RGE Re-entry Plan 2020/2021

Rio Grande Elementary School will begin school asking all of our students to be in attendance during the following days.

Cohort A-Monday, Tuesday-Online Wednesday-Friday

Cohort B-Thursday, Friday-Online Monday-Wednesday

Bears Virtual Online Academy-Online Monday-Friday

Content that will be taught during the school day will be the following:

Language Arts

Spanish Language Arts

Math-English and Spanish

Science-English and Spanish

Social Studies

Interventions

The following areas will be addressed in Rio Grande Elementary Schools Re-Opening Plan

1. Addressing Community Spread in K-12 Schools
2. Practicing Prevention
3. Protecting High Risk Populations
4. Transporting Students
5. Entering the School Building
6. Serving Meals
7. Transitioning During the School Day
8. Group Gatherings
9. Supporting Teaching and Learning
10. Supporting At-Risk Students

Addressing Community Spread at RGE

|  |  |  |
| --- | --- | --- |
| REMOTE | HYBRID | FULL ENTRY |
| HVPS Will:   * Implement distance/remote learning. * Teachers may enter the building to conduct remote learning if they practice social distancing. * RGE will continue in-person education services for students that require additional face to face interaction with a staff member such as special education students while feasible on a 5:1 student to teacher ratio * Establish and maintain communication with local and state Department of Health (DOH) officials. * Participate in contact tracing efforts and specimen collection efforts as directed by state and local health officials. * Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting. | HVPS Will:   * Operate with at least six feet of social distancing at all times. * Establish and maintain communication with local and state DOH health officials. * Participate in contact tracing efforts and specimen collection efforts as directed by local health officials. * Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19. * Screen all students for COVID-19 symptoms to the greatest extent feasible. * RGE will conduct temperature checks for students before entering the building, before going to lunch and before getting on the bus at the end of the day * Educate parents to be on the alert for signs of illness in their children and to keep the children home when they are sick. * Establish a protocol for students/staff who feel ill/ experience symptoms when they come to school. * RGE will establish an isolation room for those individuals showing symptoms of illness while at school. * Isolate and deep clean impacted classrooms and spaces. * Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness. * RGE will offer virtual learning for those students who parents feel would be best educated in this mode of learning. * Require clearance for students and staff before returning to school upon illness. | HVPS Will:   * Practice social distancing to the greatest extent possible. * Establish and maintain communication with local and state DOH health officials. * Participate in contact tracing efforts and specimen collection efforts as directed by local health officials. * Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19. * Establish a protocol for students/staff who feel ill/experience symptoms when they come to school. * RGE will conduct temperature checks for students before entering the building, before going to lunch and before getting on the bus at the end of the day |

PRACTICING PREVENTION AT RGE

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| **HVPS will:**   * Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.   + RGE will use the District/School website, emails, school messenger, canvas, and Class Dojo.   + RGE will use telephones and Class Dojo for two-way communication with parents/guardians. * Encourage COVID-19 testing. | **HVPS will:**   * Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of face coverings. * Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas. * Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19. * Clean/disinfect frequently touched surfaces at least daily and frequently shared objects after each use. * Provide face masks and/or face shields and other appropriate personal protective equipment (PPE) to staff. Require the wearing of a face covering for all staff and students, except when there is a valid medical reason. * Allow students and staff to bring hand sanitizer and face masks/coverings to use from home. * Take steps to ensure all water systems and features, such as water fountains, are safe. * To the extent possible, turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home. * RGE will encourage parents to send students with a full water bottle every day. We will not utilize water fountains, instead provide water stations for refilling water bottles. For students not bringing water bottles RGE will provide an alternative. * Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.   + All doors will remain open while students are present to promote ventilation.   + To every extent possible, windows will remain open to promote airflow. * Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends and school holidays/breaks.   + Wednesday will be designated as virtual learning day and staff professional development to provide deep cleaning of the entire school. |

PROTECTING HIGH RISK POPULATIONS AT RGE

|  |  |  |
| --- | --- | --- |
| REMOTE | HYBRID | FULL ENTRY |
| **HVPS will:**   * Consider how to best support students, families, teachers and staff. | **HVPS will:**  Survey high risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.   * If needed, employ additional nurses, health care aides, and full-time substitute employees. * Survey families with high risk children to gauge their intentions in returning to a traditional school setting, when available, while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws. * Provide remote/distance learning opportunities for high risk teacher and student populations in consultation with parents and public health officials. * Consult with local board attorneys and human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of high-risk populations. * Adhere to FERPA and HIPPA requirements. * Adhere to state and federal employment law and extended leave allowances. * RGE will conduct announcements and assemblies via alternative methods such as Google Meets or Zoom. | **HVPS will:**  Implement standard operating procedures while taking preventative measures, such as:   * Establish a point-of-contact with the local health department. * Identify local COVID-19 testing sites. * Provide hand sanitizer for students and staff. * Allow high risk students to complete their coursework virtually. * Establish a process for regular check-ins with high risk students and staff. * Allow an early transition for high risk students to go to classes. * Avoid large group gatherings/interactions. * RGE will conduct announcements and assemblies via alternative methods such as Google Meets or Zoom. |

TRANSPORTING STUDENTS TO AND FROM RGE

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| While school buildings are closed, buses should be used to deliver meals to students and families.  **HVPS will:**   * Transport students with disabilities and PreK–3rd grade students who still may be attending on a limited basis. * Reduce contact by delivering multiple days’ worth of meals during a designated time. * If feasible, Install Wireless Access Points (WAPs) or Hotspots on school buses to provide internet in rural and remote areas for students and families during extended closures. | HVPS will:   * While transporting students to and from schools, require students to sit in spaced and assigned seating according to the following:   + A maximum of two students may sit together on a bus seat.   + Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability, including encouraging parents to drive their children if possible, staggering bus routes, and expanding the minimum radius of eligibility for bus services. * Assign bus attendants or other additional staff to support with safety and screening of students to the extent possible. * Provide hand sanitizer for students, bus drivers and bus attendants. * Provide face masks or face shields for bus drivers and bus attendants. * Require bus drivers, bus attendants, and students to wear face masks or face shields. * **Screen students, bus drivers and bus attendants for symptoms of illness. Conducting temperature checks on students before they get on the bus is recommended but not required.** * Eliminate field trips and non-essential travel. * Clean and disinfect frequently touched surfaces on the bus after each round. * Establish protocols for bus stops and loading/unloading students to minimize congregation of children from different households. * Air out buses when not in use. * Restrict group transportation including carpooling. * Insure students maintain the 6 foot social distancing requirement upon walking to and from the bus and entering the bus. * **Protocol for Transitioning to and From the Buses**   + - Office will call specific classes to release and exit the building, insuring that classrooms are staggered.     - Students will walk in a single file line one out the front door to go to the bus, one class at a time. When coming into the building students will walk in a single file line and stop at the north door for a temperature check. Six feet of space will be left between each child.     - Teachers will insure that they walk their students all the way to the buses and will wait with them until all students are gone.     - When entering the building, teachers will wait in their rooms by 7:30. At 7:45 bus students will begin arriving. Upon their clearance they will report straight to their classrooms.     - To ensure that students understand procedures, teachers will demonstrate and instruct them on what is allowed and not allowed. |

ENTERING/EXITING RIO GRANDE ELEMENTARY

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| **HVPS will:**  Depending on circumstances leading to remote learning, may require only staff performing essential services such as food service preparation and delivery, cleaning, and sanitation report in-person to carry out functions that are absolutely necessary.  In addition, HVPS may allow:   * School buildings to remain open for a limited set of students and staff in order to continue in-person educational services for students with special needs and 3rd grade at a maximum 5:1 student to teacher ratio.   **HVPS Leadership will:**   * Remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements. * Leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to a minimum during school closures. | **HVPS will:**   * Require face coverings of all students and staff except while eating, drinking and exercising (including exercising during recess), with limited exceptions for students or staff that have medical reasons for not being able to wear a mask or face shield. * Temperature checks are mandatory upon entering the building. * All staff must be screened on a daily basis before entering the building, including a temperature check and review of potential symptoms. Those staff members exhibiting symptoms will not be allowed to enter the building. All staff must enter the building at 7:30 am. Early arrival is not allowed. Upon arrival all staff are to report immediately to their classrooms. * All students will be screened on a daily basis before entering the building by taking their temperature. This will occur on the North side of the building for bus students, and in the front of the building for drop off students. Students are not permitted into the building before 7:45 am each day. Students will also be screened before leaving their classroom to go to lunch. * Isolate and send home an internal temperature over 100.4°F (38°C). * Conference Room in the office will be the designated isolation room. * Confidentiality will be maintained * Work with state and local health officials to have a plan for contact tracing. * Restrict nonessential visitors and volunteers. * A visitor is defined as an individual, who is not a student, staff or an employee of HVPS or a member of the School Based Health Center Staff (SBHC). * HVPS Employees not assigned to the building must continue to sign in or call the campus upon arrival. Please carry your own pen to sign in. * Campus visits will be limited to essential school business only. * When visits require face-to-face interaction only one (1) individual will be permitted to conduct the business. Any and all required face to face meetings will take place in the Foyer of the school. * Volunteers in the school setting will not be permitted during the COVID-19 Pandemic. * Large group gathering are not permitted. * Mark spaced lines to enter the building and designate entrance and exit flow paths. * Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.   **All visits will be conducted online to the greatest extent possible, but when a face-to-face meeting is necessary prior administrative approval and scheduling will be required.**   * **Protocol for Face to Face Meetings:** * Office will contact the parent or guardian in advance if a meeting is required. In addition, a parent may request a face to face meeting by calling the office in advance. * Provide answers to a series of health-related questions, via the phone, to determine the possibility of a COVID-19 infection in their child or a member of the family. * For a face to face meeting, call the front office when they have arrived at the building. A staff member will escort parent to the assigned meeting area. All meetings will take place in the Foyer. * Face masks or face coverings are required. Upon entering the building hand sanitizer is also required. * Social distancing of 6 feet will be maintained. * **Protocol for Early Student Pick-Up:** * The office will contact the parent or guardian in the event a child needs to be sent home. * Parents of students presenting with signs and symptoms of COVID-19 / Influenza or other Infectious disease will not be allowed to enter the school campus. Parents will be asked to call the office on arrival and remain in their car for further instructions. The student will be brought to the parent by a staff member or the parent will be asked to meet the staff member at the school door. * Provide identification to office staff. * The parent/guardian will be required to answer a series of health-related questions, on the phone, to determine the possibility of COVID-19 infection. * MUST WEAR A MASK and use hand sanitizer.   + - **Protocol for Student Pick-Up at End of Day:**     - Parents will be required to wait in their vehicles when arriving to pick up their child at the end of the school day.     - Parents will utilize the pick-up zone located on the South side of the building by the side door and follow normal vehicular procedures.     - Students will be released through the doors one by one.     - Parents WILL NOT be permitted to enter the building, unless approved by the Campus Administrator     - Parents wanting to pick up students earlier for outside appointments must submit a request to the front office staff.     - **Protocol for Staff Entrance:**     - Teachers will line up at the south entrance at 7:30 am to have their temperature taken. Early arrival is not allowed. In the event of a late arrival teacher will be required to enter through the front of the building for their temperature check.     - Teachers will have 15 minutes to prepare materials, make copies, etc and must report to their assigned classroom by 7:45.     - At 7:45 students will begin entering teacher classrooms.     - **Protocol for Student Entrance**     - Students will enter the building through either the North doors for bus students, or the front doors for drop off students.     - Students will wait in a single file line, six feet apart.     - Students will enter the building one at a time, and have their temperature checked and recorded.     - Upon clearance, students will be escorted straight to their classrooms.     - In the event of a temperature or illness, students will be taken to the isolation room and parents will be contacted. |

SERVING MEALS AT RGE

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| **HVPS will:**   * Establish food distribution sites both at district buildings and at particular bus stops/routes, to the greatest extent practicable. * Practice established social distancing protocols to the greatest extent practicable. * Provide PPE to participating staff. * Reduce contact by delivering multiday worth of meals during a designated time. (ex: delivering a 2-3 days’ worth of meals). * Distribute supplemental instructional materials and printed district/school communications along with meals. | **HVPS will:**   * Provide meals to students per remote guidelines for those students who are doing remote learning on any given day. * Use disposable plates, utensils, etc. * **Protocols for Lunch** * Students will enter the cafeteria through the South doors in a single file line standing 6 feet apart. * Students will line up along the red outer line in the cafeteria on the X’s. * Students will go through the lunch line and sit one student per table, all facing the same direction. * Upon completion of their meals, students will raise hands and throw their trays away. They will then return to their seats. * Upon the completion of the lunch period teachers will come to the classroom. Students will be dismissed one class at a time. * Students will exit through the west doors.   **When serving meals in cafeteria, HVPS will:**   * + Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths.     - Students will enter the cafeteria through the Northwest entrance and sit two to a table all facing the same direction. Teachers will come into the cafeteria where students will be dismissed by table to dump their trays and line up according to 6 foot distancing utilizing tape on the floor. Teachers will walk students through the South entrance doors back to their classrooms.   + Schedule longer meal periods for more staggered meal delivery.     - * Breakfast will be served in classrooms after the bell beginning at 8:15 am.       * Lunch will be served in cafeteria using the following schedule:       * 11:00-11:30-3rd Grade       * 11:45-12:15-4th Grade       * 12:30-1:00-5th Grade   + Maximize social distancing to space seating and utilize outdoor seating as practicable and appropriate.     - * When weather is permittable the outside facilities will be utilized.   + Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.   If meals are served in an alternative setting:   * + Pre-packaged boxes or bags for each student will be provided instead of traditional serving lines.   + Prevent the sharing of foods and utensils. |
|  |  |

TRANSITIONING AT RGE

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| **School buildings are closed.**   * If small groups are meeting, cohorts will be kept together to minimize transitions. * Students will remain in their classrooms or designated area throughout their time in the building. | **HVPS will:**   * Limit mixing between groups to the greatest extent practicable.   + Students will remain in designated classrooms for the entire day with the exception of scheduled bathroom breaks, PE, Library and Lunch. * For class changes and other transitions throughout the school day, schools may:   + Provide additional time for transitions.   + Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated and to minimize congregation of students.     - When transitioning students will utilize the right side of the hallway at all times.     - Floor markings will be used to indicate adequate spacing of 6 feet. * Limit mixing between groups to the greatest extent practicable. * **Protocol for Transitioning** * Students will line up in class in a single file line, maintaining 6 feet of space between each of them * Teacher will maintain the distance when students are walking. * Teacher will escort students all the way to their destination, reminding them to distance. * Directional arrows will be placed on the left and right sides of the hallways to ensure that students utilize the specific sides of the hallway for transitioning.   + Plan staggered class changes (ex: by hall, odd/even room numbers, grade/ discipline) to decrease number of students in hallways at one time.   + May have the same group of students stay with the same staff (all day for young children and as much as feasible for older children).   + When self-contained classrooms are not feasible, consider having teachers rotate classrooms rather than students to minimize movement (i.e. specials/electives). |

GROUP GATHERINGS AT RGE

|  |  |
| --- | --- |
| REMOTE | HYBRID/FULL REENTRY |
| **School buildings are closed.**  HVPS may allow:   * School buildings to remain open for a limited set of students and staff in order to continue in-person educational services for students in grades 3rd and students with special needs at a maximum 5:1 student to teacher ratio. | **HVPS will:**   * Avoid large group gatherings. * RGE will utilize Zoom or Google Meets for all gatherings and assemblies. * Discourage the congregation of students in parking lots and common areas. * When feasible, stagger the schedule for group gatherings (i.e. recess and school meals).   + All Specials, bathroom breaks, etc will be staggered. * Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces—as weather permits) for social distancing. * Work with local officials and partners to identify other community spaces (e.g. rec centers, libraries, unused municipal office spaces, or conferences rooms, churches) in which classes can be convened with maximum social distancing. * Where possible, hold professional development sessions and staff meetings virtually or in small groups with maximum social distancing. * RGE will utilize Google Meets or Zoom to every extent possible to conduct staff meetings and PLC. |

SUPPORTING TEACHING & LEARNING RGE (MODEL/SCHEDULES)

|  |
| --- |
| REMOTE/HYBRID/FULL REENTRY |
| **Regardless of Category, HVPS schools will establish an academic baseline. HVPS will:**   * Through PLCs, determine what information staff is most interested in gleaning regarding student skills at the start of the year. * Determine appropriate formative assessments (local and/or PED provided) to make strategic instructional choices on what content or skills to prioritize.   + RGE will utilize the following assessment data to analyze and make decisions about content, curriculum and interventions   + I-stations-Reading-Math-Espanol   + Imagine Learning-Language and Literacy-Reading-Math   + Reading Plus   + Eureka Math Assessments   + Ready Gen Assessments   + Teacher Made Formative Assessments * Conduct PLC meetings with teachers to identify where students are academically.   + RGE will utilize weekly PLC meetings to analyze data and plan appropriate instruction. * Use ongoing progress monitoring tools (e.g., formative strategies, High Quality Instructional Material resources, interim assessments) to inform curricular decision making in the classroom. * Address skill deficits in context of current-grade level work.   + RGE will utilize intervention time to strategically address skill deficits in context of current-grade level work. * Identify priority standards to accelerate student learning. * RGE will use PD days at the beginning of the year to plan instruction, identify student needs, and create a template for student learning with the hybrid model. * Use [High Quality, Evidence-based Instructional Materials](https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/HQIM-Resource-Manual.pdf) * Use [Culturally Responsive Instructional Practices](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf)   \*Wednesdays will be devoted to teacher trainings, PLCs and time for teachers to analyze student data and to modify plans. |

|  |  |  |
| --- | --- | --- |
| REMOTE | HYBRID | FULL REENTRY |
| **HVPS will:**   * Implement a contingency plan for remote learning that encompasses online instruction, distance learning, and/or printed material that is distributed as instructional packets, materials or kits. * For families with limited at home connections, consider internet accessible areas to download information and assignments (e.g., school parking lot). * HVPS will look to boost wireless signal around the perimeter of each building. * A limited number of students will be permitted into the building at any one time. Priority for access will be given to students that are identified At-Risk, SpEd, and those without internet access at home. | HVPS will Survey families to gauge which students may want to conduct their schooling remotely in full or in part for the 2020–2021 school year.    **Hybrid Instructional Model:**  Local considerations of hybrid model implementation will include:   * Prioritize students with disabilities, who are at-risk, or 3rd grade. Design staffing models around this prioritization. * Ensure that students in the bilingual programs continue to receive high-quality instruction in both languages. * Provide staffing to insure students in session receive instruction and those not in session continue to receive support. * Provide technology for students not in session to access online content daily * Provide content via paper copies for students not in session without internet access * Utilize Canvas for virtual instruction. * Attendance will be taken for students working virtually on each day.   **Schedules will be A/B/C Cohorts**   * Group A Students—Monday/Tuesday in person, Wednesday-Friday online * Group B Students—Thursday/Friday, Monday-Wednesday online * Group C Students-Monday-Friday Online * Wednesday is remote/distance learning for all students/PLC for all staff | **Target Interventions and Supports:**   * HVPS will provide additional instructional supports to:   + Students at risk of not graduating on time.   + Students with disabilities (compensatory services).   + Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.).   + Other students identified as being behind academically by teachers and parents. * Identify concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)   **Extended Learning Opportunities:**   * Provide extended learning opportunities through before/after school programs, Saturday school, etc. * Prepare for potential future distance/ remote learning by increasing current blended learning. * Develop a digital learning plan to integrate virtual learning practices.   + Digitize lessons.   + Require a certain number of online assignments for each grading period.   + Provide virtual learning-specific professional learning for educators.   + What a [Simple Daily Routine](https://cms.azed.gov/home/GetDocumentFile?id=5e94c78203e2b308f045d4fd) schedule might look like for remote teaching |

**The two choices for Parents are listed in detail below.**

**Choice 1: RGE Hybrid/Remote Model**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Prevention** | **Transporting Students** | **Entering/Exiting Building** | **Meals** | **Transitions** |
| Parents Will | Insure 6 Feet of Social Distancing  Provide necessary information for contact tracing  Receive Temperature checks/screening  Provide documentation for a sick child to return to school  Teach good hygiene and use of face covering  Provide sanitizing products  Provide and wear face coverings  Provide bottled water | Wait at the bus stop  Maintain social distancing at bus stop  Wear a face covering at bus stop  Follow RGE pick-up procedures  Wait in the car during pick-up and drop off time | **make appointment before being allowed into the building**  Wear face coverings  Maintain social distancing  Receive temperature check/screening  Ensure drop-off student arrives at school at 7:45, **early arrivals are not allowed**  Contact office if child needs to be picked up early, and wait in vehicle until child is brought outside to them | provide an individual snack if desired  provide lunch if desired | Ensure that students arrive to school no earlier than 7:45 and maintain distancing while walking up to the building |
| Students Will | Insure 6 Feet of Social Distancing  Receive Temperature checks/screening  Wear face coverings  Follow all procedures at RGE  Frequently Wash Hands | Sit in assigned bus seat  Wear face covering on the bus  Maintain social distancing  Follow all transportation procedures | Wear face coverings  Maintain social distancing  Receive temperature check/screening  Will enter building at 7:45, early arrival is not allowed | Not share food and will follow hygiene and distancing procedures for cafeteria  Remain seated in the cafeteria  Follow all rule and procedures set forth by cafeteria and RGE staff | Follow school distancing procedures for moving from one classroom to another  Follow traffic arrows  Follow all rules and procedures to ensure safety |
| RGE Staff Will | Insure 6 Feet of Social Distancing  Communicate with health officials/ contact tracing contact tracing  Post signs on COVID 19 prevention  Receive Temperature checks/screening  Provide documentation of clearance of illness  Educate parents on signs of illness  Establish procedures for symptoms and illness  Isolate and deep clean affected classrooms  Teach good hygiene and use of face coverings and  provide and use sanitizing products/face coverings  Adhere to state and federal requirements (ADA, FERPA, HIPPA) | Ensure students are social distancing upon exiting or entering bus at the school | Wear face coverings  Maintain social distancing  Receive temperature check/screening  Enter building at 7:30, early arrival is not allowed  Contact parent if child needs to be sent home | Ensure that students adhere to hygiene and distancing procedures  Drop off and pick up students at appropriate times  Ensure students keep food out of desks | Ensure that students follow distancing procedures  Ensure students follow rules and procedures |

**Hybrid (Home) Learning Requirements (Students with Internet Access)**

|  |  |
| --- | --- |
|  | **Weekly** |
| Monday | Language Arts-English/Spanish (3 Assignments)  Math (3 Assignments)  Science (3 Assignments)  Social Studies (3 Assignments)  Writing (3 Assignments)  Art/Music-(2 Assignments)  30 Minutes Reading Plus  30 Minutes Imagine Learning Math  30 Minutes Imagine Learning Language and Literacy or Reading or Spanish  Teacher will have office hours for students to call in as needed for individualized assistance. |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |

**Hybrid (Home) Learning Requirements (Students without Internet Access)**

|  |  |
| --- | --- |
|  | **Weekly** |
| Monday | **How to Turn in work**  Primary Method-Deliver discussion post and completed assignments to school on next schedule face to face day.  Daily Discussion Question (3 written responses)  Daily Journal (3 written entries)  Language Arts-English/Spanish (3 Assignments)  Math (3 Assignments)  Science (3 Assignments)  Social Studies (3 Assignments)  Writing (3 Assignments)  Art/Music-(2 Assignments)  1 hour of Silent Reading, Completed Reading Logs  Teacher will have office hours for students to call in as needed for individualized assistance. |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |

**RGE Remote Learning**

**Remote Learning Requirements**

**(Students with Internet Access)**

|  |  |
| --- | --- |
|  | **Weekly Assignments** |
| Monday | Virtual Teaching Session (1 Session Per Day, 4 per week)  Language Arts-English/Spanish (4 Assignments)  Math (4 Assignments)  Science (4 Assignments)  Social Studies (4 Assignments)  Writing (4 Assignments)  P.E./Library/Art/Music-(4 Assignments)  1 hour of Silent Reading, Completed Reading Logs and A.R. Testing  1 Hour Reading Plus  1 Hour Imagine Learning Math  1 Hour Imagine Learning Language and Literacy or Reading or Spanish  Teacher will have office hours for students to call in as needed for individualized assistance. |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |

**Remote Learning Requirements**

**(Students without Internet Access)**

|  |  |
| --- | --- |
|  | **Completed by Friday** |
| Monday | **How to Turn in work**  Primary Method- Take picture with phone and text to teacher.  Secondary Method-Deliver discussion post and completed assignments to school by Friday.  Daily Discussion Post: Question Provided (4 responses)  Daily Writing Journal: Topic Provided (4 responses)  Language Arts-English/Spanish (4 Assignments)  Math (4 Assignments)  Science (4 Assignments)  Social Studies (4 Assignments)  Writing (4 Assignments)  P.E./Library/Art/Music-(4 Assignments)  1 hour of Silent Reading and Completed Reading Logs  1 Weekly Phone Call with Teacher  Teacher will have office hours for students to call in as needed for individualized assistance. |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |

**Choice 2: Bears Online Virtual Academy**

**Requirements**

|  |  |
| --- | --- |
| **Information** | **Requirements** |
| Although students will be working on the Edgenuity Platform it is strongly suggested that they log in daily and complete assignments.  Edgenuity® offers curriculum for elementary-school students who complete all their learning online.  This curriculum consists of over 30 courses.  Flexible delivery options support all students  Students work through age-appropriate, fun lessons with complete control over their personalized learning environment and access to tools that support their learning, including text to speech, audio and translation, text and picture dictionaries, and more.    Each course also includes supports for the learning coach—a parent or other adult that facilitates and supports the student in his or her course.  It is delivered 100% Online | Weekly/Daily Teacher Contact  Daily Teacher support for online learning.  Daily/Weekly online work by student.  Reliable Internet Access  Semester Long Commitment/Parent may change mode of delivery in December |
|
|
|
|

SUPPORTING AT-RISK STUDENTS

ENGLISH LEARNERS, STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED,

NATIVE AMERICAN STUDENTS, STUDENTS WITH DISABILITIES, HIGHLY MOBILE STUDENTS

|  |  |  |
| --- | --- | --- |
| REMOTE | HYBRID | FULL REENTRY |
| **HVPS will:**   * Develop learning opportunities that are culturally and linguistically relevant. * When possible, record online instruction so that students can re-watch. * Implement small group instruction in order to meet students’ individual learning needs. * Identify and implement relevant formative assessments that may be specific to at-risk student groups to accelerate student learning. * Ensure synchronous remote learning that includes explicit language practice for English Learners (ELs). * Provide support at the word, sentence and discourse levels. * ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students. * Maintain MOE for Special Education students. * Consider bringing Special Education students to school for services that are unable to be implemented during distance learning. * Provide communication in a language family can understand. | **HVPS will:**   * Develop learning opportunities that are culturally and linguistically relevant. * Prioritize scheduling for ELs, and Students with Disabilities. * Insure appropriate language of instruction is followed based upon the district’s bilingual model. * Provide students with content in native language and a teacher that can communicate with them. * Insure content in both English and Spanish are rigorous. * Insure that students are provided with essential content to insure future success.   **For hybrid learning, HVPS will consider everything in “substantial spread” plus:**   * Have extra PPE on hand for students who cannot afford to bring their own face coverings or who forget or lose them. * Consider allowing special education students to continue in-person instruction as students often rely on daily routines and social interactions to address their individual learning needs. | **HVPS will:**   * Consider all the regular aspects of schooling, such as designated ELD time and maintenance of effort for special education students. * Develop learning opportunities that are culturally and linguistically relevant. * Identify and implement relevant formative assessments that may be specific to at-risk students groups to accelerate student learning. * Implement small group instruction in order to meet students’ individual learning needs. * Provide high-quality academic language instruction throughout the day; ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students ([ELD Instructional Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/2019-ELDIF_Guidance_Handbook_.pdf)). |