

APS RE-ENTRY INSTRUCTIONAL AND OPERATION PLAN SY20-21

PURPOSE: Students, staff, families (all stakeholders) health and safety are top priority in planning for re-entry for school year 2020-2021.

KEY ASSUMPTIONS:

1. Students, families, and all APS employees will start in August following a time of significant stress, trauma, financial and economic stress, and insecurity.
2. Existing inequities will have been exacerbated by the current situation (achievement gap, access to resources, summer slide but longer, etc.).
3. Normal startup support processes may be delayed or otherwise problematic - significant delays are likely for physical textbooks and workbooks.
4. Teachers, principals, and other school and district staff will know a great deal more about Continuous Learning and distance learning options than they knew only a year ago.

GOALS:

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

TEAMS:

Health & Safety:

- Safety, Hygiene, and Sanitation
- Meals
- Logistics/Social Distancing

Development

- Emotional Recovery/Well Being
- Essential, Competency Based Learning/ Academic Entry
- Distance Learning/Hybrid Learning/Equity
- Key Partners and Providers

Communications

- Internal and External

TIMELINE: (one calendar approved 5.18.2020)

May 2020	Teams begin meeting
June 3, 2020	Present Framework to Board of Education
July 1, 2020	Draft Ready (with Guidance from NMPED, Governor's Office, DOH)
July 23, 2020	Present to Principals at ACE Conference
August 5, 2020	Beginning Day of Traditional Calendar Registration/Professional Development/Prep
August 12, 2020	Traditional Calendar, First Day of School

RESEARCH

Albuquerque Public Schools works with many national, state and local organizations. During this crisis situation, many organizations and educational institutions provided informational and guidance documents. APS Leadership researched and analyzed the models and guidance documents from leading organizations and educational institutions.

APS Government Relations Office analyzed reports through phases and based on categories of leadership, employees, students/learning, facilities/operations, program and budget.

APS teams are using the table to inform discussion in working on re-entry planning.

APS Crosswalk of Guidance Documents Phase 1, 2, 3
Created for Reopening Guidance for Schools

<p>PHASE 1 mid-May(vaccine still 9 months away) More relaxing</p> <p>For states and regions that satisfy gating criteria (WH)</p> <p><i>“Gating criteria is 14 days of downward trajectory of documented cases (or positive cases) and flu-like symptoms reported and a requirement to provide hospital care without compromising standards”</i></p>	LEADERSHIP	Continue response to rapid and changing scenarios (CCSSO) Create planning template for restart of schools (CCSSO) Prepare and confirm WAIVERS granted by CARES Act (USDOE Report) Perkins (3 waivers) and Adult Education and Family Literacy Act (3 waivers) IDEA- no waiver for any core tenets of IDEA or Section 504 of Rehabilitation Act IDEA Part B transition evaluation timelines waiver preschool provisions Vocational Rehabilitation carryover funds
	EMPLOYEES	Continue remote work to greatest extent possible (MLG) Close common areas (MLG) Social distancing at work (6 feet) (MLG) Employees wear face coverings at work (MLG) Screen employees- verbally or written- each day entering work (MLG) Vulnerable individuals continue shelter in place (WH)
	STUDENTS/ LEARNING	Distance and remote learning (MLG) Schools and daycares closed to remain closed (WH) Schools that are currently closed, remain closed. E-learning or distance learning opportunities should be provided for all students. Ensure provision of student services such as school meal programs. Camps restrict to children of essential workers and local geographic areas only. (CDC)
	FACILITIES/ OPERATIONS	Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, tissues, and no-touch trash cans (CDC) Close communal use spaces such as dining halls and playgrounds or stagger use and disinfect (CDC) Close cafeterias; serve meals in classrooms instead. (CDC) Stagger arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible (CDC) Create social distance between children on school buses where possible

		(CDC)
	PROGRAM	<p>Teach and reinforce washing hands and covering coughs/ sneezes. (CDC)</p> <p>Teach and reinforce use of cloth face coverings among all staff. Face coverings are most essential when physical distancing is not possible. Information provided to all staff on proper use, removal and washing of cloth face coverings (CDC)</p> <p>Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children) (CDC)</p> <p>Restrict mixing between groups (CDC)</p> <p>Cancel all field trips, inter-group events, and extracurricular activities</p> <p>Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance (those in Phase 1 areas) (CDC)</p> <p>Restrict nonessential visitors, volunteers, and activities involving other groups (CDC)</p> <p>Space seating/desks to at least six feet apart (CDC)</p> <p>Take advantage of new federal regulatory flexibility for telemedicine to quickly expand access to counseling services using online and videoconferencing systems (AEI)</p>
	BUDGET	Guidance for most effective and impactful use of federal and state funding and flexibility (CCSSO)
<p>PHASE 2 More open businesses</p> <p>For states and regions with no evidence of a rebound and that satisfy the gating criteria a second time (WH)</p> <p>ABQ Mayor estimates early June</p>	LEADERSHIP	<p>Continue planning template for restart of schools (CCSSO)</p> <p>Robust communication and stakeholder engagement (CCSSO)</p> <p>Prepare and confirm WAIVERS granted by CARES Act (USDOE Report) Perkins (3 waivers) and Adult Education and Family Literacy Act (3 waivers)</p> <p>IDEA- no waiver for any core tenets of IDEA or Section 504 of Rehabilitation Act</p> <p>IDEA Part B</p> <p>transition evaluation timelines waiver</p> <p>preschool provisions</p> <p>Vocational Rehabilitation carryover funds</p> <p>School district leaders partner with local and state public health departments for re-open decisions based on hospital capacity, outbreak of virus updates, and cleaning procedures and supplies (AAP)</p> <p>Prepare for intermittent closure of schools in event of COVID-19 infections (AAP)</p> <p>Prepare a plan to review all students' IEP. Prioritize new referrals as opposed to reevaluations.(AAP)</p> <p>Collaboration with school nurses and school health staff early in planning phase for re-opening (AAP)</p> <p>Develop protocols for potential rolling closures if trigger points are breached. Determine who will make the determination and how decision-making process will work (AEI)</p> <p>Develop protocols and partnerships with public health for “contact</p>

		<p>tracing” strategies (AEI)</p> <p>Communicate needs for regulatory flexibility to state policymakers (AEI)</p> <p>Review state and federal student privacy policies, especially related to educational apps and remote learning as well as sharing information with public health agencies (AEI)</p>
	EMPLOYEES	<p>Childcare for essential workers (CCSSO)</p> <p>Vulnerable populations continue shelter in place and continue to encourage telework (WH)</p> <p>Close common areas (WH)</p> <p>Enforce moderate social distancing (WH)</p> <p>Work with unions to waive some contractual language or create new off-contract roles and duties (such as remote educator or homework coach) (AEI)</p>
	STUDENTS/ LEARNING	<p>Attention to trauma-informed SEL, wraparound supports, counseling, meals (CCSSO)</p> <p>Schools can reopen (WH)</p> <p>Strengthen professional development for distance learning (CCSSO)</p> <p>Limited open- enhanced social distancing measures and for children in local geographic area (CDC)</p> <p>Expect all academic progress can be caught up (AAP)</p> <p>Maintain a balanced curriculum with physical education and not exclusive emphasis on core (AAP)</p> <p>Medically fragile students may continue distance learning or receive home hospital instruction (AAP)</p> <p>School leaders engage with curriculum providers for new ways to access content and material (AEI)</p>
	FACILITIES/ OPERATIONS	<p>Reopening with social distance only after 14 days of decline of new cases reported (AFT)</p> <p>Infrastructure and resources to test, trace and isolate new cases (AFT)</p> <p>Align public health tools to education (PPE, physical distancing, screening, etc.) (AFT)</p> <p>Social distance continue; settings of no more than 50 people (WH)</p> <p>Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer (CDC)</p> <p>Close communal use spaces such as dining halls and playgrounds and stagger use, disinfect(CDC)</p> <p>Serve individually plated meals and hold activities in separate classrooms (CDC) Meal service in non-congregate settings (AAP)</p> <p>Stagger arrival and drop-off times or locations; limit contact with parents as much as possible (CDC)</p> <p>Create social distance between children on school buses where possible (CDC)</p>

	PROGRAM	<p>Teach and reinforce washing hands and covering coughs/sneezes (CDC)</p> <p>Teach and reinforce use of cloth face coverings among all staff. (CDC)</p> <p>Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).</p> <p>Space seating/desks to at least six feet apart (CDC)</p> <p>Restrict mixing between groups (CDC)</p> <p>Cancel all field trips, inter-group events, and extracurricular activities</p> <p>Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene; restrict attendance (from those in Phase 1 areas).</p> <p>Restrict nonessential visitors, volunteers, and activities involving other groups (CDC)</p> <p>Consider limited extensions for families to submit paperwork required for start of school to accommodate delays in accessing well child care during public health emergency (AAP)</p> <p>Athletic events likely limited (AAP)</p> <p>Adopt an approach of universal mental health support for all students (AAP)</p> <p>Schools prepare possible reporting of health indicators, such as students absenteeism, fever, or parents with COVID-19 (AEI)</p>
	BUDGET	<p>Guidance for most effective and impactful use of federal and state funding and flexibility (CCSSO)</p> <p>Increased flexibility to procure education materials and resources (AEI)</p>
<p>PHASE 3</p> <p>Governor: Vaccine Available</p>	LEADERSHIP	<p>Contingency planning for virus reemergence (CCSSO)</p> <p>Robust communication and stakeholder engagement (CCSSO)</p> <p>Establish options for a phased re-opening, such as beginning with reduced hours or certain classes/grades to monitor impact on the outbreak before full opening (AAP)</p> <p>Plan for the possibility of additional periods of school closures and prepare strategically for distance learning or other educational options (AAP)</p> <p>Schools should develop plans that even if they open, some parents may decide to keep children at home (AEI)</p> <p>Create plans to assess student needs upon reopening (AEI)</p> <p>Explore extended days or years through remote learning, if needed (AEI)</p>
	EMPLOYEES	<p>Strengthen professional development for distance learning (CCSSO)</p> <p>Vulnerable people can resume interactions but should practice physical distancing (WH)</p> <p>Unrestricted staffing of worksites (WH)</p> <p>If sick, employees must quarantine for 14 days (CDC)</p> <p>Teachers and other school personnel should receive training on how to talk to and support children during a pandemic and principles of psychological first aid (AAP)</p>

<p>or</p> <p>For states and regions with no evidence of a rebound and that satisfy the gating criteria a third time (WH)</p>	STUDENTS/ LEARNING	<p>Template for new configurations, blended learning, staged reopening (CCSSO)</p> <p>Strategies to mitigate learning loss (CCSSO)</p> <p>Learning supports for most vulnerable (i.e.- at-risk) (CCSSO)</p> <p>Strategies to provide high-quality instructional materials (CCSSO)</p> <p>Remain open with distancing measures. Restrict attendance to those from limited transmission areas, i.e. - other Phase 3 areas. (CDC)</p> <p>Consider keeping classes together to include the same group of children each day, and consider keeping the same child care providers with the same group each day (CDC)</p> <p>Smaller class size- 12-15 students (AFT)</p> <p>Split scheduling- alternate days/times (AFT)</p> <p>Monitor and limit access to visitors (AFT)</p> <p>Sports and extracurricular often critical to SEL for students; determine appropriate timelines for activities that can start (AEI)</p>
	FACILITIES/ OPERATIONS	<p>Consider keeping communal use spaces closed, such as game rooms or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses (CDC)</p> <p>Adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, tissues, and no-touch trash cans (CDC)</p> <p>Protocols for the referral, tracing and isolation of students and staff who are exhibiting COVID-19-related symptoms or with confirmed diagnoses (AFT)</p> <p>Hand-washing on entry to all schools, with soap and water or hand sanitizer</p> <p>Screening for symptoms in children and staff, including temperature-taking if recommended by the CDC</p> <p>An isolation room</p> <p>Clear protocols for communicating with students, parents and staff who have come into close/sustained contact with confirmed cases</p> <p>Limiting access to the nurse's office and a secondary area for other student illnesses or injuries</p> <p>An ability to transfer healthcare staff to sites with more cases</p> <p>Communicating directly and immediately with parents and community regarding cases</p> <p>COVID-19 disproportionately affects people 65 and older and those with underlying chronic health conditions. Reopening plans should consider providing these workers with the option to deliver instruction remotely while students are in the building. At-risk students should have a similar option to learn remotely while their teachers and peers are in school (AFT)</p> <p>Modify transportation to allow different schedules (AFT)</p> <p>Staggered lunch and meal times (AFT)</p> <p>Space may require portable classrooms or additional space if schools are overcrowded (AFT)</p> <p>Follow CDC guidance for spacing/social distancing, staggered scheduling, transportation/busing, eating areas and waiting areas pick-up) (AAP)</p>

	PROGRAM	<p>Parent and Family engagement and supports (CCSSO)</p> <p>Teach and reinforce washing hands and covering coughs/ sneezes(CDC)</p> <p>Teach and reinforce use of cloth face coverings among all staff. Face coverings are most essential when physical distancing is not possible. Information provided to all staff on proper use, removal and washing of cloth face coverings (CDC)</p> <p>Allow minimal mixing between groups. Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phase 1 or 2 areas) (CDC)</p> <p>Continue to space out seating to six feet apart, if possible (CDC)</p> <p>Consider continuing to plate each child's meal, to limit the use of shared serving utensils (CDC)</p> <p>Consider limiting nonessential visitors, volunteers, and activities involving other groups. Restrict attendance of those from higher transmission areas (Phase 1 or 2 areas) (CDC)</p> <p>Consider staggering arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible. Continue to stagger arrival and drop-off times and plan to continue limiting direct contact with parents as much as possible (CDC)</p> <p>Districts should consider providing up-to date education and training on COVID-19 risk factors and protective behaviors for all staff, students and parents (AFT)</p> <p>Alternative plans for after-school programs, sports, recreation and physical fitness. (AFT)</p> <p>Professional development, small-group instruction, and all the other self and academic supports (AFT)</p> <p>High Quality Instruction (AFT)</p> <p>Blended in-person and distance learning models</p> <p>Expanded access to technology and broadband</p> <p>Professional development- content and SEL</p> <p>Rethink student assessment</p> <p>Performance evaluations (formal employee evaluations on hold)</p> <p>Use data to guide instruction and not just for accountability</p> <p>Teaching and learning- all student groups considered</p> <p>Schools are encouraged to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic (AAP)</p>
	BUDGET	<p>Determine best strategies to close digital divide and provide equitable access to devices and internet (CCSSO)</p> <p>Guidance for most effective and impactful use of federal and state funding and flexibility (CCSSO)</p>

Sources Used:

Phase 2: Restart and Recovery (Council of Chief State School Officers)
 CDC Reopening Interim Guidance (as shared by CNN)
 CDC Guidance for Cleaning and Disinfecting (reopening)
 CARES Waiver Report to Congress
 White House Reopening Guidance
 Guidance on Preparing Workplaces for COVID-19 (OSHA) (not integrated below)
 AFT Reopening Plan

UNICEF Framework for Reopening Schools (not integrated below- worth an independent review)

Also suggests SIX dimensions for reopening: When select schools have been identified for reopening, six key dimensions should be used to assess their states of readiness and inform planning:

- **Policy, financing, safe operations, learning, reaching the most marginalized and wellbeing/protection.**
- Policy considerations and financial requirements together create the enabling environment needed to support each of the other dimensions.

American Enterprise Institute (AEI) A blueprint for Back to School (newly integrated)

American Academy of Pediatrics (newly integrated)

Maryland Together: Maryland's Recovery Plan for Education (did not integrate- good reference model)

CDC guidelines for schools and child care programs (with decision tree)

AllTogether New Mexico- COVID Safe Practices for all Employers


INSTRUCTIONAL PLAN


APS created three instructional program models with two options each to begin the conversation on what re-entry will look like for SY20-21. The models also have considerations for students with Individualized Education Plans (IEPs), Native American communities, Refugees/Newcomers, and English Learners. Other factors to consider include financial, logistical, transportation, health, professional development (PD), and additional factors that directly impact the instructional plan.


Teams will be able to use the models to plan for re-entry in the categories of emotional recovery, wellbeing; high-leverage learning, essential learning, academic entry, competency based learning, and assessment; and distance learning, hybrid learning, and blended learning.

Program Models

Instructional Program Models

Level	Option A	Option B	Factors to Consider
 FULL CAPACITY	Return to school as usual with reasonable precautions such as: <ul style="list-style-type: none"> • Hand washing • Stay home when sick • Frequent touch cleaning • Sanitize buses daily 	Return to school as usual with extended precautions such as: <ul style="list-style-type: none"> • Hand washing • Stay home when sick • Frequent touch cleaning • Plexiglas guards at reception • No contact recess and PE • Lunch in classrooms • No large events, sports or groups larger than 35 • Discourage bus use 	Financial: Additional PPE & cleaning supplies for schools and departments with student contact Logistical: Transportation: Age of drivers factor in staffing Health: PD: Other: Parents may not feel safe send

	Considerations for IEP students: <ul style="list-style-type: none"> Students with compromised health Students unable to understand “no touch” concept (IGS, SCS) Frequent cleaning of manipulatives Students requiring hand over hand assistance 	Considerations for IEP students: <ul style="list-style-type: none"> Students with compromised health Students unable to understand “no touch” concept (IGS, SCS) Frequent cleaning of manipulatives Transportation required per IEP Students requiring hand over hand assistance 	students back to buildings
	Considerations to ensure equity: <ul style="list-style-type: none"> Some NA communities may be locked down. ELs, Refugee/Newcomers, Homeless students need additional support. 	Considerations to ensure equity: <ul style="list-style-type: none"> Some NA communities may be locked down. ELs, Refugee/Newcomers, Homeless students need additional support. 	
 HYBRID SETTING	Classes half full <ul style="list-style-type: none"> Students attend school 2 days/week to get direct instruction and get assignments for home. ES- half students in class attend M&W other half attends T&Th F is teacher prep MS-same as ES HS- M is teacher prep <p>Half students in class attend T&W other half attends Th&F</p> <ul style="list-style-type: none"> All social distancing protocols followed with masks 	ES Students attend half-day <ul style="list-style-type: none"> Students attend school 5 days for 2.5 hours/day ES- half of students in class attend 8:30-11, other half attends 12-2:30 <p>MS & HS- Students alternate weeks on and off with flipped classroom model</p> <ul style="list-style-type: none"> Half of students attend class on alternating weeks to discuss and engage in guided practice. During off week students participate in distance learning 	Financial: Additional PPE & cleaning supplies for schools and departments with student contact Logistical: Small classroom sizes limit distancing options Students may not have an adult to provide child-care or facilitate distance learning. Transportation: Age of drivers factor in staffing Health: PD: Teachers will require additional PD Other: Long-term subs Parents may not feel safe send students back to buildings
	Considerations for IEP students: <ul style="list-style-type: none"> Students with compromised health Students unable to understand “no touch” concept (IGS, SCS) Frequent cleaning of manipulatives 	Considerations for IEP students: <ul style="list-style-type: none"> Students with compromised health Students unable to understand “no touch” concept (IGS, SCS) Frequent cleaning of manipulatives 	

	<ul style="list-style-type: none"> Abbreviated week may not meet IEP requirements for service Students may not be able to wear masks Students requiring hand over hand assistance Some students may require homebound services Transportation required per IEP 	<ul style="list-style-type: none"> Abbreviated week/ day may not meet IEP requirements for service Students may not be able to wear masks Students requiring hand over hand assistance Some students may require homebound services Online instruction is very difficult to modify to meet needs of IEP students Transportation required per IEP 	
	<p>Considerations to ensure equity:</p> <ul style="list-style-type: none"> Student limited access to technology and Wi-Fi may create the need for alternative forms of distance learning. Digital learning format for PK-2 may not be developmentally appropriate. Some NA communities may be locked down. ELs, Refugee/Newcomers, Homeless students need additional support. 	<p>Considerations to ensure equity:</p> <ul style="list-style-type: none"> Student limited access to technology and Wi-Fi may create the need for alternative forms of distance learning. Digital learning format for PK-2 may not be developmentally appropriate. Some NA communities may be locked down. ELs, Refugee/Newcomers, Homeless students need additional support. 	
 LEARN AT HOME	<p>Synchronous online learning through teacher-designed instruction</p> <ul style="list-style-type: none"> K-2- Teacher meets online daily with groups of 5 students for 30-40 minutes to deliver direct instruction. 3-5 Teacher meets online daily with groups of 10-12 students for 60-90 minutes to deliver direct instruction MS & HS Teacher meets online with each class for 30-40 minutes Alternating days of odd and even periods 	<p>Asynchronous online learning through teacher modified online courses</p> <ul style="list-style-type: none"> ES & MS-Teachers modify C&I created course shells to create courses that allow students to work independently. Teachers grade and return work with detailed feedback and meet online at least twice/ week for discussion MS students with long-term subs use Edgenuity courses HS- Students utilize Edgenuity courses 	<p>Financial: Logistical: Students may not have an adult to provide child-care or facilitate distance learning. Transportation: Health: PD: Teachers have widely varying experience and comfort with distance education Other:</p>

	Considerations for IEP students: <ul style="list-style-type: none"> • May not meet IEP requirements for service • Online instruction is very difficult to modify to meet needs of IEP students • Difficult to conduct IEPs 	Considerations for IEP students: <ul style="list-style-type: none"> • May not meet IEP requirements for service • Online instruction is very difficult to modify to meet needs of IEP students • Difficult to conduct IEPs 	Difficult to supervise employees Long-term subs
	Considerations to ensure equity: <ul style="list-style-type: none"> • Student limited access to technology and Wi-Fi may create the need for alternative forms of distance learning. • Digital learning format for PK-2 may not be developmentally appropriate. 	Considerations to ensure equity: <ul style="list-style-type: none"> • Student limited access to technology and Wi-Fi may create the need for alternative forms of distance learning. • Digital learning format for PK-2 may not be developmentally appropriate. 	