

Lazaro Garcia Middle School

Mora High School

COVID-19 Pandemic Learning Plan School Year 2020-2021

Due to the current Public Health Order issued by the governor, all Public Schools will be required to begin the school year through Virtual/Distance/Remote Learning. After September 8th, schools will begin to accept students in person using a "Phase-In" model. Students K-5 will begin in-person on September 8th. Students in grades 6-8 will begin in-person on September 14th and students in grades 9-12 will begin in-person on September 21st. Please be advised that all students are required to attend school virtually until the "Hybrid Phase" begins. Once the hybrid phase begins, all students will have option to attend school virtually or in-person.

The first day of school for all students is August 14th.

Lazaro Garcia Middle School and Mora High School will begin school year with Remote Learning and will phase-in Hybrid Learning. To address the substantial impacts of educational and family disruptions caused by the COVID-19 Pandemic, LGMS and MHS were especially strategic and intentional in responding to students' learning needs for the 2020-2021 school year.

After losing valuable instruction due to the Spring 2020 State-Mandated Extended School Closure and the 2020 Summer Vacation there has been concern on the size of the learning gap that has been created. After reviewing nationwide data, most of decrease is in the areas of reading and writing achievement. This gap is not only impacted by the closing of schools but also by the increased stress of remote learning. In anticipation of the possibility of one or more similar interruptions, it is evident that our schools create a common expectation of instructional priorities.

With limited time available for instruction, it may not be possible to "cover" all the standards that would normally be addressed. It is more important that the most essential standards be addressed at a level of depth to ensure mastery and a solid foundation of learning.

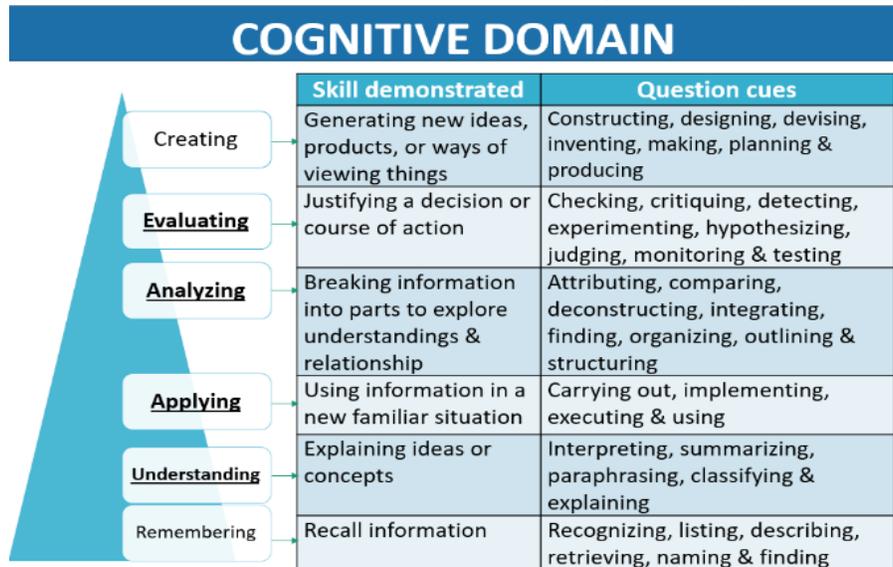
To ensure that students receive “quality” instruction, it has been determined that their classroom teachers teach grade level standards that are deemed “essential”. Subject area teachers will collaborate and will define 50% of CCSS that are deemed “essential”. Of the remaining 50% of the CCSS that are not deemed essential, they will be split in half on what are considered “most important” and “important.” The ‘most important’ will be integrated when the ‘essential’ standards are taught. The remaining 25% will be provided as enrichment activities.

LGMS and MHS teachers will focus on mastery-level techniques that will allow students to progress at varying rates with frequent check-ins and feedback until they

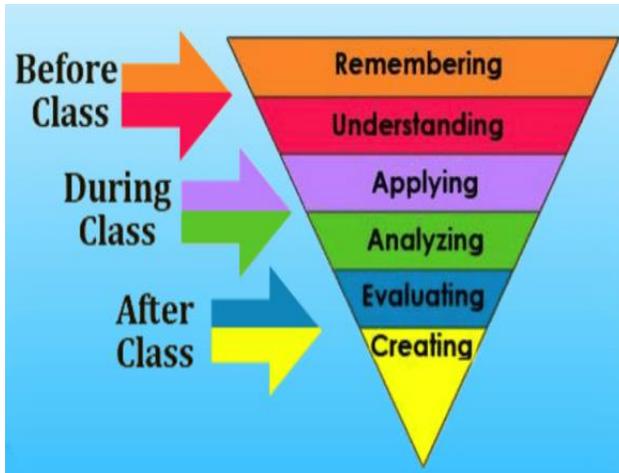
have a thorough understanding of the content. “Mastery” is different from “coverage,” but it produces longer-lasting results. In remote and hybrid-learning models the limited time is available in virtual and in-person face-to-face settings (synchronized learning), therefore it is essential that whenever students are not “in-class” that they continue with independent practice (asynchronous learning). Teachers will assign activities that require higher-order thinking, communication, and collaboration skills. These activities may include but are not limited to watching a lecture or reading, which could easily be done at home. Some very challenging activities may require time at home to be worked on, with time in class to present, discuss and get feedback. <https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/>

Synchronous and Asynchronous Learning Defined

Synchronous learning happens in real time. This means that a student, their classmates, and/or the teacher interact in a specific place at a specific time in whole group, small group, or individual conferencing with the teacher. Synchronous learning can happen both Virtually and in-person. Activities that occur synchronously would include; lecture, demonstrations, collaborative peer work, guided practice, or feedback and conferencing.



Six elements of revised BT cognitive domain (Anderson et al. 2001)



Asynchronous learning happens at different times. This means that a student works on meaningful activities that are connected to the classroom on a flexible time frame. Asynchronous learning can happen through online activities, such as viewing a digital source such as a video, website, or digital book; researching; creating a representation of learning or practicing a skill. Asynchronous learning can also include a wide variety of activities including; independent practice, reading an article or book, making a physical model

that represents learning, or interviewing a family member. Asynchronous assignments should be directly connected to the learning objectives addressed in the synchronous environment.

Student learning will be monitored through;

- District Assessments: MAPs (focus will be performance on 'essential' standards), SATs, PSATs, EOCs
- Classroom Assessments: Formative and Summative, Checks for Understanding, Exit Tickets
- Grades: PowerSchool (LGMS and MHS will adhere to the MISD board approved grading policy)

It is important to note that academic learning cannot take place without an environment of emotional safety for our students. Our school Guidance Counselor and Social Workers will be available for student services. This will include students who receive services presently as well as any new issues that may arise. This department will also be creating

MANAGING CORONA VIRUS (COVID-19) ANXIETY

BlessingManifesting

For You

- Avoid excessive exposure to media coverage
- Connect through calls/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Focus on your mental health

For Kids

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine & structure

For Quarantine/Isolation

- Keep in contact with your loved ones via social media, texts, and phone calls
- Create a daily self-care routine
- Keep yourself busy: games, books, movies
- Focus on new relaxation techniques

a school-wide Google Classroom through which we will be providing further proactive instruction on a variety of social/emotional issues.

Each day at Lazaro Garcia Middle School and Mora High School will begin with an email from the principal to all students. This will be a general announcement such as A day, B day, updates, insights, and other messages that will be of student value.

Students will be required to log-in to each of their classes for the day via Google Classroom. Daily attendance will be gathered in this

manner. Students who fail to log in with their individual classes for any given day will receive a call home by the school. We will then be able to troubleshoot any possible technology communication issues.

Students will be responsible for the daily assignments based on individual timelines for each as directed by the teacher of that individual class.

Students and parents will be informed where and how to post completed assignments.

Students will be graded for all assignments on a daily basis. These grades will be posted on PowerSchool on a timely basis. The MISD grading policy (located in the Mora High / Lazaro Garcia Middle School Handbook) will be used for both Distance and Hybrid Learning.

Our schools will develop a schedule at specific time periods throughout the day for students/parents to communicate directly to staff via Google email, Google Classroom. This period would allow for students to get feedback on work, clarify any lesson difficulties they may have, and exchange content responses.

Through the use of Google Meet, teachers will have the capability of recording lessons and content to send to students directly. An introduction, teacher model, application, and reinforcement portion of any skills/content area would be able to be viewed by a student before beginning and independent tasks. Students have the ability to view the lesson multiple times. Google Meets also provides students and teachers the ability to 'live' chat if needed.

Students will have assignments for the special subject areas (art, culinary arts, PE, etc.), which will be posted on their Google Classrooms.

Student attendance will be taken to ensure a proper continuum of learning. Lessons will be assigned using Google Classroom, and students will submit work to demonstrate mastery also using Google classroom. Classroom discussion boards will be utilized when appropriate to facilitate the exchange of ideas within the class, and student collaboration will be accomplished through the creation of synchronously edited documents.

Instruction time will meet all MISD graduation requirements.

Students may enroll in Dual-Credit Courses offered by LCC, NMHU and CNM.

Extended time will be provided for students that receive modifications and/or accommodations.

Teachers will deliver appropriate distance learning using G Suite for Education, Google Hangout and Google Meet.

Physical Education: PE is more important than ever for the physical and emotional health of our students. LGMS and MHS will use recommendations from CDC, NMDOH and <https://www.shapeamerica.org/covid19-resources.aspx?hkey=e8c08e12-1a1c-4ce0-a058-44ab2f1ce9b9> for Remote Learning and Hybrid Learning.

Fine Arts (Culinary, Art, Photography): Instruction based on lessons using simpler materials in or for equity and possible adjustments for materials at home. Materials may be delivered beforehand using the “Grab and Go” method. Students may be asked to research a topic at home and be prepared to present examples to add to existing projects. Class time will be for demos, critiques, and feedback to support continued work on projects and assignments.

Career and Technical Education (CTE): Mora High School’s CTE program (Industrial Arts) utilizes school-based tools and equipment. Due to the current health crisis the use of these materials is severely impacted. It is important the MHS follows the NMDOH’s recommendations for CTE learning opportunities. During our remote/hybrid learning plan, students may be asked to submit activity logs or conduct research projects. Recommendations of providing a High-Quality CTE Program of Study will be extracted from <https://www.acteonline.org/hqcte-planning-covid-19/>.

Full-Time Distance Learning Model

Distance learning will complement in-school instruction with dynamic learning activities that can be completed independently, using online curriculum resources and instructional tasks assigned by teachers. Distance learning activities include, but are not limited to:

- Small group work
- Video introduction of new content
- Independent practice; assessment of proficiency
- Continued purposeful interaction with peers
- Thoughtful engagement with curriculum
- Access help during intervention period
- Engagement in teacher-supported extensions
- Opportunities to review previously taught material to remediate or strengthen understanding and/or skill
- Participation in live-stream instruction
- Daily structured schedule

In this model, students in all grade levels would engage in both online, synchronous (live) and asynchronous (independent) learning 4 days per week, MONDAY through FRIDAY. FRIDAY would give teachers time for planning and for small-group interventions conducted synchronously, as necessary. All students will participate in independent/asynchronous learning on FRIDAY.

New instructional content will be offered to all students, attendance will be required, and student work will be graded. At the high school level, MHS expects to be able to enroll students in the majority of MHS core and elective courses. It is important to note that there are some limitations based on student interest and our ability to provide appropriate staffing for each course. While MHS will do everything possible to offer Dual Enrollment (DE) classes virtually, these classes are not guaranteed and will depend on many factors including the number of students who opt for the distance model. Some specialized programs and course offerings may not be supported, such as those with significant lab or in-person participation requirements, and certain career and technical education (CTE) courses.

To ensure that classes are able to “meet” at specified times for both direct instruction and student-centered learning, students will follow a Rotating Schedule (A/B Day). Instruction will be provided each day according to the following schedule.

Lazaro Garcia Middle School Mora High School Distance Learning Model			
Period	Meeting Time/Day		
	“A” Day	“B” Day	
	Monday & Tuesday	Wednesday & Thursday	Friday
1 st	8:30 – 9:15 am	<u>Asynchronized Learning – Homework, Projects, Archived Lessons</u>	<u>Asynchronized Learning – Homework, Projects,</u>
2 nd	9:30 – 10:15 am		
3 rd	10:30 – 11:15 am		
4 th	11:30 am – 12:15 pm		
5 th / Homeroom	<u>Asynchronized Learning –</u>	8:45 – 9:15 am	
6 th		9:30 – 10:15 am	

7 th	<u>Homework, Projects, Archived Lessons</u>	10:30 – 11:15 am	<u>Archived Lessons</u>
8 th		11:30 am – 12:15 pm	

Periods 1 through 4 will meet on “A” day; periods 5 through 8 will meet on “B” day.

Attendance will be taken during the above class times only; therefore, we ask for parent’s assistance in structuring home expectations to reserve these hours for structured learning. Together, we can help students to stay on task.

Additionally, teachers will hold “office hours” each day from 1:00 – 3:15 P.M. During this time teachers will actively monitor their email accounts to answer student and/or parent questions and offer tutoring services. Some teachers may also answer questions in a group format via Google Meet. Teachers will also hold an office hour after 5 pm on Monday, Tuesday and Wednesday to answer any questions parents may have.

Teachers will provide students feedback in many tech-driven ways, including via email, classroom discussions, shared documents, and the teacher grade book.

Parents and students should continue to monitor PowerSchool to obtain feedback and assessment scores.

Of course, much of the work assigned within each lesson will be self-paced, and students will be encouraged to continue working outside of the scheduled class time – as they would if school were not closed.

The principal will be assigned as a co-teacher for all Google Classrooms. Classrooms will be monitored on a frequent basis.

Hybrid In-Person/Distance-Learning Model

The hybrid in-person/distance-learning model delivers in-person instruction in MISD schools, with physical distancing and health and safety measures in place to protect students and staff, per CDC and NMDOH guidelines.

In this model, students will attend school in-person on two consecutive days each week, and engage in self-directed, asynchronous distance learning on the other three days. Wednesdays would give teachers time for planning and for the school to sanitize and deep clean. Students will be automatically enrolled in this hybrid model if their families do not submit a response to the intent-to-return selection process open from the Pre-Registration Forms.

Face coverings/masks are required for students and staff while at school/work unless medically exempt.

The graphic below illustrates the model. Half of students enrolled in the hybrid model (Group A) attends school in person on Monday and Tuesday, while Group B participates in distance learning asynchronously. Group B attends school in person on Thursday and Friday, while Group A participates in distance learning. Scheduling and group assignments will be determined by the **First Letter of their Last Name**, and siblings will be assigned to the same in-school schedule when possible.

Lazaro Garcia Middle School Mora High School Hybrid In-Person/Distance-Learning Model				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP A IN-PERSON	GROUP A IN-PERSON	TEACHER PLANNING TEACHERS WILL BE AVAILABLE FOR TUTORING	GROUP B IN-PERSON	GROUP B IN-PERSON
GROUP B DISTANCE LEARNING	GROUP B DISTANCE LEARNING		GROUP A DISTANCE LEARNING	GROUP A DISTANCE LEARNING

LGMS/MHS Daily Schedule Class Schedule	
Each class with have a 5 min passing period	
Period	Time
1 st	8:10 – 8:55 am
2 nd	9:00 – 9:45 am
3 rd	9:50 – 10:35 am
4 th	10:40 – 11:25 am
Homeroom (HS)	11:30 – 12:00 pm
Lunch (LGMS)	11:30 – 12:00 pm
Homeroom (LGMS)	12:00 – 12:30 pm
Lunch (HS)	12:00 – 12:30 pm
6 th	12:35 – 1:20 pm
7 th	1:25 – 2:10 pm
8 th	2:15 – 3:00 pm

- Students will engage in assignments and activities that explore new content on both in-school and distance learning days.
- General classroom instruction will feature whole group, small group, and individual support at all grade levels.

- Special Education services will be provided in person and virtually to meet IEP hours to every extent possible.
 - IEP teams will meet in the fall to make any adjustments to services or accommodations needed to access distance learning.
- Wednesdays are designated for teacher planning, tutoring and sanitation of the schools.

Athletics and Eligibility

MISD will adhere to all current NMAA and DOH guidelines regarding athletic practices and events.

If the health order permits athletic practices and events, whether your child is attending school in person (hybrid model) OR remotely , he/she can participate in sports.

Any athlete playing a sport prior to the end of the first semester will be deemed eligible and will have a “blank slate” as per NMAA guidelines. This will apply to Cross Country and Volleyball if current schedule is followed.

For athletes playing a sport after the end of the first semester, eligibility will be determined based on S1 grades from the 2020-21 school year (2.0 GPA). This will apply to Basketball, Softball, Baseball, and Track & Field.

MISD STAFF AND STUDENTS COVID-19

QUESTIONNAIRE – Please complete every morning.

- Do you currently have a temperature of over 100.4° F?
- In the past 24 hours, have you experienced?
 - Fever:
 - Fatigue:
 - Frequent, dry Cough:
 - Aches and Pains:
 - Sore Throat:
 - Diarrhea:
 - Headaches:
 - Shortness of Breath:
 - Loss of Smell or Taste in the Past 24 hours:
 - Have you recently been in close with anyone who has exhibited any symptoms?
 - Have you recently been in contact with anyone who has tested positive for COVID-19?

STUDENTS: IF THE ANSWER TO ANY OF THE ABOVE QUESTIONS IS 'YES' DO NOT SEND YOUR CHILD TO SCHOOL. CONTACT YOUR HEALTH CARE PROVIDER OR CALL THE COVID HOTLINE @ 1-855-600-3453. AFTER YOU HAVE TAKEN CARE OF YOUR CHILD PLEASE CONTACT YOUR CHILD'S RESPECTIVE SCHOOL.

STAFF: IF THE ANSWER TO ANY OF THE ABOVE QUESTIONS IS 'YES' DO NOT REPORT TO WORK OR SCHOOL. CONTACT YOUR IMMEDIATE SUPERVISOR. IT IS HIGHLY RECOMMENDED THAT YOU CONSULT WITH A MEDICAL PROFESSIONAL OR CALL THE COVID HOTLINE @ 1-855-600-3453.

IF YOU BECOME ILL WHILE AT WORK, NOTIFY YOUR SUPERVISOR AND LEAVE THE SCHOOL IMMEDIATELY. DO NOT SOCIALIZE OR ENTER ANY OTHER ARE OF THE SCHOOL BEFORE LEAVING. CONSULT YOUR MEDICAL PROVIDER OR CALL THE COVID HOTLINE @1-855-600-3453.