

2020-2021 | Belén Consolidated Schools



**SUCCESSFULLY PREPARING ALL
STUDENTS FOR THEIR FUTURES**

Re-entry to School

Goal

Belen Consolidated Schools want to ensure the safety, health, and well-being of our students and families during the COVID-19 pandemic. We will engage with students in-person and online. We will provide resources and materials for teaching content and skills.

Purpose

Belen Consolidated Schools want to ensure every student, during the COVID-19 pandemic, is in a safe environment, supported, and provided continuous learning opportunities.

Social-Emotional Learning

This pandemic is severe. There are no simple answers. Together we will walk through this in a way that makes us proud. It will not be easy, but we'll do it together. At this time, it may seem we have more questions than answers, but know there's a considerable group of educators and leaders working behind the scenes to do what's best for students and families.

Critical Points for Learning During a Pandemic

- Focus on essential learning
- Emphasize relationships and connectivity in this new learning environment
- Prioritize social-emotional wellness equally to academic engagement
- Recognize that decisions will impact students and must support all students
- Utilize a consistent framework of expectations and practices
- Be willing to be flexible and adjust, pivot and adapt
- Encourage patience and extend grace to all

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Our Mission, Vision and Core Values

Mission

The Belen Consolidated Schools will successfully prepare all students for their futures.

Vision

The Belen Consolidated Schools vision is to be an educational model of excellence.

Core Values

The Belen Consolidated Schools core values of accountability, caring, enthusiasm, and teamwork drive our culture.

Focus on Students First

Recognize that students are the foundation. Make decisions that positively impact student learning and well-being.

Act with Integrity

Be honest with yourself and others. Commit to working with pride and exhibiting professionalism in all aspects of your position.

Work Collaboratively

Value the sharing of ideas and feedback while participating in problem-solving through active listening and teamwork.

NM PED Requirements for Re-entry

GUIDING PRINCIPLES

Reentry Guidance is rooted in the following principles:

- Prioritize the health and safety of our students, staff, and communities
- Maximize the amount of safe, in-person learning opportunities
- Make decisions based on science and data



Requirements for Reentry

NMPED's Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The following are important minimum requirements for all reentry.

The eight minimum requirements for reentry are:

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



COVID-19

COVID-19 is a virus spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from contaminated surfaces and then to the nose or mouth, causing infection. That's why personal prevention practices, such as washing your hands and staying home when you are ill, are critical. Frequent cleaning and disinfection are essential practices covered in maintaining a healthy and safe environment.

Any scenario in which many people gather together poses a risk for COVID-19 transmission. While children generally experience mild symptoms with COVID-19 and have not been found to contribute substantially to the spread of the virus, transmission from even those with mild or no apparent symptoms remain a risk.

Symptoms appear 2-14 days after exposure to the virus and may include symptoms:

- Fever or Chills
- Cough
- Shortness of Breath
- Fatigue
- Difficulty Breathing
- Muscle or Body Aches
- Loss of Taste/Smell
- Sore Throat
- Congestion
- Headache
- Runny Nose

This list is not all possible symptoms; there have also been reports of vomiting, diarrhea, and fever of 100.3°F or higher may indicate you have been exposed. While symptoms in children are similar to adults, children may have milder symptoms. Children have been reported to experience cold-like symptoms such as fever, runny nose, and cough. Children with COVID-19 may not initially present with fever and cough as often as adult patients.



Fortunately, there are many actions that the district and school staff can take to help lower the risk of COVID-19 Exposure and prevent the spread during school sessions and activities.



Instructional Models

Phased Approach:

New Mexico will take a phased approach to reenter schools. Beginning September 8, all schools in the state will be able to start the school year utilizing a hybrid model of instruction (see Categories of COVID-19 Spread and Supporting Teaching and Learning Guidance).

Under a hybrid model, the number of students present in the building at any given time will be limited to ensure that six feet of social distancing can be maintained at all times. Students will alternate between in-person instruction at the school building and remote instruction when at home.

The state's goal is to move all schools into a full school schedule as soon as it can be safely accomplished. This phased approach to re-entry is a prudent and responsible process for the following reasons:

- The phased approach allows the state to analyze the impact of a controlled re-entry before moving into a full-scale implementation. This will help ensure that the epidemiological assumptions about how schools impact virus transmission can be thoroughly tested before full re-entry.
- Schools will likely need to implement hybrid or remote models at some point in the year. The phased approach allows for preparation and practice in the implementation of this model at the beginning of the year so that schools and communities are ready for this eventuality later in the year
- The phased approach balances the legitimate concerns of families who expressed nervousness about returning full-scale right away with those who are rightly eager to return to a full school schedule. The state will assess the impact of school re-entry on the rate of spread of the virus statewide in each of the five regions. When overall state data indicate that it is safe to move forward to a full school schedule, the regions will be able to do so. Our preference is to move together as a state; if statewide data supports general advancement to Full Re-entry, but an individual region's data suggests that its opening would be unsafe, that region may be held back until numbers improve.

	Remote	Hybrid	Full Re-Entry
Re-entry Guidelines	<ul style="list-style-type: none"> • Students engage in remote learning • Limited small groups (special education, some K-3rd grade students) eligible for in-person instruction if feasible 	<ul style="list-style-type: none"> • The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level. • Students not in the building engage in remote learning. 	<ul style="list-style-type: none"> • All students eligible to return five days per week



Elementary Hybrid In-person Model

Instructional Plan

Each Week				
Monday	Tuesday	Wednesday	Thursday	Friday
		Remote Learning/Staff Support		
Group A in-person	Group A In-person		Group B in-person	Group B in-person
Group B engaged in remote learning	Group B engaged in remote learning	Group A & B engaged in remote learning	Group A engaged in remote learning	Group A engaged in remote learning

- ❖ Students will always wear face masks or face shields, except when eating, playing, or exercising, unless medically excused.
- ❖ Students will be assigned to Cohort A-Day or B-Day.
 - Cohort A will receive in-person instruction at school on Monday and Tuesday. Wednesday, Thursday and Friday, students will be engaged in remote learning activities.
 - Cohort B will receive in-person instruction at school on Thursday and Friday. Monday, Tuesday and Wednesday, students will be engaged in remote learning activities.
- ❖ Families will be on the same day/schedule.
- ❖ Rooms will be arranged to accommodate social distancing.
 - Students will sit at desks and tables that are spread out to accommodate 6 feet of social distancing.
- ❖ Grades will be based on mastery of standards

Arrival and Breakfast:

- ❖ Drivers will check temperatures before students take a seat on the bus. Students with a temperature of 100.3°F or higher will not be allowed to ride to school. For this reason, parents must wait or be available to pick up a child with a temperature.
- ❖ Students being transported and dropped off at school will have their temperature checked before they exit the vehicle. If a child registers a temperature of 100.3°F or higher, they will not be allowed to exit the vehicle. The same procedure applies if students are being checked into the office.
- ❖ Breakfast will be served in the classroom.
- ❖ Teachers and students will routinely clean high-touch areas in the classroom.
- ❖ Handwashing will occur throughout the day.

Art, Music, and PE:

- ❖ Art and music will be provided by the specials teacher in the homeroom classroom.
- ❖ PE will occur outside, weather permitting. If not, in the elementary gym following social distancing practices.
- ❖ There will be no sharing of materials and supplies.

Lunch and Recess:

- ❖ Students will eat lunch in the cafeteria on staggered schedules when social distancing can be maintained. If social distancing can not be kept in the space of the cafeteria, students will have lunch in their classroom.
- ❖ Cafeteria lines and tables will be marked to ensure social distancing.
- ❖ Students will have recess during the day on staggered schedules.
- ❖ Classes will stay together and not mix with other classes at recess.

End of Day:

- ❖ Students will be escorted to buses and pick-up area.
- ❖ Visitors and parents will not be permitted out of their vehicles during dismissal procedures.

Classroom Instruction:

- ❖ Teachers will use Schoology, and direct instruction following the District Learning Plan.
- ❖ Teachers will record all instruction so that students and parents can review it at a later time.
- ❖ Virtual events such as parent/family meetings, assemblies, and performances will be via Microsoft Teams.



Secondary Hybrid In-person Model

Instructional Plan

Each Week				
Monday	Tuesday	Wednesday	Thursday	Friday
		Remote Learning/Staff Support		
Group A in-person	Group A In-person		Group B in-person	Group B in-person
Group B engaged in remote learning	Group B engaged in remote learning	Group A & B engaged in remote learning	Group A engaged in remote learning	Group A engaged in remote learning

- ❖ Students will always wear face masks or face shields, except when eating, or unless medically excused.
- ❖ Students will be assigned to Cohort A-Day or B-Day.
 - Cohort A will receive in-person instruction at school on Monday and Tuesday. Wednesday, Thursday and Friday, students will be engaged in remote learning activities.
 - Cohort B will receive in-person instruction at school on Thursday and Friday. Monday, Tuesday and Wednesday, students will be engaged in remote learning activities.
- ❖ Families will be on the same day/schedule.
- ❖ Rooms will be arranged to accommodate social distancing.
 - Students will sit at desks and tables that are spread out to accommodate 6 feet of social distancing.

Arrival and Departure:

- ❖ Bus Drivers will check temperatures before students take a seat on the bus. Students with a temperature of 100.3°F or higher will not be allowed to ride to school.
- ❖ Students being transported and dropped off at school will have their temperature checked before they exit the vehicle. If a child registers a temperature of 100.3°F or higher, they will not be allowed to exit the vehicle. The same procedure applies if students are being checked into the office.
- ❖ Students that drive or walk to school will have temperature checks before allowed in the building.
- ❖ Hallways, classrooms and restrooms will be marked to ensure social distancing.
- ❖ At the end of the students scheduled time on campus, they should depart campus without delay.

Breakfast and Lunch:

- ❖ Students will receive a “grab-and-go” breakfast, which may be taken outside or to their first-period classroom.
- ❖ Students will receive their lunch in the cafeteria and may take their meal to an outside area.
- ❖ Social distancing must always be observed.
- ❖ No groups of more than five may be socially distanced together.

Passing Periods:

- ❖ During passing periods, students will follow directional arrows on the ground, and stay to the right side of the hallways as they make their way to their next period.
- ❖ There will be no social gathering in hallways.
- ❖ Mask/face shields must always be worn.



Special Education

Students with IEPs who also have health considerations will be addressed individually to decide the best way for a student to access their curriculum and to continue working on mastering their IEP goals.

Students with an IEP:

- ❖ Teachers will review students’ baseline data to determine the present levels of performance.
- ❖ Educators will review the student’s progression toward IEP goals and objectives.
- ❖ Determine any need for additional supports or services.
- ❖ Ensure delivery of services and supports through extended learning opportunities as necessary.
- ❖ Provide ongoing communication and collaboration with parents.
- ❖ Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
- ❖ Hold IEP team meetings, including parents and all appropriate IEP team members, to conduct annual reviews, revisions and eligibility. These may take place utilizing Microsoft Teams or telephone conference calls. IEP Teams may meet in-person if CDC guidelines allow.

Related Services (OT/PT/SLP/SW/RT/Psych) providers will use their professional judgment to determine how to provide services to meet a student’s IEP goals appropriately. Providers will collaborate with educational/related service staff and allow for flexibility in service delivery within the hybrid, remote, or full entry model. Learning targets will be based on students’ individual IEP goals. Instruction may be delivered in a variety of settings, using multiple strategies. Related service providers can support independent learning where resources, assignments and handouts can be posted on Schoology for students to access.

Child Find

BCS will continue to offer Child Find screening, including steps to identify, locate, and evaluate students throughout the school year whether we are experiencing full or partial closures. If a determination of eligibility can be made, the school should convene an Eligibility Determination team (EDT) (face to face, online or telephonically) to determine if the student is eligible and requires specially designed instruction and if so, develop an IEP to be implemented. If, at any time, a determination of eligibility cannot be made due to the need to obtain additional information to complete the evaluation, BCS will determine and plan for an alternative way in which to receive the needed information.

SAT

The Student Assistance Team (SAT) is a problem-solving team comprised of general educators and other specialists. The purpose of the SAT is to assist regular education, school-aged students who need extra support in the classroom to be most successful. The SAT will continue to monitor the students currently in the SAT process. Each school has a SAT that will continue to support students in a remote, hybrid or full entry model.



Social-Emotional Learning (SEL)

As Educators, we recognize that there are specific core SEL competencies needed for effective life functioning. We also understand that these skills can be taught.

What SEL Is:

Social and emotional learning is the process where children acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

And, to be effective:

- Schools need to support the effective implementation of SEL programs
- It is essential to model the SEL language and practices
- Students must have opportunities to practice and apply the skills in actual situations

Short-term Goals:

- Promote student's self-awareness, relationship and responsible decision-making skills and
- Improve student attitudes and beliefs about self, others and school

These, in turn, provide a foundation for better adjustment and academic performance, reflected in more positive social behaviors, fewer conduct problems, less emotional distress and improved grades and test scores.



Bilingual Education

As part of learning academic standards, the EL students must be supported in the development of their English language skills.

English Language Development (ELD) Course/Block (dedicated course/block to develop English skills)

	Remote	Hybrid/ Full Re-entry
<i>K-1st Grade</i>	30 min per week	45 min daily
<i>2nd-3rd Grade</i>	45 min per week	45 min daily
<i>4th-5th Grade</i>	15 min per day or 30 min every other day	45 min daily
<i>6th-12th Grade</i>	30 min per day	45 min daily

State-funded Bilingual Multicultural Education Programs (BMEPs)

	Remote	Hybrid	Full Re-entry
<i>3-hour BMEPs</i>	Students in 3-hour programs spend an equal amount of work and instruction in English and Spanish	Students in 3-hour programs spend equal amounts of work and instruction in English and Spanish	Initial fluent English proficient (IFEP) and reclassified fluent English proficient (RFEP) students - one hour of home/heritage language arts, and two content areas in the home heritage language. ELs - one hour of home/heritage language arts, one hour of ELD, and one content area in home/heritage language
<i>2-hour BMEPs</i>	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	IFEP/RFEP students - one hour of home/heritage language arts, and one content area in the home/heritage language ELs - one hour of home/heritage language arts and one hour of ELD
<i>1-hour BMEPs</i>	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Home/heritage language arts class



Remote Learning Environment General Expectations PreK-12

Instruction:

- ❖ Teachers are encouraged to utilize a growth mindset model that allows for reflection of what students can complete, showing learning and mastery. Students should not see a negative impact on work they have not yet attempted or not turned in.
- ❖ Learning opportunities can be communicated through Schoology, email and Microsoft Teams.
- ❖ Specialist & support staff will also post resources through Schoology. Please see the guide below to ensure all students get the needed support.
- ❖ The district will guide adjusted pacing for critical content within proficiency scales and measurement topics.
- ❖ We will continue to offer a rigorous program of learning through authentic and engaging learning experiences.
- ❖ Learning is authentic and can occur online or offline (e.g., reading, exercise, drawing, playing, constructing, writing, etc. and there are perfectly acceptable virtual school day tasks that can be photographed, videoed, or turned in upon return to school).
- ❖ Limit screen time and keep computer-based assignments reasonable.
- ❖ *For online learning, NMPED Implementation Guide states, “One-to-One Live Video Conferencing with a student is NOT recommended.* Please include two adults and/or two students for accountability and liability. Utilizing classified staff to be video partners on live calls is an excellent idea.” *This does not include therapy sessions for special education, health and wellness (nursing), and mental health providers.*
- ❖ Use weekly attendance to determine if additional supports and outreach efforts are necessary and follow the *Attendance and Family Outreach* process.

Special Education

During Remote Learning, our special education staff (which includes special education teachers, speech and language pathologists, social workers, school psychologists, occupational therapists, physical therapists and recreational therapists) will provide special education services using a variety of different strategies and online platforms based on an individual student’s needs.

Remote Learning will include tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation and additional resources which will be on Seesaw, Schoology and TEAMS for student centers. Special education staff will collaborate with families to determine what services are needed during Remote Learning.

In addition, special education staff will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Plan (IEP). This document will provide families/providers with general understanding of the variety of services the Special Education Department will be offering during this period.

Special Education Staff will:

- Provide special education and related services in the IEP through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, etc.
- Individualize materials to meet the needs of each student based on their Individualized Education Program.
- Individualize access to online learning programs and tools.
- Collaborate with general education teachers, related service providers and administrators, as needed.
- Regularly collaborate with families through phone conferences and emails.
- As appropriate, provide virtual learning sessions with individual students, with parent permission.
- Provide weekly office hours to families and students.
- Continually monitor student progress and adjust services as needed.
- Follow national and state guidance on the procedures and delivery of services for students with IEP's.

Please Note: As we continue this journey in Remote Learning, the district plan will adjust as needed in order to make the best effort to deliver the highest quality of services in light of the circumstances.

For Elementary and Secondary students, we will be providing the services outlined below. Special Education staff will utilize TEAMS, Schoology and Seesaw to deliver

Communication:

- ❖ Consider ways to focus on relationships and connections, not just content.
- ❖ Daily Routine for students is essential (*NMPED Implementation Guide*)
 - Establish a set schedule that includes “office hours.”
 - Set up an appropriate and adequate work environment
 - Model digital etiquette, including:
 - Muting the mic before entering a session
 - Keeping the background clutter-free
 - Pay attention to lighting
 - Minimize background noise
- ❖ Maintain regular communication with families (e.g., email, Schoology, PowerSchool, school websites, phone calls, etc.).
- ❖ Begin posts & emails with a warm and friendly introduction. (Video greetings or video lessons are encouraged)
- ❖ **Be flexible, responsive, and positive.** Students will be affected by the closure in different ways. Expect to receive late submissions or responses at various times, or possibly no response at all (which is a warning sign and should be further investigated).
- ❖ If a student has difficulty accessing Schoology, the teacher will need to support the student/family via email, teleconference, phone calls, etc.
- ❖ Loss of face to face contact for an extended period can be an issue for some students. All staff can assist in maintaining student wellness by making weekly, individual contact with students and parents, preferably via video or phone call if necessary.

Collaboration:

- ❖ Where possible, we encourage online group conversations (e.g., Google Hangouts, Schoology Conference, Zoom) for students and grade level PLCs to collaborate and meet the needs of students.
- ❖ *NMPED Implementation guide* states, “One-to-One Live Video Conferencing with a student is NOT recommended. Please include two adults and/or two students for accountability and liability. Utilizing classified staff to be video partners on live calls is an excellent idea.”
- ❖ Teacher collaboration and communication may utilize online interactions, videos, virtual office hours, phone conferences, etc. that best support students, teachers, and families



Transportation

Drivers will practice all safety actions and protocols.

- ❖ Drivers will always wear face masks or face shields.
- ❖ School buses will run regular routes, picking up students according to their A/B Day schedules.
- ❖ Bus drivers will assess students for symptoms (coughing, shortness of breath) and take student temperature at each stop. Students with a temperature of 100.3°F or higher will not be allowed to ride to school. For this reason, parents must wait at the stop or be available to pick up a child with a temperature.
- ❖ Students will be assigned 2 to a seat (or less whenever possible).
- ❖ Face masks or face shields are required to ride the bus unless the student is medically excused.
- ❖ Buses will be sanitized after morning and afternoon routes. This will include cleaning of all high touch surfaces.
- ❖ Drivers will communicate and model social distancing at bus stops.



Athletics and Activities

Our district is guided by the New Mexico Activities Association (NMAA). We will follow the rules and regulations set forth by NMAA.

General Guidance:

- ❖ Individuals must wear a mask at all times, including from a vehicle into the workout/rehearsal area and back to the vehicle after the session.
- ❖ Follow the rules regarding pods and ratios.
- ❖ Individuals shall practice social distancing.
- ❖ Students must bring their water bottles and towels. The use of water fountains, water coolers, and water cows are not permitted.
- ❖ Weight rooms may be used on a limited basis.
- ❖ Locker rooms are not available or open.
- ❖ No spectators allowed.



Health and Safety Plan

Social distancing is a crucial tool to assist in decreasing the spread of COVID-19.

Keep space between yourself and others.

Social Distancing and Minimizing Exposure to include but not limited to:

- ❖ Stay home when showing symptoms of ANY sickness and shortness of breath
- ❖ Wear a mask or face covering within and around school buildings
- ❖ Frequently wash hands throughout the day
- ❖ Avoid touching your face, nose and mouth
- ❖ Don't shake hands
- ❖ Stay 6 feet away from other people
- ❖ Avoid crowds
- ❖ Clean and disinfect frequently touched surfaces between uses
- ❖ Minimize the sharing of objects such as school supplies
- ❖ Arrange desks or seating so that students are separated from one another by at least 6 feet
- ❖ Designate entrance and exit doors at the entrance to buildings
- ❖ Minimize opportunities for sustained Exposure by ensuring sufficient social distancing with at least 6 feet between people whenever possible
- ❖ One-way routes in hallways when possible or individuals directed to walk on the right-hand side of the hallways at all time
- ❖ Small group cohorts - Limit mixing (recess, lunch, arrival and dismissal)
- ❖ Limit nonessential visitors and activities

Monitoring for Symptoms:

- ❖ All students, staff, and visitors will be screened daily before entering buildings
- ❖ Anyone with a temperature higher than 100.3°F will not be allowed to enter the school and will be sent home immediately.

Handling Suspected, Presumptive or Confirmed Cases of COVID-19:

- ❖ Isolate symptomatic individuals immediately in a designated area
- ❖ Ensure symptomatic student remains under visual supervision
- ❖ Staff member should ALWAYS wear face coverings when monitoring sick children
- ❖ The following process is to be followed for allowing students and staff to return to school:
 - If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours
- ❖ Notify local health authorities of confirmed case or cases of COVID-19
- ❖ Individuals that are sick cannot return until they have met NMDOH criteria to discontinue home isolation
- ❖ Contact tracing will be activated



Cleaning Protocol

School will be cleaned daily, focusing on significant touch entry points in common areas such as doorknobs, handles, stairwell railing, light switches, toilet handles, and soap dispensers.

- ❖ **Scheduling and Routine:** Throughout the workday, the custodial staff will implement a routine of surface cleaning in the significant touchpoint areas such as restrooms. The staff will report at staggered times, depending upon hours of operation, to ensure consistent cleaning practices. Late custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Visibly dirty surfaces will be cleaned with soap and water before disinfectant. Areas unoccupied for seven or more days need only routine cleaning. Custodial staff will wear face masks and gloves.
- ❖ **Shared Responsibilities:** Teachers and students must work together with custodial staff to promote a clean and healthy environment for everyone within each building. Students and teachers shall wipe down any community or high-touch areas after each call to reduce exposure.



Expectations for Employees

Be honest with yourself and others. Commit to working with pride and exhibiting professionalism in all aspects of your position.

Applies to All:

- ❖ All employees will work onsite unless otherwise directed by their supervisor
- ❖ Contracted hours will be enforced and should be followed
- ❖ Report to work each day you are scheduled
- ❖ Shift start times and ending times may change, but contract hours will be adhered to
- ❖ Employees may be assigned other duties as determined by their site administrator or supervisor
- ❖ All employees must always wear a mask and follow safety requirements while at work.
- ❖ All employees must practice social distancing
- ❖ Any request for accommodation must first be made with your direct supervisor

Administrators:

- ❖ Establish accountability and support systems to ensure students are engaged in grade-level expectations
- ❖ Ensure counselors and support staff have clear roles
- ❖ Promote high-quality education standards for all
- ❖ Provide opportunities for individuals to participate in professional development
- ❖ Maintain regular contact with parents and the community through Appetgy
- ❖ Communicate clearly and often to prepare students and parents for changes in implementation
- ❖ Immediately notify Health Services Coordinator, Deborah Baca, RN, if you are experiencing COVID-19 related symptoms or have come into contact on or off-site with an individual that has tested positive for COVID-19.
- ❖ Ensure all staff and students are wearing masks

Teachers:

- ❖ Report to school as regularly scheduled
- ❖ Collaborate with other teachers, therapist and educational assistants to provide quality education for all students
- ❖ Provide standards-based teaching
- ❖ Take attendance daily
- ❖ Communicate clearly with parents
- ❖ Attend professional development opportunities
- ❖ Wear a mask and practice social distancing

Staff:

- ❖ Report to work as regularly scheduled
- ❖ Work with site principal or site supervisor regarding specific scheduling and job duties
- ❖ Understand that work needs are subject to change
- ❖ Wear a mask and practice social distancing