would have elapsed. As a further example, the site may choose to take attendance as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
call	call	assignment	assignment	assignment

In the above example, Wednesday's attendance **MUST** be entered into PowerSchool by the teacher no later than the following Monday. Thursday's attendance must be entered into PowerSchool no later than Tuesday. Friday's attendance must be entered into PowerSchool no later than Wednesday (see table below)

Monday	Tuesday	Wednesday	Thursday	Friday
The Following Thursday	The Following Friday	The Following Monday	The Following Tuesday	The Following Wednesday

Teacher/Student Check-ins

It is recommended that, as stated in the Hybrid/Remote Expectations framework, that teachers be required to make direct contact with all students (not just those completing paper-based learning) a minimum of two times per week during a remote instructional model. As such, these two contacts can be used for attendance reporting purposes on the days in which students completing paper-based learning are contacted by the teacher. The remaining three days worth of attendance should be noted through the submission of student assignments.

Additionally, sites can require that students are directly contacted more than the minimum of twice per week, thereby creating multiple scenarios wherein attendance for paper-based learning is conducted by phone 3 or more days per week. Regardless of the scenario constructed by the site, teachers should be mindful of students' home situations.

Attendance Outcomes for Student Absence

FIRST ABSENCE OCCURRENCE

- Students will be marked absent in the school attendance records.

SECOND ABSENCE

- Teachers will contact family and remind students and parents of attendance requirements and discuss consequences (i.e. intervention possibilities, attendance contract, or possible referral to youth probation office for excessive absences). A student may be denied course credit if additional days in the semester are missed. The goal is that students miss less than 5% of school days (whether the absence is excused or unexcused).

THIRD ABSENCE

- The student/parent will be required to attend an in-person meeting with an administrator from the school or an appointed designee who is in charge of tracking student absences. This meeting will be scheduled by the administrative office. During this meeting the student's continued enrollment will be re-assessed, an attendance plan will be created, and interventions will be given to assist the student/parent in improving student attendance. Student/Parent will be reminded that excessive absences may result in a referral to the youth probation office.

MAINTENANCE & CUSTODIAL Re-entry Safe Practices Planning

Bloomfield School District is committed to maintain a safe and healthy environment for our students, staff, parents and visitors. We have set new and enhanced cleaning protocols in place at each site and have trained the custodial staff in these new protocols.

The maintenance staff has also been instructed on safe practice and social distancing measures to ensure they, and others, maintain prevention requirements with protocols.

Hand Sanitizer – Foaming Hand Sanitizer Stations will be placed conspicuously throughout each school site for easy accessibility in hallways, entryways, offices and common areas where students or staff may assemble. CDC guidelines stress hand washing with soap and water is the best way to protect ourselves from COVID-19, (*CDC Hand Hygiene Recommendations*) and sanitizers should only be used if hand washing is not available. We will be encouraging all staff, students, parents and visitors to wash their hands rather than just using the sanitizer stations.

Disinfecting – The Bloomfield School Custodial Teams use the Hillyard Cleaning Trident System throughout our District. This is a color coded, methodical and regulated cleaning system that is performed uniformly at each school site. Re-Juv-Nal is the disinfecting product used with a germ kill time of 10 minutes. (*Re-Juv-Nal (EPA Reg # 1839-169-1658) has demonstrated effectiveness against viruses similar to 2019 novel corona virus (SARS- CoV-2) on hard, non-porous surfaces. Therefore, this product can be used against SARS- CoV-2, the novel corona virus that causes the disease COVID- 19, when used in accordance with the directions for use against Rotavirus on hard, non-porous surfaces.*) Each of the staff has been trained in the proper use of the disinfectant and in the sanitizing products for optimum cleaning capacity. This product has no odor so it is not a trigger for asthmatics' or other students/staff that may have respiratory issues.

Each school building has been divided into equal cleaning zones. Every custodian has been assigned a specific zone to ensure the entire building is cleaned & disinfected daily. During the school day, each custodian will have a check list of high touch areas which will need to be disinfected on an hourly basis. (See attached form.) The completed and signed form will be turned into the Lead Custodian at the end of each day for review. At the end of the week, all completed forms will be signed and reviewed by the Lead Custodian. The forms will be forwarded to the District Facilities Manager office for record keeping.

Signage – The maintenance personnel will be installing reminder signage for students, staff, parents and visitors to maintain social distancing while in school sites. Additionally, there will be signage encouraging all to practice regular hand washing and to wear their masks. The Free Printable Coronavirus Signage we will be printing is available at www.signs.com/coronavirus-signage. Signage will be posted in hallways, entryways, classrooms, common areas, restrooms, locker rooms, exercise rooms, and offices. Tape will be on flooring to indicate social distancing of 6 feet apart throughout the school buildings.

Isolation – In the event a student or school personnel becomes ill during school hours, medical personnel and administrative staff will determine the course of action to be implemented for the effected individual(s). Medical personnel will attend to the needs of the infected individual(s) and the Principal, or their designee, will communicate pertinent information to administrative personnel. Administration will follow their plan of action to make notification to the public. The Director of Human Resources will notify the District Facilities Manager to ensure custodial and maintenance staff are aware of the situation and the Isolation Plan of Action will be immediately implemented.

Once the possible contagion area is made known to the District Facilities Manager, the following Isolation Plan of Action will ensue:

- a. Room/Area will be closed off and isolated.
 - (1) Door(s) will be locked and “Absolute No Entry” Signage posted.
 - (2) Individual HVAC units will be shut down to the room (if applicable), or vents and windows closed.
 - (3) Room shall remain inaccessible to human occupancy for a minimum of 24 hours.
- b. Following the 24 hour isolation period, the Custodial Lead, or their designee, will put on hazmat gear for disinfecting the area. This includes:
 - (1) Face Shield
 - (2) Goggles
 - (3) Chemical Gloves
 - (4) Disposable Boot/Shoe Coverings
 - (5) Disposable Overalls with Hood
 - (6) Glove/Sleeve areas – Shoe/Leg areas will be taped closed with duct tape.
- c. Back Pack Sprayer loaded with disinfectant.
 - (1) Q.T. 3 Disinfectant (*A hard surface cleaner disinfectant with a broad claim set provides efficacy against a wide array of pathogens with fast contact times. One minute - HIV-1, Influenza Type A / Hong Kong, Three minute - Broad spectrum of bacterial, viral and fungal and Five minute - Norovirus, Feline Calicivirus. **QT 3** (EPA Reg #6836-349-1658) has demonstrated effectiveness against viruses similar to 2019 novel coronavirus (SARS-CoV-2) on hard non-porous surfaces. Therefore, QT-3 can be used against 2019 Novel Coronavirus when used in accordance with the directions for use against Enterovirus D68 or Norovirus on hard, non-porous surfaces.*) will be measured and poured into back pack sprayer with proper water dilution.
- d. Entire room will be saturated with Q.T. 3 disinfectant.
- e. Custodial employee will remove disposable gear and place in haz-mat bag. Face Shield and Goggles will be properly disinfected. Custodial employee will use appropriate soap and water hand washing protocol.
- f. Room will be kept isolated for a minimum of 36 hours to ensure students or individuals who are sensitive to cleaning odors will not suffer any ill effects from this higher potency disinfectant.

In the event the effected place is a larger commons area, plastic sheeting will be taped up to prevent entry into the area. If recommended by the District Facilities Manager, more than one custodian will enter the area in hazmat gear to disinfect.

Drinking Fountains – As this is a breeding ground for cross contamination, the District plans to turn off all drinking fountains. There are bottle filling stations at some sites which will remain accessible, but the District will strongly encourage students and staff to bring water and water containers from home. All bottles brought from home will have to be wiped down with disinfectant wipes.

HVAC – Each school building is unique in their HVAC equipment. Some are central heat and air conditioning, while others are single units per classroom. Honeywell is our contracted vendor for HVAC and is on site Monday – Friday to address any HVAC concerns or problems. In the event we need HVAC isolation of an area, Honeywell technicians will be sent to the site to address the situation following their COVID-19 protocols.

Deep Cleaning Protocol – Every custodial team member has been assigned deep cleaning tasks and procedures to prep their building for staff, student, and visitor occupancy during this heightened awareness health pandemic. The following areas at each school site have been cleaned, sanitized and disinfected for the upcoming school year:

- a. Walls / Doors
- b. Floors (Carpets Shampooed / Tile Floors Stripped and Waxed)
- c. Every desk, table and chair in each classroom, office and gathering area
- d. Restrooms
- e. Light covers / Light switches / Electrical Outlets / Desk Lamps
- f. HVAC Return air vents / Diffusers / Entry Vents / In-room heaters / Fans
- g. Trash cans
- h. File cabinets
- i. Wall hangings / Picture Frames
- j. Whiteboards / Chalk Boards / Smart Boards / Projectors
- k. Computers / Keyboards / Screens / Calculators / Phones / Desk Ornaments
- l. Windows / Blinds
- m. Books / Book Shelves / Storage Bins
- n. Toys / Special Education Equipment and Materials
- o. Countertops / Kitchen Appliances / Cabinets
- p. Printers / Fax Machines / Scanners
- q. Fire Extinguishers / Fire Alarms / Fire Sensors / Fire Panels
- r. Handrails / Handicap Buttons

Also, any unusable material or furniture left in a classroom, office or other areas have been removed to keep clutter out of the rooms.

High Touch Area Daily Disinfecting – The Custodial Lead at each school site and their crew have been trained by the District Facilities Manager to pinpoint High Touch Areas used by students and staff throughout the school day. Places identified as High Touch Areas will be disinfected on an hourly basis by the custodial staff. As mentioned previously, we have an

EPA approved chemical (Re-Juv-Nal) for use to disinfect which does not have a harsh odor that can trigger an asthma attack or affect those with respiratory issues.

The identified “High Touch” Areas which will be disinfected on an hourly basis will be:

- a. Restrooms
 - (1) Light Switches
 - (2) Lavatory Hot & Cold Handles
 - (3) Stall Lock and Handles
 - (4) Paper Towel Dispenser Push Button
 - (5) Soap Dispenser Push Button
 - (6) Tampon / Napkin Machine Dial (if present)
 - (7) Toilet Flush Handle
 - (8) Urinal Flush Handle
 - (9) Toilet Paper Dispenser
 - (10) Hand Dryer Button (if present)
- b. Building Entries & Exits
 - (1) Push Bars
 - (2) Door Knobs
 - (3) Door Handles
 - (4) Handicap Buttons
- c. Hallway
 - (1) Light Switches
 - (2) Locker Handles
 - (3) Hand Rails
 - (4) Water Bottle Filling Station Buttons
- d. Classrooms / Offices
 - (1) Chairs
 - (2) Desks / Tables
 - (3) Door Handles & Knobs
 - (4) Push bars

Areas “a-c” will be disinfected by the trained custodial crew. Areas “d” will be disinfected by the custodial crew prior to students’ arrival each morning and after students depart at the end of the school day. During school hours, Teachers or their designee will disinfect the classrooms. Each classroom and office area will have a full spray bottle of Re-Juv-Nal.

BLOOMFIELD EARLY CHILDHOOD CENTER

Educational Level: Pre-K (3 & 4 Year Olds) and Kindergarten
HVAC System: Boiler – Central Heat & Air Conditioning
Building Sq. Ft.: 57,772
Custodial Staff: 4

As this is our youngest population of students, continual cleaning and disinfecting is a daily practice. Picture signage will be posted reminding students to wash their hands and tape

strips will be placed six feet apart down main hallways. Each classroom teacher will be provided a spray bottle of disinfectant to use as needed throughout the day. Custodial staff will use the High Touch Disinfectant form as a guide to disinfect areas in the school on an hourly basis. There will be no sharing of pens, colors, paper or other school supplies by the students. Each custodian has a 2-way radio and is in contact with the principal, teachers and office staff for immediate notification of any kind. Response to a COVID-19 exposure will be handled through the Isolation Plan of Action.

BLANCO ELEMENTARY SCHOOL

Education Level: 1st Grade – 6th Grade
HVAC System: Boiler / Swamp Coolers
Building Sq. Ft.: 58,160
Custodial Staff: 2.6

Signage will be posted reminding students to wash their hands and tape strips will be placed six feet apart down main hallways. Each classroom teacher will be provided a spray bottle of disinfectant to use as needed throughout the day. Custodial staff will use the High Touch Disinfectant form as a guide to disinfect areas in the school on an hourly basis. There will be no sharing of pens, colors, paper or other school supplies by the students. Each custodian has a 2-way radio and is in contact with the principal, teachers and office staff for immediate notification of any kind. Response to a COVID-19 exposure will be handled through the Isolation Plan of Action.

BLOOMFIELD HIGH SCHOOL

Education Level: 9th Grade – 12th Grade
HVAC System: Boiler – Central Heat & Air Conditioning
Building Sq. Ft.: 360,716
Custodial Staff: 5

Students will be moving and changing classrooms during the school day. Signage will be posted reminding students not to congregate and to practice social distancing. Also signage regarding washing hands will be posted throughout the building. Classroom teachers will be provided a full spray bottle of disinfectant every morning. Teachers will disinfect student desks and any other high touch area in the classroom, i.e. science lab, computer lab, etc. after each class period. There will be no sharing of pens, pencils or books. The Custodians will disinfect all high touch areas throughout their cleaning zone on an hourly basis. If an infection or exposure to COVID-19 is discovered, the response will be handled through the Isolation Plan of Action.

CENTRAL PRIMARY SCHOOL

Education Level: 1st Grade – 3rd Grade
HVAC System: Boiler / Swamp Coolers
Building Sq. Ft.: 100,917
Custodial Staff: 4

Signage will be posted reminding students to wash their hands and tape strips will be placed six feet apart down main hallways. Each classroom teacher will be provided a spray bottle of disinfectant to use as needed throughout the day. Custodial staff will use the High Touch Disinfectant form as a guide to disinfect areas in the school on an hourly basis. There will be no sharing of pens, colors, paper or other school supplies by the students. Each custodian has a 2-way radio and is in contact with the principal, teachers and office staff for immediate notification of any kind. Response to a COVID-19 exposure will be handled through the Isolation Plan of Action.

CHARLIE Y. BROWN ALTERNATIVE HIGH SCHOOL

Education Level: 9th Grade – 12th Grade
HVAC System: Boiler / Swamp Coolers
Building Sq. Ft. 22,119
Custodial Staff: .5

Students will be moving and changing classrooms during the school day. Signage will be posted reminding students not to congregate and to practice social distancing. Also signage regarding washing hands will be posted throughout the building. Classroom teachers will be provided a full spray bottle of disinfectant every morning. Teachers will disinfect student desks and any other high touch area in the classroom, i.e. science lab, computer lab, etc. after each class period. There will be no sharing of pens, pencils or books. The Custodian will disinfect all high touch areas throughout the building on an hourly basis. If an infection or exposure to COVID-19 is discovered, the response will be handled through the Isolation Plan of Action.

MESA ALTA JUNIOR HIGH SCHOOL

Education Level: 7th Grade – 8th Grade
HVAC System: Boiler / Swamp Coolers
Building Sq. Ft.: 125,995
Custodial Staff: 4

Students will be moving and changing classrooms during the school day. Signage will be posted reminding students not to congregate and to practice social distancing. Also signage regarding washing hands will be posted throughout the building. Classroom teachers will be provided a full spray bottle of disinfectant every morning. Teachers will disinfect student desks and any other high touch area in the classroom, i.e. science lab, computer lab, etc. after each class period. There will be no sharing of pens, pencils or books. The Custodians will

disinfect all high touch areas throughout their cleaning zone on an hourly basis. If an infection or exposure to COVID-19 is discovered, the response will be handled through the Isolation Plan of Action.

NAABA ANI ELEMENTARY SCHOOL

Education Level: 4th Grade – 6th Grade
HVAC System: Boiler / Swamp Coolers
Building Sq. Ft: 93,372
Custodial Staff: 4

Students will be moving and changing classrooms during the school day. Signage will be posted reminding students not to congregate and to practice social distancing. Also signage regarding washing hands will be posted throughout the building. Classroom teachers will be provided a full spray bottle of disinfectant every morning. Teachers will disinfect student desks and any other high touch area in the classroom, i.e. science lab, computer lab, etc. after each class period. There will be no sharing of pens, pencils or books. The Custodians will disinfect all high touch areas throughout their cleaning zone on an hourly basis. If an infection or exposure to COVID-19 is discovered, the response will be handled through the Isolation Plan of Action.

Maintenance and Custodial Sample Parent Letter



BLOOMFIELD SCHOOLS
MAINTENANCE DEPARTMENT
1110 N. Rio Vista Lane
Bloomfield, New Mexico 87413-6773

August 2020

Dear Parents and Guardians,

As we approach school year 20/21, things look very different in our world than the beginning of the last school year. We are facing a health pandemic that has changed our way of interacting with each other, created social distancing and affected the way we educate our children. With the “new” normal, I’m sure many of you are anxious to know how the District will strive to provide clean & safe schools for all of our students.

It is the goal and mission of the Maintenance Department to ensure your children and grandchildren are being educated not only in academics, but in socialization, athletics, school spirit and community in a safe and clean environment. We are following the New Mexico Public Health Emergency Order Mandates, OSHA, New Mexico Public Education Department, and the CDC Guidelines for a safe re-entry into the schools for all students and staff.

Each of our staff is required to wear a cloth or vented mask when around other people. We also maintain social distancing when it is necessary to be in small groups. Additionally, hand washing, hand sanitizing, and wearing disposable gloves during work hours are required of each custodial employee.

Every school building has been divided into cleaning zones and each custodian has been assigned a specific zone. We have strict cleaning and disinfecting protocols in place to ensure each site is meeting CDC Guidelines for COVID-19 cleaning. The disinfectant and cleaning products we use have been accepted by the CDC as approved for COVID-19 disinfecting.

All Maintenance staff and any of our contracted vendors are also mandated to wear a cloth or vented mask during work hours. Maintenance crew and contractors are not encouraged to enter a classroom when students are present to do repairs unless it is a true emergency. All work in the classroom shall be done during the teacher free period or after school hours when students are not present. As soon as work is completed, custodial staff will disinfect the classroom in preparation of student and staff arrival.

We thank you for entrusting the education of your students with Bloomfield Schools. The Maintenance Department prides itself in promoting and maintaining a safe and clean learning environment. GO BOBCATS!

Sincerely,
Carolyn J. Redwine, NPSI
District Facilities Manager

Student Nutrition Re-entry Safe Practices Planning

The Student Nutrition department at all sites will engage in and deploy safe practices as recommended by the School Food Handler guidance. These practices ensure that SNP staff are creating a safe environment to prepare and serve meals to students. The School Food Handler guidance establishes safe parameters for SNP to serve students in various settings to assure that safe social distancing can be attained.

SNP will establish social distancing protocols to the greatest extent practicable in our cafeterias and serving lines. Our serving lines will be marked to establish social distancing. We will use disposable plates and utensils to minimize the spread of COVID-19. Students will be encouraged to wash hands before entering and leaving cafeteria. Serving line counters and high-touch surfaces will be cleaned after each staggered meal service. We have removed share tables from all schools. Food sharing in classrooms will not be allowed. All leftover food that students have been served will be discarded.

Meal Service During Social Distancing

Bloomfield Schools contracts with School Food Handler to provide training to the Student Nutrition staff. These Social Distancing Procedures will be the guidelines that the Student Nutrition staff will follow in the coming school year.

PURPOSE: To prevent the spread of communicable disease, such as COVID-19 during periods of social distancing for safety. These procedures are meant to provide “Best Practice” guidelines for keeping district staff and students safe in the cafeterias, dining areas, and other settings, like classrooms, where meals may be served during school.

These procedures are designed to provide child nutrition staff and others with proper practices that are based on what is currently understood regarding COVID-19 as of June 2020.

Note that there are at present no procedures that will totally remove the possibility of exposure to COVID-19 while the virus remains widespread.

SCOPE: All staff involved in preparation, set up, service and/or clean up responsibilities will work together to ensure that all meals served are safe to eat and that appropriate food safety measures are followed.

Teachers and other school employees will follow appropriate procedures established by the Student Nutrition department for any service or eating in the classroom. The kitchen manager will be notified in advance when there are any scenarios that may preclude or

interrupt meal service. Anticipated changes in meal counts due to student illnesses or other situations will also be communicated in a timely manner.

GENERAL RECOMMENDATION: School campuses should be closed during lunch periods and students not allowed to leave school during this time. This practice would minimize potential exposure outside of the school environment and the subsequent spread to other students after lunch.

INSTRUCTIONS:

1. Preliminary safety procedures for all staff include:
 - Wash your hands with soap and water frequently and where appropriate use hand sanitizer, however, hand sanitizer NEVER replaces routine hand washing.
 - This becomes especially important after touching frequently touched surfaces like handles, door knobs, writing tools, keyboards and touch pads.
 - Consideration should be given to reduced or discontinuing the use of touch pads where possible to eliminate frequent touch points during meal service. Scanners are recommended as a best practice for a touchless service.
2. Wear and remove face masks (and/or shields) properly during the day. Dispose of used masks or wash and dry as needed. Face shields should be washed, rinsed and sanitized as they become soiled or no less than at the end of each shift.
3. As much as possible avoid touching your face. If this does occur, hands should be washed, and gloves replaced if being worn.
4. A sneeze or cough should be done into a tissue or the inside of the elbow. If wearing a mask, sneeze or cough into mask, and then change the mask for a clean one. Note: Hands must be properly washed before putting on a clean mask. Practice 6 feet of social distancing as much as possible during the workday. Utilize face coverings when social distancing is not permissible.
5. Clean and disinfect frequently touched surfaces as much as possible using a properly mixed germicidal/disinfectant cleaner.
6. Using face coverings are recommended while in public.
7. People who are sick or feel sick must not go to work, school, or any other place where people may be gathered.
8. If you feel sick, contact and follow the advice of your doctor or healthcare provider.

Meal Service in the Cafeteria

Accessible Hand Washing and/or Hand Sanitizer

- Hand washing and/or hand sanitizer locations should be provided and maintained prior to or, preferably just inside the entrance to the school cafeteria area.
- Everyone who enters the dining area must be required to wash hands and/or apply hand sanitizer before entering the serving line or eating.
- Cafeteria entrance and exit doors should remain OPEN to reduce students and staff from repeatedly touching the same door knobs and/or handles before reaching the serving line or returning to the classroom.
- All staff responsible with monitoring students during meal services must be trained on proper hand washing and/or the use of hand sanitizers for students and practice these procedures themselves.

Appropriate Social Distancing While in the Dining Areas

- Utilize assigned physically distanced seating in the cafeteria to ensure that all students are clear on where to safely sit when in the cafeteria.
- Students who are siblings and/or share the same household can be safely allowed to sit together while eating if they are in the same class or cohort group.
- Any students with concerning health conditions should be seated in a designated area to reduce their exposure to others while eating.
- Implement a “One Way In/One Way Out” procedure. This should be put in place with a separate entrance and separate exit for the dining areas to reduce congestion and to make it easier to monitor the numbers of people that are allowed in each area.
- Any areas where lines are necessary should flow in a single direction and floor marking or signage should be considered to encourage proper distancing. These areas may include, but are not limited to, entrances and exits, serving lines, disposal of trash.
- The above apply equally to all staff in dining areas and break rooms.

Additional Social Distancing Considerations for Dining Areas Include:

- The implementation of directional signage, floor markings, barriers and extended meal schedules can assist in creating the habit of social distancing among staff and students.
- Removing chairs and tables or marking cafeteria seats and benches in a distanced or alternating arrangement so that students or staff cannot sit directly across from each other will naturally create distance in the dining area.

- Move tables away from traffic areas where lines may form along with entrances and exits.
- Physical barriers and/or partitions are recommended in any area where social distancing of 6 feet is difficult or if face coverings are not being worn by staff and/or students. An example would be a clear acrylic barrier between students and the serving line and/or the cashier.
- Restrict occupancy of all dining areas to no more than 50 percent or less of normal occupancy.

Meal Consumption in the Classroom after Cafeteria Pick up by Students

Accessible Hand Washing and/or Hand Sanitizer

- Hand washing and/or hand sanitizer locations should be provided and maintained prior to or, preferably just inside the entrance to the school cafeteria.
- Everyone who enters the dining area must be required to wash hands and/or apply hand sanitizer before entering the serving line or eating.
- Cafeteria entrance and exit doors should remain OPEN to reduce students and staff repeatedly touching the same door knobs and/or handles before reaching the serving line or returning to the classroom.
- All staff responsible for monitoring students during meal times must be trained on proper hand washing and/or the use of hand sanitizers for student and practice these procedures themselves.

Precautions and Practices in the Classroom

- Consuming individual meals in classrooms instead of in the cafeteria areas will create the need for diligent attention to safety of students and teachers with food allergies.
- All unique or special dietary requirements must still be adhered to in the classroom. This becomes particularly important when students will not be allowed the option of meals being brought from home.
- The kitchen staff will take every precaution to ensure students with allergies are provided a meal that is safe.
- No Food Sharing must be implemented.
- Staggered dismissal to the cafeteria by classroom for meal pick up should be in place to avoid any large gatherings of students entering the cafeteria at one time.

- Disposable service items such as trays, utensils, napkins, etc. will be used.
- Trash bags will be distributed to the classrooms for the removal of trash.

Standard Operating Procedures for Hand Washing

PURPOSE: To prevent foodborne illness by contaminated hands.

SCOPE: This procedure applies to anyone who handles, prepares, and serves food.

INSTRUCTIONS:

1. Train foodservice employees on using the procedures in this Standard Operating Procedure.
2. Follow State or local health department requirements.
3. Post hand washing signs or posters in a language understood by all foodservice staff near all hand washing sinks, in food preparation areas, and restrooms.
4. Use designated hand washing sinks in food preparation only. Do not use food preparation, utility, and dish washing sinks for hand washing.
5. Provide warm running water, soap, and a means to dry hands. Provide a waste container at each hand washing sink or near the door in restrooms.
6. Keep hand washing sinks accessible anytime employees are present.
7. Wash Hands:
 - Before starting work
 - During food preparation
 - When moving from one food preparation area to another
 - Before putting on or changing gloves
 - After using the toilet
 - After sneezing, coughing, or using a handkerchief or tissue
 - After touching hair, face, or body
 - After eating drinking or chewing gum
 - After handling raw meats, poultry, or fish
 - After any clean up activity such as sweeping, mopping, or wiping counters
 - After touching dirty dishes, equipment, or utensils
 - After handling trash
 - After handling money
 - After any time the hands may become contaminated
8. Follow proper hand washing procedures as indicated below:
 - Wet hands and forearms with warm, running water at least 100° F and apply soap.

- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 10-15 seconds. Rinse thoroughly under warm running water for 5-10 seconds.
 - Dry hands and forearms thoroughly with single-use paper towels.
 - Turn off water using paper towels
 - Use paper towel to open door when exiting the restroom.
9. Follow FDA recommendations when using hand sanitizers. These recommendations are as follows:
- Use hand sanitizers only after hands have been properly washed and dried.
 - Use only hand sanitizers that comply with the 2001 FDA Food Code. Confirm with the manufacturers that the hand sanitizers used meet these requirements.
 - Use hand sanitizers in the manner specified by the manufacturer.

MONITORING:

1. The kitchen manager will visually observe the hand washing practices of the foodservice staff during all hours of operation.
2. The kitchen manager will visually observe that hand washing sinks are properly supplied during all hours of operation.

Standard Operating Procedures for Proper Wearing and Care of Face Masks

PURPOSE: To prevent foodborne illness through airborne transmission of pathogens and to reduce the potential of community spread of bacteria and virus.

SCOPE: This procedure applies to all nutrition staff who handle, prepare, and/or serve food. This also applies to any other district personnel involved in transport or serving food.

PRELIMINARY INSTRUCTIONS:

1. Train foodservice employees on using the procedures in this Standard Operating Procedure.
2. Follow state or local health department requirements.
3. Follow proper hand washing procedures.

4. Post hand washing signs or posters in a language understood by all foodservice staff near all hand washing sinks in food preparation areas, and restrooms.
5. Use designated hand washing sinks for hand washing only. Do not use food preparation, utility, and dish washing sinks for hand washing.
6. Provide warm running water, soap, and a means to dry hands. Provide a waste container at each hand washing sink or near the door in restrooms.
7. Keep hand washing sinks accessible anytime employees are present.

PUTTING A FACE MASK ON PRIOR TO WORK

1. Wash hands using proper hand washing procedures.
2. Put the mask on the face correctly – Be sure the back side is towards the face.
3. Handle the straps or loops only and avoid touching face or mask surfaces when putting mask on – Mask must cover the mouth and nose.

IMPORTANT NOTES:

- Avoid touching the mask while it is on the face.
- If the mask becomes soiled or contaminated remove the mask and either discard or place in a designated place for washing.
- NEVER reuse disposable paper or single use masks.
- Wash your hands, get a new mask and put it on following the proper procedure. Hand sanitizers do not replace proper hand washing.

REMOVING A FACE MASK PROPERLY

1. Follow proper procedures for washing hands with soap and water for a minimum of 20 seconds before touching face and removing the mask.
2. Remove the mask carefully – Avoid touching the front or inside of the mask when removing.
3. If the mask is washable place in a designated container and wash daily before the next use. Masks may also be hand washed using detergent and then dried either by hanging or in a dryer.
4. If the mask is disposable it should be thrown immediately into the trash.
5. After mask is removed follow proper procedures for washing hands with soap and water for a minimum of 20 seconds.

IMPORTANT NOTES:

- Washable masks must be completely dry after washing before being used again.
- NEVER reuse disposable paper or single use masks.

In-School Procedures:

CYB – Will continue with current meal service procedures for both breakfast and lunch but with the implementation of social distancing and disposable trays.

BREAKFAST:

BECC Pre-K: We will continue with Family Style Meals but EA's will be responsible for serving each student. The EA will wash their hands and wear gloves during meal service. Students will not be allowed to serve themselves. Social distancing will be in place at each table.

All Schools: BECC(K), Central, Naaba Ani, Blanco, Mesa Alta, & BHS

Breakfast Carts will be at each entry way and a sack Breakfast will be handed to each student as they enter the school when they get off the bus or are dropped off by their parent. If temperatures are taken when the students enter the building, we will set up the breakfast carts in a way that we can hand out breakfast after his/her temperature is taken. After the student receives their breakfast, they will report to their classrooms to eat.

LUNCH: IN SCHOOL

Eating in the cafeteria will depend on CDC Social Distancing guidelines, the size of the school enrollment, and the physical limitations due to the size of the cafeteria. If students eat in the cafeteria, the setting will accommodate appropriate social distancing guidance established by the CDC and DOH.

BECC Pre-K: We will continue with Family Style Meals but EA's will be responsible for serving each student. The EA will wash their hands and wear gloves during meal service. Students will not be allowed to serve themselves. Social distancing will be in place at each table.

ALL SCHOOL: BECC(K), Central, Naaba Ani, Blanco, Mesa Alta, BHS

Students will pick up their lunch in the cafeteria. Students will enter the serving lines while practicing social distancing. Kindergartners will be given a sack lunch while all other grades will be given a disposable tray. All meals will be the same. Trays will be pre-plated to allow for a faster and safer distribution to students.

Lunch Carts- BHS & Mesa Alta

Lunch carts will be set-up to help alleviate long serving lines.

On line Learners:

Online learners can pick up a breakfast and lunch at BHS during the hours of 10:00 – 12:30 Monday through Friday. Parent or guardian must provide student's lunch number in order to receive sack meals.

Distributions of meals:

A-K - In- School Learners- On Tuesday sack meals for 3 days(Wednesday, Thursday & Friday) will be loaded on to buses .

L-Z - In-School Learners – On Friday sack meals for 3 days(Monday, Tuesday & Wednesday) will be loaded on to buses.

******The first week of school is the only time L-Z will not have meals loaded on to buses. L-Z students must pick up meals at BHS for the first 3 days of school.

SNP Sample Letter to Parents



BLOOMFIELD SCHOOLS
Student Nutrition Department
329 N. Bergin Lane
Bloomfield, New Mexico 87413-6773

August 2020

Dear Parents and Guardians,

Welcome to the 2020-2021 School Year. As we adjust as a community to COVID-19 and the re-entry of our schools this fall, we have implemented guidelines that will keep staff and students safe and minimize the spread of Covid-19 during meal service. Serving lines will be marked to establish social distancing. We will use disposable trays and utensils. Cleaning of cafeterias and high touch surfaces in the service lines will be conducted throughout the school day and between staggered meal services. We have removed the share tables from our schools. We will continue to establish new protocols as guidance is received from New Mexico Public Education Department of Student Success & Wellness Bureau and CDC (Center for Disease Control & Prevention).

Listed below is our current plan to ensure all Bloomfield students have an opportunity to receive a free breakfast and lunch:

A breakfast bundle will be handed to each child as they enter their school building. Breakfast will be eaten in their classroom. At lunch time, students will enter the cafeteria while practicing social distancing. Students will either eat in their classroom or in the cafeteria.

Students who attend school on Monday and Tuesday will have the opportunity to take home 3 days' worth of meals at the end of the day on Tuesday. For those students who attend on Thursday and Friday, they will also have the opportunity to take home 3 days' worth of meals on Fridays.

On-line Learners can pick up a breakfast and lunch at BHS Monday thru Friday from 10:00 to 12:30. The BHS pick-up is located in the rear of BHS. Parent or Guardian picking up meals must have your student's school Id number to receive a free breakfast and lunch. Meals will not be given without a student ID number.

For the first week of school, the students who attend Thursday and Friday can pick up meals for Monday, Tuesday and Wednesday at BHS.

Please contact the Student Nutrition Office at 632-4317 if you have any questions.

Stay Safe and Go Bobcats!

Transportation Re-entry Safe Practices Planning

Dealing with the challenges that the COVID-19 pandemic has caused us as people and the Bloomfield School District to face is unprecedented. It is the District's goal to have all students return to school - doing so as safely as possible. To accomplish that, it will take everyone doing their part. Toward that end, please be advised of the following protocols with regard to Transportation:

Transportation Staff

All staff – mechanics, office, bus drivers, and assistants – have been and will continue to have their temperature taken as well as symptom screening of COVID-19 before entering the offices to report to work; both results are recorded and kept confidential.

If a staff member is not feeling well prior to the workday, they will notify their immediate supervisor and not report to work.

If a staff member has a temperature of 100.4 degrees Fahrenheit or more (*Centers for Disease Control and Prevention – Definitions of Symptoms for Reportable Illnesses*) or presents with symptoms of COVID-19 (*Centers for Disease Control and Prevention – Symptoms of Coronavirus*), the staff member will be sent home. The Human Resources Director will be notified. The staff member will either remain in quarantine for 14 days from date of last known close contact with someone who has COVID-19 (*Centers for Disease Control and Prevention – Quarantine if you Might be Sick*) or seek testing for COVID-19. The staff member may return to work after quarantining 14 days from date of last known close contact with someone who has COVID-19 and no longer has symptoms of COVID-19 and does not have a temperature. If tested, must either present a negative test result or, if positive, follow the Bloomfield School District required plan of action and have self-quarantined for 14 days and no longer has symptoms of COVID-19 and does not have a temperature before entering the offices to report to work.

Bus Routes and Student Ridership:

School sites will need to engage in continuous communication with the transportation department to ensure that students get to and from school. This will require that school sites establish early on student rosters for ridership and identify student cohorts. This information should include any special considerations that have been made on behalf of the family when creating student cohorts (families with different last names with students who live in the same house, students with special learning needs, accommodations made based on building capacities and social distancing guidelines). If changes need to be made, it is imperative that those changes are immediately communicated to the transportation department when those changes are made.

In either case, the staff member must follow the Bloomfield School District guidelines with regard to use of leave.

Use of Face Coverings

A. Transportation Staff

Per the Governor's mandate (*Public Health Order Emergency Mandate (Amended) 7.13.20*), face coverings will be worn by staff members when in the presence of other staff members, students, parents or visitors (*Centers for Disease Control and Prevention - How to Protect Yourself and Others*). Cloth face coverings shall be washed after each use (*Centers for Disease Control and Prevention - How to Wash Cloth Face Coverings*). Disposable face coverings shall be disposed of after use. As face coverings are not considered Personal Protective Equipment, face coverings are not required to be provided by the school district. It is the responsibility of each staff member to wear a face covering that best suits their comfort level.

B. Students

Students must arrive at the bus stop with a face covering available to wear and wear it at the bus stop if others are present as well as the entire time on the bus – "...with limited exceptions for students ... who have medical reasons for not being able to wear a mask or face shield" and that information has been provided to Transportation in advance (*New Mexico Public Education Department - Reentry Guidance* pg. 5 #5). Face coverings may be requested directly from the state at www.emailmeform.com/builder/form/97frS9fahq292waAbVbl0B or by calling 1-833-51-0518.

Bus Stops

Students must practice social-distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing*) while waiting. Parents must be present at the bus stop and remain there until the student has boarded the bus. Each student will be prescreened prior to boarding the bus and will not be permitted to board the bus if they have a temperature $\geq 100.4^{\circ}\text{F}$.

Loading/Unloading/Seating

Parents are the first line of protection for their children and others. If a child is ill, please keep them at home. Parents should not send a sick child to the bus stop especially if they have a temperature of 100.4F or greater, if they have been exposed to COVID-19,

or if they have contracted COVID-19. The goal is to not spread the virus and to minimize any potential opportunities to spread the virus.

Otherwise and for the morning route:

1. Before boarding the school bus in the morning, each student must have their temperature taken and respond to COVID-19 symptom screening question(s) (*Centers for Disease Control and Prevention – Symptoms of Coronavirus*) by the school bus driver or assistant. If the prescreen result presents a temperature of 100.4 degrees Fahrenheit or more, the information will be forwarded to the school site.
 - a. If a student has a temperature of 100.4 degrees Fahrenheit or more (*Centers for Disease Control and Prevention – Definitions of Symptoms for Reportable Illnesses*) or presents with symptoms of COVID-19, the parent will need to take the student home. That means there is an expectation of a parent being at the school bus stop.
 - b. The student will be required to have and wear a face covering at the bus stop and during the entire bus ride. Failure to wear a mask during the entire ride may result that the student will not be allowed to ride the bus in the future and transportation to and from school will become the parent's responsibility. We ask that parents speak with their children regarding wearing a mask and keeping it on.
 - c. If it is determined that a student could be ill (presents with symptoms or temperature) and there is no parent at the stop, the child will be allowed to board the school bus but sit in a seat where they will be isolated from other students as best as possible – in the front behind the driver. The school bus driver will radio Transportation to contact a parent. The parent will need to meet the bus either while the bus is driving the route or at the school to pick up their child. If the child has not been picked up by a parent and had to remain on the bus, when the bus arrives at the school, the other students will unload, and the child will be transferred to the school quarantine area until the child's parent arrives. The student may not be able to ride the bus the following day unless they have been cleared by a physician or school nurse.
2. Students that are five years of age and older (*New Mexico Public Education Department - Reentry Taskforce Recommendations (June 2020)* and *American Association of Poison Control*) must appropriately apply and use the available hand sanitizer on the school bus when boarding.

3. Students must load onto the bus and sit in available seats starting at the back of the bus. In an effort to provide some distance, seats have had tape applied on the backs to indicate that the seat is not available for use and there should not be an occupant in the seat unless otherwise directed by the school bus driver or assistant. Two students may sit together on one bus seat (*New Mexico Public Education Department - Reentry Guidance, page 5*).

For the afternoon route home:

1. Before boarding the school bus in the afternoon, students that are required to wear a face covering must have it on and wear it the entire time on the bus.
2. Students must practice social-distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing*) while waiting.
3. Students that are five years of age and older must appropriately use hand sanitizer when boarding the school bus. Students that unload last on the route should board first starting from the back sitting in available seats.

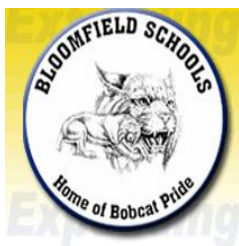
Disinfecting the School Bus

In harmony with the New Mexico Department of Health (*All Together New Mexico COVID-safe Practices for Individuals and Employers, page 7*), the school bus drivers have been and will continue to disinfect the school bus before, between, and after each route.

Student Discipline

The student discipline that is in place will remain in effect. Additionally, if a student that is required to wear a face covering is found not wearing it during the route or misuses the hand sanitizer, there will be a parent form sent home that will need to be signed by the parent and returned to the school bus driver. If there is a second offense, the student will be suspended from riding the bus for three scheduled days of riding. If there is a third offense, the student will be suspended for five days of riding. If there is a fourth offense, the student will be suspended for remainder of the semester.

Transportation Sample Parent Letter



BLOOMFIELD SCHOOLS
Transportation DEPARTMENT
700 W. Maple
Bloomfield, New Mexico 87413-6773

August 2020

Dear Parents and Guardians,

The 2020-2021 school year is upon us and unfortunately, it does come with several changes. We are facing a health pandemic that has changed our way of interacting with each other, created social distancing and affected student expectations that are targeted to keep them safe while being transported to and from school. With the “new” normal, I’m sure many of you are anxious to know how the District will strive to transport students to and from school.

It is the goal and mission of the Transportation Department to ensure that Bloomfield Schools students are safely transported to and from school and district related activities. We are following the New Mexico Public Health Emergency Order Mandates, OSHA, New Mexico Public Education Department, and the CDC guidelines for a safe transportation for all students and staff.

Each of our staff is required to wear a cloth or vented mask when around other people. We will maintain social distancing guidelines. Additionally, employees will engage in COVID safe practices of hand washing, hand sanitizing, and wearing disposable gloves during work hours.

To best support our students and staff we have established the following guidelines as we transport them:

Face Coverings

Students must arrive at the bus stop with a face covering available to wear and wear it at the bus stop if others are present as well as the entire time on the bus – “...with limited exceptions for students ... who have medical reasons for not being able to wear a mask or face shield” and that information has been provided to Transportation in advance (*New Mexico Public Education Department - Reentry Guidance* pg. 5 #5). Face coverings may be requested directly from the state at www.emailmeform.com/builder/form/97frS9fahq292waAbVbl0B or by calling 1-833-51-0518.

Bus Stops

Students must practice social-distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing*) while waiting. Parents must be present at the bus stop and remain there until the student has boarded the bus. Each student will be

prescreened prior to boarding the bus and will not be permitted to board the bus if they have a temperature $\geq 100.4^{\circ}\text{F}$.

Loading/Unloading/Seating

Parents are the first line of protection for their children and others. If a child is ill, please keep them at home. Parents should not send a sick child to the bus stop especially if they have a temperature of 100.4F or greater, if they have been exposed to COVID-19, or if they have contracted COVID-19. The goal is to not spread the virus and to minimize any potential opportunities to spread the virus.

Otherwise and for the morning route:

Before boarding the school bus in the morning, each student must have their temperature taken and respond to COVID-19 symptom screening question(s) (*Centers for Disease Control and Prevention – Symptoms of Coronavirus*) by the school bus driver or assistant. If the prescreen result presents a temperature of 100.4 degrees Fahrenheit or more, the information will be forwarded to the school site.

- a. If a student has a temperature of 100.4 degrees Fahrenheit or more (*Centers for Disease Control and Prevention – Definitions of Symptoms for Reportable Illnesses*) or presents with symptoms of COVID-19, the parent will need to take the student home. That means there is an expectation of a parent being at the school bus stop.
- b. The student will be required to have and wear a face covering at the bus stop and during the entire bus ride. Failure to wear a mask during the entire ride may result that the student will not be allowed to ride the bus in the future and transportation to and from school will become the parent's responsibility. We ask that parents speak with their children regarding wearing a mask and keeping it on.
- c. If it is determined that a student could be ill (presents with symptoms or temperature) and there is no parent at the stop, the child will be allowed to board the school bus but sit in a seat where they will be isolated from other students as best as possible – in the front behind the driver. The school bus driver will radio Transportation to contact a parent. The parent will need to meet the bus either while the bus is driving the route or at the school to pick up their child. If the child has not been picked up by a parent and had to remain on the bus, when the bus arrives at the school, the other students will unload, and the child will be transferred to the school quarantine area until the child's parent arrives. The student may not be able to ride the bus the following day unless they have been cleared by a physician or school nurse.

Students that are five years of age and older (*New Mexico Public Education Department - Reentry Taskforce Recommendations (June 2020)* and *American Association of Poison Control*) must appropriately apply and use the available hand sanitizer on the school bus when boarding.

Students must load onto the bus and sit in available seats starting at the back of the bus. In an effort to provide some distance, seats have had tape applied on the backs to indicate that the seat is not available for use and there should not be an occupant in the seat unless otherwise directed by the school bus driver or assistant. Two students may sit together on one bus seat (*New Mexico Public Education Department - Reentry Guidance, page 5*).

For the afternoon route home:

Before boarding the school bus in the afternoon, students that are required to wear a face covering must have it on and wear it the entire time on the bus.

Students must practice social-distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing*) while waiting.

Students that are five years of age and older must appropriately use hand sanitizer when boarding the school bus. Students that unload last on the route should board first starting from the back sitting in available seats.

For more information, please contact:

Brenda MacFarlane

Transportation Manager

505-632-2662

bmacfarlane@bsin.k12.nm.us

Technology Re-entry Safe Practices Planning

Technology services provided to include the following, no matter the learning model implemented:

- 1:1 device per student program for grades 4th-12th
 - Each student enrolled in Bloomfield Schools in grades 4th thru 12th will be provided the opportunity to check out a chromebook device to use during the 20-21 academic year.
- Cart Program for grades PreK-3
 - Majority of classrooms serving grades Prek thru 3rd will have a cart of chromebooks to use within that classroom. Sanitation guidelines will be followed between cohort use.
- WiFi Hotspots
 - The District will have a limited number of wifi hotspots available for checkout. Keep in mind that this pool of devices is extremely limited and will require qualification and approval for temporary use.
 - A selection of busses will be available with wifi hotspots active to use during travel to and from school for those specific students. This is on a trial and limited basis.
 - Bloomfield High School main parking lot will continue to be a wifi hotspot zone during this academic year.
- Software/Tools
 - Google Suite and accounts for every staff member and enrolled student will continue to be provided.
 - Google Classroom will be the districts main learning management system (LMS)
 - ClassLink and other tools are available
- Professional Development
 - In conjunction with the Curriculum department, professional development and training will be provided virtually to staff, students, and families to assist developing skills to navigate online learning environments and tools used.
- Tech Support
 - Instructions, how-tos, and support tools will be provided and available to use for all staff, students and their families regarding district-owned equipment. These services and tools will be provided on the district website.

Starting the School Year in Fall of 2020

Starting on or about the 8th of September, per the July 23rd NM Governors order, NMPED has stated that all schools in New Mexico will begin the year deploying an online model and phasing into a Hybrid model. The district will develop a phase-in model as prescribed by NMPED guidance and then transition towards the district specific hybrid model which includes implementing an A & B schedule where half of student population reports on A and the other half reports on B. Sites will split populations in half using the alphabet method (e.g. A Schedule = A-K & B Schedule = L-Z). Splitting school populations in half will also need to meet the building capacities (see chart below) which is a total max capacity (includes teachers and students). There are various other caveats (families with multiple last names, student need, etc.) in determining who will go to school so we will need to discuss these further later.

Building	@ 100%	@ 50%	@ 25%
Bloomfield Early Childhood Center	356	178	89
Blanco Elementary	330	165	82.5
Central Primary	809	404.5	202.25
Naaba Ani Elementary	666	333	166.5
Mesa Alta Jr. High School	694	347	173.5
Bloomfield High School	1106	553	276.5
Charlie Y Brown High School	131	65.5	32.75

Table 3.2 Building Capacities by Site (Number is inclusive of teachers and students)

Tentatively we are thinking that students would go to school twice a week and be engaged in an asynchronous learning model the other three days (learning the same thing as their peers but at home and online). The week flow would look like:

	Mon	Tues	Wed	Thurs	Fri
A Schedule	On Site	On Site	Online	Online	Online
B Schedule	Online	Online	Online	On Site	On Site

Table 3.3 Proposed Hybrid Scheduling for the Week

Wednesdays will be multifunctional:

- Conduct Professional Development (1 hour)
- Monitor Student Progress

- Student Check-ins
- Lesson Development

Instructional Hours Guidance for 2020-2021: School Re-entry (Source = NMPED 2020)

State statute provides the following requirements for instructional hours and the corresponding development of your academic calendar.

22-2-8.1. School year; length of school day; minimum

- A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:
- (1) KINDERGARTEN, for half-day programs: two and one-half hours per day or 450 hours per year or, for full-day programs: five and one-half hours per day or 990 hours per year;
 - (2) GRADES ONE THROUGH SIX: five and one-half hours per day or 990 hours per year; and
 - (3) GRADES SEVEN THROUGH 12: six hours per day or 1,080 hours per year.

The New Mexico Public Education Department's (NMPED's) options for reentry instructional models—full reentry, hybrid, and remote learning—all fall within the bounds of a school directed program. Because of this, face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency. Districts and schools should submit their calendar to fiscal programs as usual.

Please see the NMPED Reentry Guidance for the 2020–2021 school year for more information on each instructional model: full reentry, hybrid, and remote.

Guiding Rules

- The NMPED will not be waiving instructional hours unless the public health conditions order requires NMPED to consider this. Students' right to an education given all safety considerations and precautions is paramount.
- Instructional hours should focus on accelerated learning. Please see NMPED Guidance on Instructional Acceleration.
- Instructional hours in the remote setting shall include school-directed programs.

School-directed programs include the following suggestions—this list is not intended to be exclusive or exhaustive:

- One-to-one check-ins between teachers and students (for example, office hours);
- Targeted intervention, remediation, and tutoring; and
- Remote learning activities (with or without technology) such as the following examples:
 - Online learning (synchronous or asynchronous)
 - Reading assignments
 - Writing assignments
 - Math problems
 - Lab reports
 - Research Projects

- Paper-based assignments and packets or other independent work
- Project-based learning and place-based learning

Hybrid Model of Instruction

In a hybrid model of instruction, students will attend school at the building two days per week, as follows:

Student Last Name	Days of Week Attending
A-K	Monday, Tuesday
L-Z	Thursday, Friday

When not physically present in the school building, the hybrid model of instruction requires that students continue their learning via an online Learning Management Systems, or LMS. For the Bloomfield Schools, the LMS of choice will be Google Classroom. Other online platforms, including intervention programs, can and should be integrated into the instructional curricula for the days in which students are not in the building. **Note: students who do not have access to technology and/or internet, will require paper-based packets to complete when not attending in person. These packets must be delivered to the student the first day they are in the building for a given week and collected by the teacher the subsequent week**

Attendance will be taken for students who attend the campus on their respective days. Participation in the Google Classroom LMS for the days in which students are not physically on campus will not necessarily count against their attendance; however, lack of participation/completion of assignments may impact students' grades.

For the purposes of illustration, please see a sample student schedule for a hybrid model below:

Last Name A-K	Learning Modalities	Last Name L-Z
Monday, Tuesday	In-building, strategic, teacher-led direct instruction	Thursday, Friday
Wednesday	iStation, Achieve 3000, Google Classroom(s)	Wednesday
Thursday	Imagine Math, Google Classroom(s)	Tuesday
Friday	Google Classroom(s)	Monday

To this end, all teachers grades PreK-6 as well as core subject teachers (ELA, Mathematics, Science, and Social Studies) grades 7-12 will be expected to maintain a Google Classroom. For these classes, a Google Classroom has been formatted for you, using the provided paper-based packets during Summer 2020.

Specials teachers in grades PreK-6 should seek to incorporate essential learning standards/skills through inclusion into the respective grade level PLCs. That is, specials classes should be supported through the Google Classroom(s) for the respective grade level. As such, this means that specials teachers should attend all grade level PLCs in order to ensure that their subject matter is represented accordingly. In addition, specials classes will also meet in-person regularly, as determined by the individual campus.

Electives/AP teachers in grades 7-12 should seek to create their own Google Classroom(s) in order to support the learning of students while not in the building. This is especially important in grades 9-12 wherein students earn credit toward graduation requirements. The Bloomfield Schools recognizes that while it is especially difficult to master certain skills via online instruction, the in-person instruction that occurs within the hybrid model should be used to support these tactile and technical skills, where as the online-learning via Google Classroom, should concentrate on conceptual/paradigmatic principles of the course.

Regardless of the grade levels served at each campus, administrators, in conjunction with their core team, should create a detailed set of schedules for consistent and thoughtful instruction both when students are in the building as well as online. These schedules also apply to all ancillary staff in order for teachers and ancillary staff alike to be able to thoroughly document student interactions.

Daily Schedule EXAMPLE

Time	Lessons	Break-Out Groups
8:00-8:30	Post Morning Meeting Message : Daily Oral Language Journal : (Thematic, Social Studies and SEL opportunity)	Inclusion :
8:45-9:15	Lesson introduction : ELA Core Literature : Follow BSIN pacing guide; utilize Standards-Based Guides. Topic: What skills will we learn grade level specific (letters, words, vocabulary, sentence frames, sentence structure)	
9:15-9:45	Independent / Guided Work	Differentiate
9:45-10:30	Reading Core : Literacy Based	
10:30-12:30	Specials/Lunch	ELL : Bilingual : Intervention support
12:30-1:15	Lesson introduction: Math Core : Skills based follow BSIN pacing guide(numeracy, math facts and fluency)	Inclusion :

1:15-2:00	Science	
2:00-2:20	Exit Ticket	

Additional Considerations - Students with Disabilities: Lessons and classwork are adapted for students based on their individual needs. Students with disabilities should receive additional 1:1 conferencing throughout the duration of any online learning program. All students also have access to Read&Write, a Google-based extension that improves accessibility, including the read aloud, speech-to-text, dictionary, etc. features. Teachers may also use this tool in grades K-6 and beyond as applicable, to record audio files and link them to instructional materials.

Additional Considerations - Related Services: Speech therapists, counselors, occupational therapists and physical therapists currently assigned by the Bloomfield Schools Special Services Department to serve students provide tele-therapy, where appropriate and feasible. We are in communication and working with our service providers to get them connected to all students in our classroom platforms. These services can also be delivered during the time(s) in which students are physically present at the school building. Caution should be exercised in order to ensure that relation services delivery does not significantly or materially impact the delivery of instructional services.

Additional Considerations - Counseling: Students receive their mandated and/or at-risk counseling through online platforms, scheduled face to face, or a mixture of both, as applicable and possible.

For students who have been identified as English Language Learners, TESOL teachers must provide additional support to our ELLs by supporting students with classwork through providing adaptations, monitoring, and responding to student work with appropriate feedback. Teachers will also be expected to conference with students one-on-one and provide additional lessons and activities targeting reading, writing, listening and speaking skills.

For students identified as bilingual, Bilingual Spanish and Navajo teachers must develop a google classroom and serve their students face to face twice a week and have online assignments for students when they are not in class. They must work with classroom teachers to develop an attendance and grading system for those students.

For the purposes of Reading and/or Math intervention, including SRCL interventionists, intervention teachers should provide additional lessons and activities that are targeted to students receiving intervention. They also meet virtually with students via video or phone to conference with students on targeted skills weekly.

In the hybrid instructional model, Wednesdays are reserved for three primary concentrations:

1. Planning and Analysis via Professional Learning Communities (PLCs)

2. Professional Development of Staff
3. Deep Cleaning of Facilities

In as much, it is suggested that campuses hold PLC time sacred as teachers will require this time in order to analyze, design, and implement both in-person, strategic instruction two-days per week, as well as Google Classroom materials starting week 9 and beyond. A suggested template for campuses is as follows. Please note that while there are no formal expectations regarding the amount of time scheduled for office hours, PLCs, etc., teachers will require sufficient time to be able to adequately plan as well as check-in with students on the Google Classroom LMS. **Note: regardless of model (Hybrid or Remote), Wednesday activities (faculty meetings, PLCs, Student/Caseload Check-in) will be conducted remotely via Google Meet.**

Wednesday EXAMPLE Schedule for Staff	
8:00AM-9:00AM	Whole Staff Meeting and/or Professional Development
9:00AM-11:00AM	Office Hours & Student/Caseload Check-in via phone, email, Google Classroom LMS, and/or Google Meet. Grading/Individual Planning
11:00AM-12:00PM	Lunch
12:00PM-2:00PM	PLCs-lesson, activity, & assessment creation
2:00PM-3:00PM	Individual Teacher/Google Classroom Prep
3:00PM - 4:00PM	Office Hours & Student/Caseload Check-in via phone, email, Google Classroom LMS, and/or Google Meet

It should also be noted that since this time is extremely important, all staff should refrain from the scheduling of appointments during Wednesdays. A hybrid model of instruction dictates that all staff are present at their respective campuses five days per week, Monday through Friday.

Office Hours & Student/Caseload check-ins must occur weekly. While the methodology of these check-ins has been left to individual campuses, a record of accountability should be maintained in order to provide necessary documentation to the New Mexico Public Education Department. Aside from academic monitoring, these check-ins can determine additional supports in the way of mental/behavioral health referrals and/or social & emotional supports. There may be some instances during a hybrid model of instruction wherein students/guardians have chosen to attend school 100 percent online. While this is allowable, it is not without

assurances or guarantees. In order for students to Bloomfield Schools attend 100% online, the following criteria must be met:

1. Student/Parent is required to have reliable access to personal technology device, such as laptop, tablet, Mac/PC. *While a device may be issued by the Bloomfield Schools in grades 4-12, optional participation in 100% online school requires that students/parents be able to furnish their own device in order to participate.*
2. Student/Parent is required to have reliable access to personal internet access. *The Bloomfield Schools will not provide internet access for families that choose to opt into 100% online school.*
3. Student/Parent agrees to participate within the scope of the assigned Google Classroom LMS each day in order to ensure that attendance reporting to the NMPED is accurate.
4. Student/Parent agrees to complete all assignments within the Google Classroom LMS, in a timely manner, as prescribed by the assigned teacher(s).
5. Student/Parent agrees to complete a weekly conference with teacher(s) via phone or Google Meet in order to discuss any difficulties experienced, academic progression, intervention(s), etc.
6. Student/Parent agrees to complete additional learning, as prescribed by the teacher(s) via other platforms such as iStation, Achieve3000, Imagine Math, etc. as determined by student performance data.
7. Student/Parent agrees to adhere to this modality of learning for a minimum of one semester.

In instances where students/parents elect to attend school 100% online, these students will be placed into classes via PowerSchool. Provided that the students attend to their assignments via Google Classroom and/or other utilized platforms, these students will be marked present each day by the respective teacher(s). In the event that a student does not complete the assigned learning each day, the classroom teacher will mark their attendance accordingly. Despite the fact that students who have elected to attend classes 100% online will not be physically present within the confines of the classroom, it is the responsibility of the assigned teacher(s) to determine the performance, via grade and attendance, for any and all students assigned to them via the PowerSchool Information System. This includes scheduling weekly conferences (via phone or Google Meet) with students/parents who are 100% online.

****10 day drops for online students.**

Additional recommendations / items to consider:

For Students:

- Be responsible for your learning and know your schedule.
- Use Google Classroom to access assignments and to post completed assignments.
- Complete a minimum of 3 activities out of 5 to receive attendance credit for the day.
- Attend a video or phone conference once a week to discuss targeted skills.

For Teachers:

- Know your students (ELL, Bilingual, SPED,SAT, 504, etc.) Use most recent data to help understand differentiated needs and how this will help you build your Agendas/Schedules.

- Post the given lesson/ activity at the indicated time on the schedule via Google Classroom LMS.
- Monitor and respond to each student's post/ message/ email within 24 hours with encouraging feedback.
- Communicate and troubleshoot with students and families who are struggling with participation.
- Develop ways to meet individual student needs and develop plans for further differentiation.
- Conference weekly with each student through video or phone, checking in twice a week with students who are at-risk.
- Report daily attendance. Use formative and summative assessments as well as daily discussion topic during our virtual learning shift to facilitate this process.
- Develop assessments in the support of the BSIN pacing guides and standards-based guides. Utilize Edulastic for assessments, which can be integrated into the Google Classroom LMS.
- Plan and co-plan by making adjustments to each week's lesson plan based on teacher and student experiences from the prior week.
- Weekly co-planning and department meetings will occur remotely and be scheduled by co-teachers and instructional leads.
- **Libraries - create systems wherein classroom sets of books are given to specific classrooms and not shared among other classrooms and/or regular disinfection of books & surfaces with an adequate "cool-down" period between groups of students visiting the library space. Example: Have students collect books on Monday and take them to the classroom for the week's worth of use. On Friday, books are returned to the library for cleaning.**
- https://docs.google.com/document/d/1ZZTXsgLHoNtaoMj93RuE266fm14X8en5q2PD4_SWwPw/mobilebasic?urp=gmail_link#id.ijzpe1o9momd

For Families:

- Assist guardians in establishing routines and expectations for students at home..
- Provide guardians with methodologies to help them take an active role in helping their student process their learning.
- Help guardians define the physical space for their child's area while working from home.
- Define the types and frequency of school communication for guardians for regularity, consistency, and saturation. Help guardians to know which channels of communication they can use in order to voice concerns, needs, etc.
- Remind guardians to communicate proactively with teachers if they/their student needs additional support or cannot meet deadlines.
- https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Families-Distance-Learning-Toolkit_Final.pdf

Sites should also begin formulating plans, in conjunction with the IT department, to address the following:

- Create protocols for providing IT support for teachers, students, and guardians if school devices are sent home (4-12).
- Consider how teachers, parents, and students will submit a tech request if needing support, especially when students are not physically present at the school building.
- Make it known that tech support is only there to assist with school-owned devices.

- Consider IT support beyond school hours for teachers, parents, and students (some won't be working during school hours).
- Consider a drop-off/pick-up service to receive technology that needs IT support.

Please also refer to the [*Bloomfield Schools Instructional Service Delivery Planning Guide*](#).

Example : Lesson Plan Format/Components

Name of Lesson

Summary of Lesson

1. Subject(s):
2. Topic or Unit of Study:
3. Grade/Level:
4. Objective:
5. Time Allotment:

Narrative of Implementation

Description of Learning Context

Description of Procedures

- a. Anticipatory Set
- b. Direct Instruction
- c. Guided Practice
- d. Check for Understanding
- e. Independent Practice
- f. Closing

Differentiated Instruction Considerations

- a. Visual Learners
- b. Auditory Learners
- c. Kinesthetic Learners
- d. ESL Students
- e. At-risk Students, including SPED & Gifted students
- f. Advanced Learners

Materials & Resources

- a. Instructional Materials:
- b. Resources:

Remote Model of Instruction

In the event of a full remote model of instruction, 100% of instruction will occur online, utilizing Google Classroom and/or Edgenuity (9-12).

In such a model, all basic foundational tenets of the hybrid model apply, including the creation of accountability systems, attendance, and grading. In addition to these tenets, teacher office hours and student/caseload check-in will occur with a greater frequency than outlined in the hybrid model. As such, it is required that teachers hold a *minimum* of one hour of office hours per day, as well as conduct daily calls, Google Meets/Zoom meetings, etc. to check in with all students as well as deliver direct instruction. Teachers will be required to maintain their Google Classroom(s) daily, including making at least two points of contact with each student/guardian, each week. For the purposes of illustration, these points of contact can be, but are not limited to, calls, Google Meet, emails, dialogue via the LMS, etc. In addition, teachers should refine and implement new learning activities based on student progress and/or lack thereof in order to maintain systems of documentation and evidence for differentiated instruction, including MLSS processes and protocols.

Students without IA and/or technology, while in a remote model, systems will have to be created to 1.) distribute paper-based learning activities that align directly with the LMS, 2.) regular return and grading of the paper-based learning activities to the teacher of record.

In a full remote scenario professional development, faculty meetings, and weekly PLCs will still occur remotely and will be held on Wednesdays. Google Meet and/or Zoom should be utilized for these meetings as a part of the District's continued partnership with Google. Moreover, administrators should attend each of these PLCs. PLC meetings in a full remote model will require teams to continue planning and developing lessons for integration into the Google Classroom LMS as well as creating, distributing, and creating methodologies for collection of hard-copy packets for students without access to technology/IA.

Campus-Based Hybrid & Remote Learning Plans

Given this framework, in conjunction with the *Bloomfield Schools Instructional Service Delivery Planning Guide*, each campus is required to create a Learning Plan with their respective core teams and submit to the District by **August 4, 2020**. In addition to the aforementioned criteria, teams should consider responsibilities for Educational Assistants, Librarians, front office staff, etc.

Additional Considerations - SPED/Gifted Teachers; EAs, Administrators, etc.

Regardless of the learning model (Hybrid vs. Remote), SPED/Gifted case managers, Educational Assistants, Administrators, etc. can be added as a teacher to any Google Classroom. Please refer to the following graphic; "G Suite or school account" column for Google Classroom limits.

Class limits

The value of these limits can change without notice to protect Google's infrastructure.

Activity or feature	G Suite or school account	Personal Google Account
Teachers per class	20	20
Class members (teachers and students)	1,000	250
Classes you can join	1,000	100 maximum, 30 per day
Classes you can create	No limit	30 per day
Class-member invitations you can send	500 per day, per teacher	100 per day, per teacher
Guardians per student	20	<i>Feature not available</i>
Email address visibility	No limit	<i>Feature not available</i>

Note: You can invite more than 20 teachers, but only 20 teachers can join the class.

Student and Parent Responsibilities

Bloomfield School District Remote Learning provides an opportunity for all students to attend school in a remote learning environment. Learning content virtually requires students and teachers to be dedicated, self-motivated and aware of learning needs. To be successful in remote learning, students should understand the following characteristics as that will help create successful learning opportunities:

- I need to be self-directed, highly motivated, and self-disciplined.
- I need to set a personal schedule and complete assigned work by the required dates.
- I need to advocate for myself, or communicate with an advocate (parent guardian, counselor, etc.), I need to use my voice so that others can understand me and my needs.
- I will try to solve problems and work through difficulties independently.
- I will read and follow detailed instructions on my own.

- I will ask for help from my teacher or a reliable person when needed
- I need to know how to contact and interact with my teacher virtually for support, initial instruction and assignments.
- I will invest in my “today” everyday so that I can have a better “tomorrow”.

All students taking online classes are expected to conduct their communications in a professional, respectful manner. The proper use of Internet etiquette, or netiquette, is expected at all times. Students are expected to follow the Bloomfield School District Intimidation, Harassment, and Hazing, Sexual Harassment, and Nondiscrimination policies that are in the board policy and site handbooks.

Parent Guardian Responsibilities

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents’ first point of contact for academic questions. Respectful, productive communication is expected from parent to teacher, and teacher to parent. Parents/Teachers are expected to maintain responsiveness to email, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged. Parents are expected to be an advocate for their students and partner with teachers to help ensure student success.

Parent/Student Responsibilities and Suggestions

Beginning of year

- Get materials from school which may include: technology, textbooks, and other supplies during designated time
- Report any changes in phone, email, mailing address or shipping address information
- Set up teaching/learning space and organize materials

Daily

- Check emails and Google Classroom and respond as needed/communicate with teachers
- Follow and complete the scheduled daily lessons and assignments
- Monitor attendance at daily scheduled online, synchronous class sessions
- Review lessons for next day and gather all necessary materials
- Contact teacher with any questions or concerns

Weekly

- Review student progress
- Note any topics to discuss with teacher

As Required

- Attend conferences with teacher, counselor, advisor and/or administrator
- Collect and submit work samples for assessment and grading
- Implement, review and revise Individualized Learning Plan (ILP) with teacher
- Attend SPED/504 conferences: IEP/504 placement meetings (if your child is identified with special needs) and report any changes/meetings to your teacher immediately.
- Report contact information changes immediately (address, Email, phone) to your teacher

End of Year

- Return learning materials and technology to school site during designated time

Teacher Expectations

- Continue to offer a rigorous program of learning and assessment
 - provide a high level of detail for all learning experiences
 - specify formative and summative assessments submission procedures (practice only, no submission; submission to Google Classroom, etc)

- continue to assess via projects and exams (exams can be posted at a specific time with the expectation to complete within 90 minutes)
- Assignments can be assigned through our online subscriptions and textbooks and communicated through email, or Google Classroom.
- Additional Fine Arts supports can also be found in the [Fine Arts Guidance Document](#)
- Be flexible, responsive and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times.
- If a student has difficulty accessing Google Classroom, the teacher or technology support staff will need to support the student/family via email.
- Where possible encourage online group conversations (e.g., Google Classroom, Zoom) for students and PLCs to collaborate and meet the needs of students.
- Attend monthly meetings and professional development opportunities.
- Maintain frequent and regular communication with families (eg email, Google Classroom, PowerSchool, School Messenger, school websites).
- Counselors and social workers should try to maintain weekly contact with at-risk students.
- Limit screen time, keep computer-based assignments reasonable.
- Teachers will:
 - Have twice a week minimum check-ins with students
 - Hold daily virtual office hours
 - Provide virtual direct instruction opportunities through Zoom or Google Classroom Conferences (see Instructional Time guidance)
 - Provide whole class and small group discussion opportunities in breakout rooms in Zoom and/or Google Classroom 1x per week minimum
 - Set class norms for interacting in a virtual classroom
- Set up an appropriate and adequate work environment (students and teachers)
- Model digital etiquette including:
 - Muting the mic before entering a session
 - Keeping the background clutter free
 - Pay attention to lighting
 - Minimize background noise

Follow all district expectations around Code of Ethics and Policies & Procedures

Instructional Hours

GUIDANCE FOR 2020–2021 SCHOOL REENTRY



State statute provides the following requirements for instructional hours and the corresponding development of your academic calendar.

22-2-8.1. School year; length of school day; minimum

A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

- (1) **KINDERGARTEN, for half-day programs:** two and one-half hours per day or 450 hours per year or, **for full-day programs:** five and one-half hours per day or 990 hours per year;
- (2) **GRADES ONE THROUGH SIX:** five and one-half hours per day or 990 hours per year; and
- (3) **GRADES SEVEN THROUGH 12:** six hours per day or 1,080 hours per year.

The New Mexico Public Education Department's (NMPED's) options for reentry instructional models—full reentry, hybrid, and remote learning—all fall within the bounds of a school-directed program. Because of this, face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency. Districts and schools should submit their calendar to fiscal programs as usual.

Please see the NMPED Reentry Guidance for the 2020–2021 school year for more information on each instructional model: [full reentry, hybrid, and remote](#).

Guiding Rules

- The NMPED will not be waiving instructional hours unless the public health conditions order requires NMPED to consider this. Students' right to an education given all safety considerations and precautions is paramount.
- Instructional hours should focus on accelerated learning. Please see [NMPED Guidance on Instructional Acceleration](#).
- Instructional hours in the remote setting shall include school-directed programs.

School-directed programs include the following suggestions—this list is not intended to be exclusive or exhaustive:

- One-to-one check-ins between teachers and students (for example, office hours);
- Targeted intervention, remediation, and tutoring; and
- Remote learning activities (with or without technology) such as the following examples:
 - Online learning (synchronous or asynchronous)
 - Reading assignments
 - Writing assignments
 - Math problems
 - Lab reports
 - Research Projects
 - Paper-based assignments and packets or other independent work
 - Project-based learning and place-based learning



Reentry Support Guidance

FOR MORE INFORMATION CONTACT: [Gwen Perea Warniment](#) [ped.state.nm.us](#)

Please also see NMPED's Virtual Classroom Considerations:

https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_ChecklistVirtualClassroom.pdf

NMPED's Reentry District & School Guidance Information:

<https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

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Vida Brown (Central) - Second Grade

Jamey Jones (Central) - Third Grade

Beth Utley (Naaba Ani) - Fourth Grade

Anissa Myron (Naaba Ani) - Fifth Grade

Daniel Tabor (Blanco) - Sixth Grade

Tina Schroeder (MAJH) - 7th & 8th Grade ELA

Kristine Nicole Ibisate (MAJH) - 7th & 8th Grade Science

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Randy Crockett (BHS) - Physical Science, Biology

Lauren Howard (BHS) - 7th & 8th Grade Math, Algebra I, Algebra II, Geometry, Pre-Calculus

Julian Garcia (BHS) - Conceptual Math, Financial Literacy

Autumn McMurry (BHS) - 7th & 8th Grade History, Pathfinders

Daisy Askey (BHS) - US History, World History

Joseph Goellnitz (BHS) - Government, Economics

Melanie Goins - Digital Coach & Google Classroom Technical Assistance; Project Manager

Adam Messenger - Digital Coach & Google Classroom Technical Assistance; Project Manager

Buffy Tolstedt - Digital Coach & Google Classroom Technical Assistance; Project Manager

Learning Resources Appendix

General Instructional Guidelines

Local Demonstration of Competency

Communication Plan & Instructional Focus Framework

District Specific Resources & Additional Learning Resources

Continuous Learning Plan Preparation

Educator Professionalism & FERPA Guidelines

Learning Environment Considerations and Implementation Needs

General Instructional Guidelines Appendix

Guidelines to Support teachers and students in a virtual learning environment

Guidelines for Student Learning and Instructional Time Based on Age*

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

	<ul style="list-style-type: none"> • Social-emotional learning • Storytelling
2-4	<p>Daily Learning Time: 10-15 minute time spans, a total of 60 minutes. Additional storytelling and play is always encouraged.</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross-content science learning or social studies • P.E., art, music, etc. • Social-emotional learning
5-6	<p>Daily Learning Time: 20 minute time spans, a total of 90 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Writing – use creative prompts and target <i>small</i> writing tasks • Mathematics written or online work – use manipulatives • Small research projects or hands-on learning activities that encourage cross-content science learning or social studies • P.E., art, music, etc. • Socio-emotional learning
Secondary	
Middle and High School	<p>Daily Learning Time: 3 total hours a day</p> <p>Recommended Time:</p> <ul style="list-style-type: none"> • 30 minutes for each class - middle school • 30 minutes for each class - high school <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading and reflection • Writing tasks • Recorded lectures • Online or written mathematics • Content-loaded tablets with text and activities • Discussion boards • Online resources • Content-based activities • Project-based or service-learning projects

Specials	
Visual Arts, Music, PE, Health, Computer Science, World Languages, etc.	<p>The time allotted for special/electives will vary greatly by school district and level. <i>Suggested time frames for specials should be considered part of the total continuous learning load for all classes.</i></p> <p>Consideration should be given for the portion of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).</p>

Extended Learning Student Support Considerations*

General Recommendations for all populations

- Establish office hours: Teacher availability/ check-ins. Consider online platforms for communities with access and conference calls for communities with limited access. Ensure families and students have access to counselors as well as teachers.
- Use common platforms (suggested or already in use) across a district to alleviate any confusion for parents and students.
- Determine whether students are completing work online or traditionally (e.g. submitting photos of work, delivery of completed packets).
- Keep variables in mind when you plan your lessons considering students may have: a. Multiple classes b. Other responsibilities c. Personal or family illness d. Limited access to devices and internet, etc.
- Use communication platforms, for example: Remind, GroupMe, ZOOM, Got-To Meeting, WebEx, Skype, Google Meeting, Google Hangouts, etc.

Questions to consider for every grade band and content area*

- How might the makeup of each family impact the way they engage with continuous learning (culture, race, family structure, location - urban/rural, financial resources, social-emotional support, etc.)?
- How can we provide culturally and linguistically relevant resources and instruction for each particular student and family?
- How can we see this family and their student's learning through a trauma-informed lens, particularly given the health crisis?
- In what ways can we allow families to individualize continuous learning?

Socio-Emotional Support*

- Adults should acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as teamwork, problem solving, and empathy
- Provide parents with lists of outside mental health resources
- Ask staff members to make a list of their “most vulnerable” students. Who are the kids that you were “keeping an eye on?” That list should be shared with the district’s mental health team
- Identify resources schools were providing students and their families, and work to maintain that support
- Conduct regular check-ins with students: This could be done through a Google Form, phone call, virtual platform, etc. Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the school counselor or mental health team member should be contacted
- Keep ratios as small as possible for counselors or social workers
- Elementary: Check in with students
- Secondary: Check in with advisory/homeroom/ seminar students
- Encourage teachers to embed SEL competencies into their cross-curricular lessons
- Utilize any SEL curriculum that they previously used. For example, if teachers were using Second Step, they should continue to “teach” those essential SEL concepts using the provided curriculum
- Establish office hours and post on social media where individuals can meet with counselors

EL Supports*

- Provide essential communications in languages representative of student and family populations
- Reach out to families to discuss important facts and school structures for the remainder of the year including the continuous learning plan, how to get breakfast/lunch, and what community groups/contacts/supports are available for the families
- Designate a point person for each EL family to access over-the-phone interpreting and/or specific personnel within the district who can provide interpretation services
- Recognize that resources may need to be adjusted according to different grade levels and language levels.
- Provide options and multiple ways for students to demonstrate knowledge/skills

- Include technology and non-technology options
- Coordinate distribution of hard copies and/or online work.
- Collaborate with general education staff to maximize efficiency
- Offer “office hours” via phone and/or computer for scheduled check-ins with students
- Give suggested timelines that allow for students to work at their own paces.
- Create or share screen video tutorials about how to use resources for students
- Share resources on how to use translation features in commonly used applications
- Provide strategies that support academic language needs
- Use structured or sheltered English practices and highlight opportunities for students to engage

Special Education Supports*

Federal guidance for special education

- Supplemental Guide from OSEP 3/21/2020
https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- OCR Fact Sheet (03/16/2020) <http://bit.ly/COVIDOCRFacts>
- FERPA Guidance (03/12/2020) <http://bit.ly/FERPA-COVID19>
- OSEP Guidance (03/12/2020) <http://bit.ly/OSEP-COVID>

Additional State guidance for special education

- District guidance <https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Updated-COVID-19-for-Students-with-Disabilities.pdf>
- National Center for Systemic Improvement (NCSI) <https://ncsi.wested.org/>
- And national resources per OSEP <https://ncsi-library.wested.org/resources>

General Guidance:

Most special education students will require a combination of direct instruction in both general and special education settings spread across their day, with time for hands-on activities between instruction and/or incorporated into direct instruction

- Provide resources that offer consistency and structure in the new learning environment
- Examine each child's needs/abilities
- Provide specific materials for children as appropriate for making progress on Individualized Education Plan (IEP) goals, ensuring that students with disabilities have equal access to the same opportunities as their peers
- Provide for collaboration between general and special education teachers regarding lesson planning and lesson execution

Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. Special education administrators will work with individual teams if IEP meetings are going to be held via phone or in another video conferencing format such as Zoom or Google Hangouts. Schools should continue to:

- Document communication with parents/students as attempts to make progress (notes section of the learning management or IEP system, communication log, etc.)
- Adjust students' plans to meet needs in home or blended learning environments
- Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs
- Modify information for persons with exceptional needs. Information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities (such as students who are deaf or blind).

If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

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

Schools should take into consideration alternate methods for providing educational services to children with disabilities, such as, teleservices, learning packets, or virtual/online/e-learning lessons

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

Any decisions regarding special education and related services for an individual child should be made by the child's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies.

Questions to consider when developing content for lessons:

- What standards are being addressed?
- What modes of communication need to be considered for accessing curriculum?
- What are the IEP goals, related services, and needs of each student?
- How are lessons/activities differentiated?
- What technology is integrated into instruction? What technology is used in class regularly? How can that be leveraged and reinforced with virtual/online education/e-learning?
- What is the focused work for specific classes
- What accommodations and modifications are needed for general education materials?
- How do we work with the parent/guardian/family to support student learning?
- How do we document student progress?

Strategies to consider when supporting students with disabilities:

- Virtual/online education/e-learning when appropriate; keeping the principles of Universal Design for Learning in mind
- Independent study
- Blended learning (virtual/online/e-learning)
- Telehealth (related services)
- Learning packets
- Ensure students have required assistive technology needs met
- Provide services at home when appropriate in accordance with CDC guidance and relevant New Mexico health orders. If you chose to do learning packets, consider: Adjusted reading levels, adjusted math levels, focused work for specific classes clarity of written instructions, shorter assignments and

Resources for special education instruction

- Preschool/early childhood support- recommended by OSEP <https://ectacenter.org/>
- School age resources recommended by OSEP <https://ncsi.wested.org/> or <https://ncsi-library.wested.org/resources>
- CEC (All ages) <https://www.cec.sped.org/>

Below is a link to support teachers working with diverse student populations through distance learning:

<https://www.iste.org/explore/Toolbox/30%20tools-for-diverse-learners>

Technology Support*

Key Ideas

- Continuous learning is not hours of screen time for teachers, parents, or students.
- Districts should seek to implement a few high-quality solutions for communication lines, teaching and learning, and student support.
- Learning success begins with streamlined platforms for both elementary and secondary levels. Bloomfield Schools will utilize the Google Education Platform Suite.
- Technology can open doors and break down barriers for children, youth, and adults with and without disabilities.
- Student privacy is a top priority.

Use of School Devices at Home

- Based on your parent survey data, create a system for devices to be checked out to students/families and returned to school.
- Develop Tips and Tricks for device care, IT support help protocols, district policies, and Internet safety.

Copyright and Student Privacy

- Consider how you might share copyright guidelines for educational fair use during continuous learning
- Not all educational technology companies are sensitive to student privacy. Consider how you might increase awareness for student data privacy during continuous learning.
- FERPA/SHERPA is a great resource center aimed at answering student data privacy which is divided into three specific audiences, educators, students and parents

- An additional resource from the US Dept. of Education on protecting student privacy can be found [here](#)

IT Support

- Create protocols for providing IT support for teachers, students, and caregivers if school devices are sent home
- Consider how teachers, parents, and students will submit a tech request if needing support
- Make it known that tech support is only there to assist with school-owned devices
- Consider IT support beyond school hours for teachers, parents, and students (some won't be working during school hours)
- Consider a drop-off/pick-up service to receive technology that needs IT support

Username and Passwords

- Districts will need to provide usernames and passwords to essential technology programs (previous and new) that students require access to
- Develop a plan to distribute that information to students and parents. Keep in mind you must protect the privacy of your students
- If students use a single sign-on, badge, or QR code sign in, consider developing a strategy to inform caregivers about these protocols during continuous learning

Distance Learning Parameters for Teachers

- Consider setting guidelines for staff including: office hours, work day expectations, student work load, lesson requirements, etc.
- Establish a set schedule and routine for educators
- Set up an appropriate and adequate working environment
- Remember professional dress attire during videos and video conferencing
- Model digital etiquette including:
 - Muting the mic before entering a session
 - Keeping the background clutter free
 - Pay attention to lighting
 - Minimize background noise

Ex-Learning Classroom Management using Google Classroom

Create classroom environments using Google classroom. Teacher would first create a Google Classroom then provide a class code or invite students using Gmail email address. If teacher is planning to give grades on content, teacher can continue to use PowerSchool and have the option to set up a grade book in Google Classroom as secondary notation.

Using Google Classroom, a Teacher could...

- Design a lesson that incorporates a video lecture or reading resource.
- Connect the lesson to an activity that is posted virtually in the Google Classroom.
- Schedule a day on the Google Classroom Calendar and host a lecture interactively using Google Sheets, Docs, or Slides to present or interact with students.
- Use the Blog page to communicate with students
- Create and share folders with students that contain activities and resources
- Using Google Meet for video connections and Google Voice for phone calls home. Using Google voice offers the teacher the ability to use a different phone number assigned by Google to make calls to students and parents without having to provide a personal phone number.

After the classroom has been set up students at this point, can....

- See communication with teacher via blog (could alleviate multiple conversations of saying the same thing)
- See assignments posted by teacher in blog or in the Classwork tab
- See teacher loaded content (e.g. teacher posted videos, external resources, etc...) in Classwork tab or Class Drive Folder
- See due dates via the Class Calendar

Educator Safety* (See Educator Professionalism & FERPA Guidelines Appendix)

The new mode of learning will require un-traditional methods when engaging students and providing feedback and support. Teachers should adhere to the code of conduct and engage in professional when interacting with students. Teachers must consider legal implications tied to unprofessional behaviors and the negative impacts that such behaviors can have in regard to their teaching license. Some common practices teachers can consider could include:

- **One-to-One Live Video Conferencing with a student is not recommended.**
Please include two adults and/or two students for accountability and liability.
Consider having classified staff participate as video partners on live calls
- Schools and districts should think about protecting educator privacy by using applications such as Google Voice.
- Please check your board policy regarding communications between educators and students via phone or the Internet

Parameters for Teachers*

Teachers need to remember that they represent the district in all interactions they engage in, especially with students and parents. The way in which teachers interact with parents and students will establish perceptions of the school and district. Each teacher should consider:

- Establishing a set schedule and routine to engage and interact with students, parents, and school administration
- Be considerate of appropriate times to call parents and students (consider time of day and day of week).
- Set up an appropriate and adequate working environment.
- When working in video environments, ensure that teachers are dedicating time to the audience and avoid distractions as you engage stakeholders.
- Staff should be cognizant of the language they are using and how they deal with conflict.
- Remember professional dress attire during videos and video conferencing.
- Perform a functional check of your technology before engaging in a video call or voice call. Work out the kinks before you engage in your communication. Minimize technical difficulties. Have a back up plan.
- Model digital etiquette including:
 - Muting the mic before entering a session
 - Keeping the background clutter free
 - Pay attention to lighting
 - Minimize background noise

Tips for Teaching Online* (For Teachers)

Adapted with permission from ESSDACK and the Kansas State Department of Education

Internally with yourself: Start with your goals. What do you really need from and for your learners right now and long-term?

Internally with your team: Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level/content team? Is this a group of educator friends at school or online? Be connected with other educators too.

Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you are available and not available. Use your district's common communication management system where you can post announcements and host discussions, both synchronously and asynchronously.

Post videos of yourself, even if it's just to say "Good morning!" Show your personality and let your love of teaching and students shine through. This may also be an opportunity for you to engage with all members of the family. Check in with families and students and ask how they are feeling and managing through the change.

Think about your physical set up. Are you comfortable? How is the lighting? Be sure you have sufficient lighting in front of you and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some students may have slower Internet connections.

- Consider setting a consistent schedule when students can be with you for a check-in/class meeting.
- Do you have a regular classroom tradition for when students enter your room? Do it again!
- Greet them by name. This helps them feel connected and builds community.
- Find a thread that you can bring from the traditional classroom into this new classroom.
- Break the work into smaller chunks. Learning online takes time -- *more time than in the classroom*.
- Be considerate and thoughtful as students adjust to a new learning process.
- Build in time for students to learn how to manage continuous learning.
- Set times when you will be available to answer questions and connect students with technical support.
- Help them learn etiquette for distance learning. Build in times for breaks – both for students and for you!
- Clearly communicate this schedule to students and their families.
- Engage your students by picking interesting, enriching challenges and experiences.
- Find ways to extend their academic skills into the world they are in right now.

Provide the opportunity for your students to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships. Remember: start slow to go fast. Lastly, set office hours for yourself. Build a time when you will NOT be connected and you will not be responding. Find balance.

Tips for Learning Online* (For Students)

Adapted with permission from ESSDACK and the Kansas State Department of Education

You've found yourself learning online. It's going to be different, for sure, but we can do this. Here are some tips to help you navigate a virtual learning environment:

- Find a place in your house that is free from distractions, where you can also be comfortable and focus on connecting with your class. Having a hard surface or table helps stabilize your device so no one gets seasick watching your camera sway back & forth on your lap. In addition, it is just safer for your device!
- Remember your teachers want to see and hear your voice! They are here to answer your questions and concerns. Don't be afraid to speak up.
- Keep a drink of water nearby but be sure it has a tight lid in case of spills! No one wants a wet device!
- If you don't understand what is going on, ask a classmate. If your teacher is giving you information that you are not sure about, go ahead and ask your teacher. It is better to ask and know what to do or what is being talked about than to struggle and still not know or understand. Your teacher should give you contact information. Be mindful of when to contact your teacher (not too late at night) and provide them with some time to get back to you. Ask. Do not just sit and wait. While mom/dad/grandma/classmate could try to help, sometimes those questions are best asked to your teacher. Do not wait until something is almost due to ask for help. Be proactive in getting help when you are feeling stuck.
- Take a study break! Do not just sit at the computer. Your eyes need a break (which includes video games too, if that is your favorite break) and your legs need to move!
- Help your family set a schedule that includes learning time, movement time, playtime, snack time, etc. Maybe it also includes cooking, hiking, honoring cultural traditions, playing board games, or storytelling with your family. Brainstorm what your family's day will look like and start getting in that routine. Make sure everyone is on the same page so no one hassles you when you're taking a break. Therefore, if the schedule needs to change, ask for a family meeting/discussion so again, we are on the same page. Do you like to listen to music or watch TV while you work? Sometimes that is awesome for tuning out the noises of the house, but you might find yourself watching the TV instead of working.
- Be mindful of what you are doing when you should be working. Figure out what works best for your learning.
- Watch the volume on those earbuds and headphones! Once your hearing is gone, it is gone. When in doubt, turn it down.
- Finally, have patience with yourself, your classmates, your family, and your teacher. This is a completely new environment for everyone.

Local Demonstration of Competency Appendix

Requirements for Graduating Seniors

Bloomfield School District

Graduation and Demonstration of Competency

Framework

2020-2021

Demonstration of Competency:

FIRST A STUDENT MUST SUCCESSFULLY COMPLETE A MINIMUM OF TWENTY FOUR AND A HALF (24.5) CREDITS ALIGNED TO THE STATE ACADEMIC CONTENT AND PERFORMANCE STANDARDS INCLUDING THE FOLLOWING:

English (grammar, nonfiction writing and Literature emphasis)	4.0 credits
Math (one [1] equal to algebra II or higher unless Parents sign off on their junior next step plan)	4.0 credits
Science (two [2] with a laboratory component)	3.0 credits
United States History and Geography, World History and Geography, Government and Economics, and New Mexico History	3.5 credits
Physical Education	1.0 credit
Health Education	0.5 credit
Career Cluster, work place readiness, or Foreign language	1.0 credit
Electives including student service learning	7.5 credits

****One of the above CREDITS must be earned in one of the following: advanced placement course, honors course, dual credit course, or a distance learning course.**

To graduate a student must meet the cut score for New Mexico High School Graduation Assessment or use a portfolio alternate demonstration of competency.

SECOND, STUDENTS MUST DEMONSTRATE COMPETENCY IN THE AREAS OF READING, WRITING, MATH, SCIENCE, AND SOCIAL STUDIES USING ONE OF THE BELOW METHODS:

Via SAT/SBA/EOC-do we need to add “Score TBA” to ELA and Math below?

ELA	Math	Science	Social Studies
SAT Reading Composite score of 725 (Performance Level 3)	SAT Math score of at least 725 (Performance Level 3) in either Algebra 2, Geometry, or Integrates Mathematics II	SBA score of at least 1138	One state-developed Social Studies EOC exam with the state established passing score

To meet the testing requirements the student must test a minimum of 2 times in the SAT ELA and Math and the SBA Science. They must have done at least one state developed Social Studies EOC. If a student does not meet the testing attempts, paperwork must be filed with the NMPED requesting for the student to graduate indicating which ADC is being used. The student will not be allowed to graduate until there has been an approval from the NMPED.

Via Alternative Demonstration of Competency – State Approved

ELA	Math	Science	Social Studies
Passing score on state English 3 or 4 approved EOC	Passing score on state approved EOC	Passing score on state approved EOC	Economics EOC – 23 or higher
Accuplacer Sentence Skills score of 83 or Reading comprehension score of 82	Accuplacer Elementary Algebra score of 80 or College Level Mathematics score of 50		Government EOC – 24 or higher
ACT English Comprehension score of 18 or Reading score of 22	ACT Math score of 22	ACT Science score of 23	US History EOC – 31 or higher
ACT Aspire English score of 428	ACT Aspire Math score of 432	ACT Aspire Science score of 432	World History EOC – 25 or higher
ACT Plan English score of 15	ACT Plan Math score of 19	ACT Plan Science score of 20	NM History EOC – 18 or higher
AP Exam score of 3 or higher	AP Exam score of 3 or higher	AP Exam score of 3 or higher	AP Exam score of 3 or higher

PSAT Reading and Writing score of 360	PSAT Math score of 470		
SAT Reading and Writing score of 480	SAT Math score of 530	SAT Subject test with passing score	SAT Subject test with passing score
	IB Mathematics Exam score of a 4	IB Experimental Sciences exam score of a 4	IB Individuals and Society score of a 4
Compass Reading score of a 88	Compass Math score of a 52		

Via Alternative Demonstration of Competency – District Approved Standards Based Indicators and Post-Secondary Plans

ELA	Math	Science	Social Studies
ASVAB Score of 31 or higher	ASVAB Score of 31 or higher	ASVAB Score of 31 or higher	ASVAB Score of 31 or higher
Work Keys Reading score of a 4 or better	Work Keys Math score of a 4 or better		
Final Exam Grade in a Junior or Senior English course of “C” or better	Final Exam Grade in a Junior or Senior Math course of “C” or better	Final Exam Grade in a Junior or Senior Science course of “C” or better	Final Exam Grade in a Junior or Senior Social Studies course of “C” or better
Acceptance to a Four Year College	Acceptance to a Four Year College	Acceptance to a Four Year College	Acceptance to a Four Year College
Passing Interim/Short Cycle Assessment score	Passing Interim/Short Cycle Assessment score	Passing Interim/Short Cycle Assessment score	Passing Interim/Short Cycle Assessment score
Portfolio – Student must complete a 1-page essay and have an acceptance letter to a college, university, or the military. Portfolios are then approved by the committee (see attached portfolio paperwork)	Portfolio – Student must complete a 1-page essay and have an acceptance letter to a college, university, or the military. Portfolios are then approved by the committee (see attached portfolio paperwork)	Portfolio – Student must complete a 1-page essay and have an acceptance letter to a college, university, or the military. Portfolios are then approved by the committee (see attached portfolio paperwork)	Portfolio – Student must complete a 1-page essay and have an acceptance letter to a college, university, or the military. Portfolios are then approved by the committee (see attached portfolio paperwork)

Passing Final Exam of an approved Distance Learning/Online Course	Passing Final Exam of an approved Distance Learning/Online Course	Passing Final Exam of an approved Distance Learning/Online Course	Passing Final Exam of an approved Distance Learning/Online Course
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For students using the Portfolio option for Graduation a Graduation Review Committee will be established consisting of:

- High School Principal or Designee
- Senior Counselor
- Teacher Representative
- District Special Education as applicable

For any student who has successfully completed the required 24.5 credits but has not demonstrated competency by meeting the NMPED required criteria for demonstration of competency, the Graduation Review Committee will determine whether or not the student has demonstrated competency using the listed indicators. If the committee determines that the student has met competency, the student will be awarded a Diploma of Excellence. A Student with an IEP is entitled to receive any modifications, variations, waivers, or accommodations described in the student's IEP while demonstrating competency.

Transfer students must demonstrate competency in math and reading. Students may not attempt any demonstration of competency more than once per month. Students who believe they have demonstrated competency by another method than those above may appeal to the Superintendent or Designee and shall be deemed to have met competency in that area if the appeal is successful. Students shall have the opportunity to demonstrate competency for five years after they exit school in order to receive a New Mexico Diploma of Excellence.

Communication Plan Appendix

Examples of communication plans and Instructional focus framework

Example Document to be completed by teacher/ teacher teams / content teams / grade levels

Communication / Targeted Instructional Focus Framework Plan

School:

Grade:

Content Area:

Teacher(s) connected to plan:

Communication Plan:

- Primary Representative if plan is by group or department:
- Primary Communication Source:
- Secondary Communication Source:
- Create a message template that will go out to parents & students regarding how implementation of Ex-Learning will be implemented:

Note: This is a basic framework, which does not require detailed planning, it merely should state what a teacher should focus on if students will be out of the classroom for an extended period of time (e.g. teachers will use district curriculum/program, align to grade level/content pacing guide, and maintain adherence to common core state standards.

This is a stand-alone framework where curriculum can be injected, relevant, and applicable to learning targets being addressed in the classroom.

Instructional Focus Framework Plan: (plan should be for 3-4 weeks of instruction)

- Provide description of what teachers should plan instructionally to students
- Provide description of feedback to students and parents
- Provide description of resources the teacher will provide to students
- Detail how will students access/upload content

Communication Platforms

District will send messages to parents using the messaging systems provided below. As information becomes available it will be posted on messaging systems.

Messaging Systems:

Internet	District webpage www.bsin.k12.nm.us or Google Mail
Phone	School Messenger
Social Streams	District Facebook: https://www.facebook.com/Bloomfield-School-District-191851018281696/ District Instagram: https://www.instagram.com/bloomfield_schools/ District Twitter: https://twitter.com/blmfldschools
Media	KOB-TV
Scrolling Marquee	High School and Fire Department
QR Code	Posters in various locations, provides quick navigation to district Ex-Learning Environment (see Figure 3.1 below)

Bloomfield School District
Extended Learning – Learning Beyond the Classroom

**Scan QR code to access
E_x-Learning Environment**



Figure 3.1 Example of QR Code to Access ELearning Environment

Bloomfield School District K-11 Ex-Learning Environment

Lesson Planning & Professional Development:

- Grade level teacher teams created to develop targeted cross-curricular lessons.
- Use Google Meet or Voice to collaborate with teachers, develop a weekly lesson, conduct professional development.
- Use Google Meet to collaborate with students
- Extend 3rd Quarter to all students, students work can only be used to improve grades. Closes 4/17

Lesson Planning Guidelines

(All content is relearning critical standards)

- Build common grade-level digital and physical weeklong work packets
- Integrated content in all areas
- Supports student engagement
- Simple to understand, engage in, & learn
- Purposeful with targeted objective
- Aligned to CIA data
 - Identified Critical Standard (ELA Standards 1-4)
- Has links to resources or resource materials to support student
- ELL, SPED, & Bilingual Support
- Avoid meaningless busy work

Maximum Instructional Engagement Time	
Pre-K	30 minutes ELA & Math 15 minutes Computer based
Grade K - 1	45 minutes ELA & Math 20 minutes Computer based
Grade 2 - 3	60 minutes ELA & Math 25 minutes Computer based
Grade 4-6	90 minutes ELA & Math 30 minutes Computer based
Grade 7 - 11	30 Minutes per teacher 3hr. max 60 minutes Computer based
Physical Health	30 minutes per day
Reading Time	30 minutes per day
Office Hours	1 hour per day

Teachers may find that they have to adjust after first week

District E-Learning:

Students will continue using e-service software already being used in classrooms:

Achieve 3000, Imagine Learning, Imagine Math, IStation, Etc...

Challenges

- Developing Digital and Physical work packets
- Organizing and planning collectively
- Work packet disbursement
- NMAA Eligibility
- Digital environment hinges on internet and devices

Family Engagement:

- Elective teachers will be assigned to create engagement activities on social streams
- Activities integrate music, PE, art, Ag, etc..

In Development Stage

- Create WiFi spots throughout district (must remain in cars is not a walk-up service)
- Utilize Hot Spots on busses for connectivity
 - Cost of hot spot devices (\$4K)
 - Cost of internet services (\$2K per month)
 - Cost of devices for students
 - Extending driver times and mileage on busses

Lesson Repository

- Upload common grade-level digital work packets weekly.
- Load into a folder with file unique file name (e.g. Grade2_Apr6-Apr10)

Lesson Delivery

- Grade-level folders with weekly assignment
- Post link/folder on District Webpage & distribute to pick-up points.
- Access to folders will be managed through Class Link (statistical analysis of activity)

Sample Site Organization Chart

Bloomfield School District Grade 12 Ex-Learning Environment

Primary Focus

- Ensure that 2019-2020 Seniors are ready to graduate

Instructional Support Model

- High priority are seniors who are in jeopardy of not graduating.
- Teachers need to engage any student who is failing and develop an educational contingency plan.
- Extend graduation requirements window to June 19.
- Beyond June move struggling seniors into a credit recovery option.
- Teachers need to provide additional opportunities to support a student to prevent a failing grade & document efforts.
- Use Google Meet or Voice to collaborate with teachers develop a weekly lesson (see lesson planning guidelines)
- Use Google meet to collaborate with students
- Extend 3rd Quarter to all students, students work can be used to only improve grades. Closes 4/17

Graduation Navigational Priorities

- Competency Requirements
- Credit Requirements
- Alternative Demonstrations of Competency

Maximum Instructional Engagement Time	
Grade 12	30 Minutes per teacher 3hr. max 60 minutes Computer based
Physical Health	30 minutes per day
Reading Time	30 minutes per day
Office Hours	1 hour per day

Maximum times may vary pending on the content student is learning

District E-Learning:

- Students will continue using e-service software already being used in classrooms:
- Achieve 3000, Imagine Learning, Imagine Math, Khan Academy, Etc...

Lesson Planning Guidelines

(All content is relearning critical standards)

- Build common grade-level digital and physical weeklong work packets
- Integrated content in all areas
- Supports student engagement
- Simple to understand, engage in, & learn
- Purposeful with targeted objective
- Aligned to CIA data
 - Identified Critical Standard (ELA Standards 1-4)
- Has links to resources or resource materials to support student
- ELL, SPED, & Bilingual Support
- Avoid meaningless busy work

Challenges

- Developing Digital and Physical work packets
- Organizing and planning collectively
- Device and internet for students in AP, Dual Credit, or On-line Learning (Edgenuity)
- Online Assessments & Grading
- Digital Environment (In Development) hinges upon having devices and internet service
- Credit Recovery / Competency options

Family Engagement:

- Elective teachers will be assigned to create engagement activities on social streams
- Activities integrate music, PE, art, Ag, etc...

In Development/ Seeking Guidance

- Dual Credit
- Advance Placement Courses & Assessment
- Bilingual Seal Completion
- Graduation Ceremony

Lesson Repository

- Upload common grade-level digital work packets weekly.
- Load into a folder with file unique file name (e.g. Grade2_Apr6-Apr10)

Lesson Delivery

- Grade-level folders with weekly assignment
- Post link/folder on District Webpage & distribute to pick-up points.
- Access to folders will be managed through class link (statistical analysis of activity)

Sample Site Organization Chart

District Specific Resources Appendix

Educational resources used within district to support learning

District Specific Resources

Used in District

Elementary

Google Classroom (Assignments, Assessment, Communication)
IStation (Reading & Math)
Edulastic (Assessment)
Imagine Math
Imagine Learning (ELL)
Achieve 3000
MobyMax (Math, Reading, and more)
Digital & Physical Learning Packets targeting critical standards developed by grade level/content area teams

Middle School

Google Classroom (Assignments, Assessment, Communication)
Edulastic (Assessment)
Imagine Math
Imagine Learning (ELL)
Achieve 3000
MobyMax (Math, Reading, and more)
Digital & Physical Learning Packets targeting critical standards developed by grade level/content area teams

High School

Google Classroom (Assignments, Assessment, Communication)
Imagine Learning (ELL)
Edgenuity (Credit Recovery)
Edulastic (Assessment)
Achieve 3000
MobyMax (Math, Reading, and more)
Advanced Placement
Dual Credit?
Digital & Physical Learning Packets targeting critical standards developed by grade level/content area teams

Learning Extensions Resources: (Post these resources to district Ex-Learning Portal page)

Bloomfield Schools Learning Extension Resources to Support Student Progress

Below you will find resources that you can use to support students at home. Many of the resources are free and may require that a parent assist their child in the initial setup of using the programs. Use the resources for about 25-30 minutes (roughly the length of a kid's television show), it is not necessary to spend 8 hours doing the same thing; change up the activities throughout the day. The goal of using the resources is to support or extend your child's learning in an engaging way. Monitored daily exposure along with parent interaction with the resources is likely to benefit and support your child's learning needs. If you need help in using the resources, contact your school site. If the internet does not work, try the "Other Things You Can Do at Home" section.

Resources for Reading		Teacher Account	Student Account
NEWSLA	https://newsela.com (FREE) A resource that provides Non-Fiction text to students. Articles include varied Lexile ranges (you can adjust how easy or hard an article is), quizzes, and writing activities. Will require that a parent sign up for the service. This site is for grades K-12	X	
Free Rice	http://freerice.com/#/english-vocabulary/1530 (FREE) Incentive is that for each answer you get right, the company will donate 10 grains of rice through the World Food Program to help end hunger. Topics covered include: Humanities, English, Math, Chemistry, Language Learning, Geography, Sciences, and SAT Test Preparation. This site is for grades K-12. Click on the menu bars to select a category.		X
IXL	https://www.ixl.com/ (FREE/COST) Student can work 10 problems a day for free. Does provide instruction if the student misses a question. You can pick the standard you want your child to practice. If you choose to pay for		X

	the service, it costs \$79 a year. This site is for grades K-12		
Reading Rockets	http://www.readingrockets.org/ (FREE) Web site offers many resources in helping your child become a better reader. Many links are provided with helpful resources. This site is for grades K-12		
Other things you can do at home to assist your child in Reading: <ul style="list-style-type: none"> • Read the same book together with your child and have your own book reading group. • Use the Independent reading activity to guide your child's understanding of what they read (See Independent Reading Activity). • Visit Reading Rockets web site and search for "103 Things to do before/during/after reading" and find interesting ways you can extend and enrich a book that your child has read. • Sticky note reflections; as your child reads a book, after every 5 pages or so, have them stop and write about what they just read. • Have your child answer the following essential questions about what they just read: Who, What, When, Why, How and ALWAYS follow it up with a "How do you know your answer is right?" question. • Build vocabulary by keeping a vocabulary log. Every word your child does not know, write it down in the log and search for the definition using a web resource like Google or www.Dictionary.com 			

Other Learning Resources found online

Resources for Math and STEM		Teacher Account	Student Account
NEWSELA	https://newsela.com (FREE) A resource that provides Non-Fiction text to students. Articles include varied Lexile ranges (you can adjust how easy or hard an article is), quizzes, and writing activities. Will require that a parent sign up for the service. Articles are available in science and current events. This site is for grades K-12	X	
That Quiz	https://www.thatquiz.org/ (FREE) Quick practice in math. This site is like flash cards on steroids. You can have your child practice various math problems and the site will grade the answers so that you can see where they are. This site is for grades K-12	X	X
Prodigy	https://www.prodigygame.com/ (FREE) An interactive way your child can learn how to do math in a gaming environment. Students battle with other characters by solving math problems. This site is for K-8	X	X
KHAN Academy	https://www.khanacademy.org/ (FREE) Offers students assistance in math and provides videos and tutoring resources to support your child as they learn math. This resource is also great for middle school and high school students. This site is for grades K-12	X	X
Free Rice	http://freerice.com (FREE) Incentive is that for each answer you get right, the company will donate 10 grains of rice through the World Food Program to help end hunger. Topics covered include: Humanities, English, Math, Chemistry, Language Learning, Geography, Sciences, and SAT Test Preparation. This		X

	site is for grades K-12. Click on the menu bars to select a category.		
IXL	https://www.ixl.com/ (FREE/COST) Student can work 10 problems a day for free. Does provide instruction if the student misses a question. You can pick the standard you want your child to practice. If you choose to pay for the service, it costs \$79 a year. This site is for grades K-12	X	X
HowStuffWorks	https://www.howstuffworks.com/ (FREE) Students can login and view content in STEM related areas and more. There are educational videos students can watch and learn with. Grades 3-12		
MyKidsBank.org	http://mykidsbank.org/ (FREE) Students can login and create an artificial bank account. There is no money exchange, this is simply a software program that allows a student to track and monitor their money in a safe environment	X	X
Other things you can do at home to assist your child in Math: <ul style="list-style-type: none"> • Play board games at home or online • Make everything a math experience (going to the grocery store, paying at the cash register, writing a check) • Use real-world situations to explain math they are learning at home or at school • Do math "Think Alouds" with your child. As you are solving a math problem, think out loud by telling your child of the process you are using to solve the problem. • Create math story problems at dinner or in any situation you find yourselves in. Challenge each other to find the answer to your story problems and defend the answer you come up with. 			

Continuous Learning Plan Preparation Appendix

A systematic approach to prepare for continuous learning

Professional Learning to Prepare for a Continuous Learning Plan* (Source NMPED)

Below is a sample five-day plan to prepare for implementation of a Continuous Learning Plan. The sample plan is a resource for districts to modify and use as appropriate and is not a requirement.

Prior to Five Day Plan

- Ensure you have worked with all stakeholders including: teacher leaders, special education departments, technology, and bilingual education departments, food service, local education leaders, etc., and involve them in discussions and decision making
- Send out surveys about the availability of technology
- Review survey results
- Identify teacher leaders in curriculum and technology integration
- Identify learning platforms or systems that are already in place that teachers will use

Five Day Continuous Learning Plan Development

Day 1

- District/Charter administration meets
 - Review survey results
 - Establish continuous learning philosophy, expectations, and overview
 - Problem solve local issues such as Internet access and availability of materials
 - Upon approval from building administration, a small group of educators might come into district offices or schools to prepare and support special education students, students without Internet access, and specific content area needs.
- Develop a more detailed schedule for professional learning for the following days
- Plan with teacher leaders to lead their teams and provide technology training

Day 2

- School-wide staff meeting through a video conferencing platform such as Zoom, Go-To meeting, WebEx, or a conference call.
 - Establish philosophy, expectations, and broad overview
 - Share results of surveys or information you have gathered and plans for continued food service, IEP services, child care, and technology with whole staff
- Via virtual connection, meet in grade bands (PreK-2, 3-5, 6-8, 9-12) or, for high school, content areas and pathways (e.g. CTE tracks).
 - Establish norms for student and teacher time and workload expectations

- Establish a singular communication platform, learning management systems, and content delivery methods (limit diversity of options to create coherence across all ages).
- Determine essential outcomes to focus on while adhering to the continuous learning philosophy of workload expectations (establish the critical outcomes necessary for the remainder of year)
- Train staff on technology
- Administration communicates with school community
 - Expectations, philosophy, and plan
 - How and where to pick up breakfast and lunches during extended closure
 - When to expect communication from teachers and who will receive the communication
 - How students will get materials and technology if needed -- plans for delivery and pick up of paper learning packets (consider aligning with grab and go lunch pick-ups).

Day 3

- Small group virtual work time
 - Plan lessons
 - Create content and upload to devices when appropriate
 - Continue working on essential outcomes (focus on critical outcomes; prioritize quality over quantity)
- Share content with cross-functional teams or whole staff
 - Offer each other the ability to reflect on expectations
 - Ensure you are able to continue collaborating on best practice
 - Share how students will demonstrate their learning
- Virtual whole staff meeting
 - Answer new questions that have come up
 - Collaborate and problem solve
- Train staff on technology (could be done virtually, using links shared for app support)

Day 4

- Work time
 - Plan lessons
 - Create content and upload to devices when appropriate
- Meet in grade levels and content bands
 - Share content
 - Reflect on expectations
 - Continue collaborating on best practice
- Educators should begin to implement outreach; communicate with students and guardians
 - Establish expectations

- Detail what students will need in order to be successful (materials and technology)
- Administration should have a plan to begin to think about how they will track this

Day 5

- Virtual whole staff meeting
 - Answer final questions
 - Problem solve any new challenges
- Teacher prep time
 - Plan lessons
 - Create content and upload material as appropriate
 - Answer questions from teachers and students
- Virtually collaborate with grade level or content teachers as needed

Educator Professionalism & FERPA Guidelines Appendix

Keeping Educators Safe and Setting the Expectations in a Virtual Environment

Educator Professionalism and Code of Ethics

Navigating a new way of conducting business comes with challenges. As we move towards accessing students and parents in a virtual world, we want all our educators and service providers to operate as good stewards of the district and doing so in a professional manner as required by district, state, and federal regulations. Below are a few guiding documents to assist educators and service providers in the expectations set forth in conducting business with students in a safe and respectable manner and with the upmost use of professionalism.

Bloomfield School Board Policy

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STAFF ETHICS

(Statement of Ethics for School Employees)

We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

Principle I: Commitment to the student. We measure success by the progress of each student toward achievement of their maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:

- deal justly and considerately with each student;
- encourage the student to study and express varying points of view and respect the student's right to form their own judgment;
- conduct conferences with or concerning students in an appropriate place and manner;
- seek constantly to improve learning facilities and opportunities.

Principle II: Commitment to the community. We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

- share the responsibility for improving the educational opportunities for all;
- recognize that each educational institution has a person authorized to interpret its official policies;
- acknowledge the right and responsibility of the public to participate in the formulation of educational policy;
- evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies and take action deemed necessary and proper;
- assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates of [or] partisan activities;
- protect the educational program against undesirable infringement and promote academic freedom.

Principle III: Commitment to the profession. We believe that the quality of the services of the education profession directly influence[s] the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting and to achieve conditions, which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning and programs of our professional organizations. In fulfilling our obligations to the profession, we:

- recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession;
- participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education;
- cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns and those colleagues new to their positions;
- accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student;

- refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues;
- keep the trust under which confidential information is exchanged;
- make appropriate use of the time granted for professional purposes;
- interpret and use the writings of others and the findings of educational research with intellectual honesty;
- maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts;
- respond accurately to requests for evaluation of colleagues seeking professional positions;
- provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

Principle IV: Commitment to professional employment practices. We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity and mutual respect between employees, administrators and local school boards. In fulfilling our obligations to professional employment practices, we:

- apply for or offer a position on the basis of professional and legal qualifications;
- apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates;
- fill no vacancy except where the terms, conditions and policies are known;
- adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent;
- give prompt notice of any change in availability of service, in status of applications or in change in position;
- conduct professional business through recognized educational and professional channels.

Bloomfield School District Policy

Adopted: date of manual adoption

LEGAL REF.: [6.60.9.8 NMAC](#) ; [6.60.9.9 NMAC](#)

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STAFF CONDUCT WITH STUDENTS

Employees are expected to exercise general supervision over the conduct of students, not only while in the schoolroom, but also before and after school and during recess.

All personnel employed by the District are expected to relate to students of the District in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

Relationships between staff members and students that include "dating," "courtship," "sexual relationships," or "romantic involvement" are prohibited. These behaviors deviate from ethical or professional standards and shall be deemed unacceptable and contrary to the expectations of District governance.

Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process. Staff members shall establish and maintain appropriate personal boundaries with students and their families and not engage in any behavior that is prohibited by law, regulation, policy, or that creates the appearance of prohibited behavior.

Violations of this policy shall be considered serious and may result in severe disciplinary action in accord with policies on discipline of professional and support staff. Retaliatory or intimidating acts against any person who has made a complaint under this policy and its corresponding regulations, or against a person who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for discipline. Knowingly submitting a false report or making false accusations under this policy shall subject that individual to disciplinary action.

Adopted: July 9, 2019



STUDENT PRIVACY POLICY OFFICE

FERPA and Virtual Learning Related Resources

March 2020

As educators and students move to virtual learning during this time of social distancing due to COVID-19, the Student Privacy Policy Office (SPPO) has received questions about available resources on virtual learning and the Family Educational Rights and Privacy Act (FERPA).

FERPA is the federal law that protects the privacy of personally identifiable information (PII) in students' education records. "Education records" are those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. FERPA provides parents and eligible students the right to access a student's education records, the right to seek to have the records amended, and the right to protect the PII in students' education records. (An "eligible student" is a student who has turned 18 or is attending college at any age.) Under FERPA, an educational agency or institution may not disclose PII from students' education records, without consent, unless the disclosure meets an exception under FERPA. 20 U.S.C. 1232g; 34 C.F.R. Part 99.

Two key resources on our website are:

- *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices* — this resource identifies applicable exceptions under FERPA, including the school official exception. This resource, while originally developed for online educational services, is also applicable for virtual learning tools and includes best practices for safeguarding student education records under FERPA.
- *Protecting Student Privacy While Using Online Educational Services: Model Terms of Service* — this checklist is a helpful tool to evaluate online educational apps.

These two resources are part of our Security Best Practices, which includes additional resources on safeguarding education records.

There are also additional resources on related topics under FERPA, including classroom observations, use of emails, videos, and other virtual learning tools. Under FERPA, the determination of who can observe a virtual classroom, similar to an in-person classroom, is a local school decision as teachers generally do not disclose personally identifiable information from a student's education record during classroom instruction. FERPA neither requires nor prohibits individuals from observing a classroom.

- Our Letter to Mamas on classroom observation is also applicable to virtual classrooms.
- Our video, Email and Student Privacy, identifies best practices for emails.
- With regard to videos and virtual classrooms, to the extent videos are recorded and maintained as education records, the FAQs on Photos and Videos under FERPA might be useful.

Additionally, the recently-released FERPA and the Coronavirus Disease 2019 (COVID-19) FAQs document identifies questions for school officials regarding the health or safety emergency exception under FERPA in the context of COVID-19.

SPPO is available to assist you with your student privacy questions under FERPA. Additional information is on our website at <https://studentprivacy.ed.gov>.

Learning Environment Considerations Appendix

Specific questions regarding implementation of learning environment scenarios and
detailed needs to be addressed

Implementation Barriers & Needs:

This section contains narratives to implementation barriers that have been discussed in the document. They only capture a snapshot of the discussion however; serve as a basis of foundation or recollection.

Barriers	Descriptions
Student does not have a device to access internet	Not all students have devices to access internet. If student does have a mobile device, they may be limited by data plans for their device or data usage in from their cellular service. Can the district provide internet access via issuing a hotspot or setting up public WiFi access points?
Access to WiFi	Not all students have access to WiFi; if Pandemic/Crisis occurs; public places may not be an option to access free internet access via WiFi (due to inability to travel to a WiFi location or the inability to control and monitor social distancing protocols). Internet may not be available in some geographic locations.
Students choose not to participate	The reasons may be endless (e.g. no device, no internet access, do not understand work, limited access to a device, device incompatibility). How can the district enforce participation policy to support teachers and maintain participation and attendance?
Students do not have an established learning environment at home	While students are at home, they may serve in different roles such as babysitting siblings or keeping up with house chores so time to learn will not necessarily be a priority. Parents may not possess the level of academic support required to support their child (e.g., student is taking a calculus class).
Students & Staff technology ability	Students and staff may lack technology skills in order to thrive in an E-Learning Environment. This will require training.
Content provided on teacher sites not up to date	Teachers may not update sites adequately or provide resources that are inaccessible.
Providing Ancillary services will be difficult	Limitations to service options to students due to limited resources at home, the ability to serve the student via a digital platform, student inability to use technology: Is there a possibility to continue Eservices for all students who receive ancillary services (e.g. digital SLP therapy, OT services, small group setting, etc.)

Implementation Needs:

Need	Description
Student Training	Train students how to access E-Learning Environment -Logging into Gmail -Logging into Google Classroom -Using Google platform applications -uploading documents or photos
Teacher Training	Train teachers how to access and manage an E-Learning Environment -Setting up Google Classroom -Setting up Google share folders -Using up Google platform applications -How to create & upload lecturette videos -How to conduct a video conference in Google or Zoom *Need to consider who and how to train teachers at each site
Parent Training	Train parents how to navigate in the E-Learning environment -How to set up accounts for external resources -How to access Google platform to monitor child's work/progress -How to access PowerSchool to monitor child's work/progress
Cyber Security Training	Train students how to use and navigate the internet safely
Training Videos	Assist students, parents, and teachers in accessing and utilizing E-Learning Environments -video how-to snippets
E-Learning Web Page Creation	Create a singular point of access to house E-Learning Environment -Learning Extension Resource web links
Teacher Access to Digital Curriculum Content	Ensure that teachers have access to digital teacher resources in content areas
Student Access	Ensure that students can access Gmail, Google Classroom, Classlinks
Teachers need to take laptops home	So that teachers can have a laptop to work from home, need to develop the practice of taking their laptops home so that in the event that schools are temporarily closed, they will have the ability to work from home.

Health and Wellness	<ul style="list-style-type: none"> -Personal Protective Equipment (PPE) like gloves, masks, face shields, hand sanitizer, etc. -Thermometers -Disinfectants -Tape or signage for social distancing cues -Protocols for diagnosis or re-entry
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School Site Assurances:

Each campus is required to create a site-specific learning plan for both the Hybrid and Remote modalities of instruction. The learning plan is composed of a variety of assurances that the campus must uphold through the creation of campus-based systems.

Hybrid Model

1. While considering the Hybrid Model (students will attend 2 days per week), describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, and ensuring student engagement and participation. Consider also, SPED, Bilingual, ELL, and EAs.
2. While considering the Hybrid Model, describe how students and teachers will utilize intervention and enrichment platforms (e.g., iStation, 95 Percent, Achieve3000, Imagine Math, etc.)
3. While considering the Hybrid Model, describe how teachers will support: 1.) Students, and 2.) Parents. How often will teachers be required to make contact with students via the Google Classroom LMS? For how long? How often will teachers be required to make contact with families? How will these contacts be documented for accountability purposes?
4. While considering the Hybrid Model, describe how you will identify students without devices/technology. How will you ensure that these students receive paper-based instructional activities? How will these assignments be returned and graded?
5. While considering the Hybrid Model, describe how you will continue to provide MLSS/RTI and SAT services.
6. While considering the Hybrid Model, describe how you will address the teaching of specials (elementary) or electives (secondary). Consider both in person instruction and virtual instruction via LMS. For secondary, consider lab-based courses such as welding.
7. While considering the Hybrid Model, describe how you will keep all families informed regarding changing circumstances.
8. While considering the Hybrid Model, describe how the administrative team will hold teachers accountable for the content and rigor of instruction, both in-person and remote.

Remote Model

9. While considering the Remote Model (students do not attend at the building), describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, and ensuring student engagement and participation. Consider also, SPED, Bilingual, ELL, and EAs.
10. While considering the Remote Model, describe how students and teachers will utilize intervention and enrichment platforms (e.g., iStation, 95 Percent, Achieve3000, Imagine Math, etc.)
11. While considering the Remote Model, describe how teachers will support: 1.) Students, and 2.) Parents. How often will teachers be required to make contact with students via the Google Classroom LMS? For how long? How often will teachers be required to make contact with families? How will these contacts be documented for accountability purposes?
12. While considering the Remote Model, describe how you will identify students without devices/technology. How will you ensure that these students receive paper-based instructional activities? How will these assignments be returned and graded?
13. While considering the Remote Model, describe how you will continue to provide MLSS/RTI and SAT services.
14. While considering the Remote Model, describe how you will address the teaching of specials (elementary) or electives (secondary). Consider both in person instruction and virtual instruction via LMS. For secondary, consider lab-based courses such as welding.
15. While considering the Remote Model, describe how you will keep all families informed regarding changing circumstances.
16. While considering the Remote Model, describe how the administrative team will hold teachers accountable for the content and rigor of instruction.

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Bloomfield



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