

Hatch Valley Middle School

Reentry Plan

2020-2021

**Learning Models**

REENTRY GUIDELINES

**HYBRID LEARNING**

Combination of some in-person days and some online days.

**HVMS** will be split into two learning cohorts:

**Cohort A: in-person -Mon. & Tues. - online Wed.-Fri.**

**Cohort B: on-line Mon.-Wed. in-person Thurs.& Friday.**

* 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 will engage in remote learning.

**HYBRID**

**TRADITIONAL LEARNING WITH ENHANCED**

**PREVENTATIVE MEASURES**

All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended.

Group activities are minimized.

* All students eligible to return five days per week.

**FULL REENTRY**

**REMOTE LEARNING**

HVMS will use CARES Act money or other funds to ensure that each student has access to a digital device and options for connectivity in order to provide a robust online learning program in the event of a closure.

* Students engage in remote learning.
* Limited small groups (special education, etc.) eligible for in-person instruction, if feasible.

**REMOTE**

INSTRUCTIONAL MODEL

Addressing Community Spread at HVMS

**FULL REENTRY**

* Practice social distancing to the greatest extent possible.
* Establish and maintain communication with all stakeholders.
* 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.
* Consider ways to accommodate needs of children, teachers/staff, and families at

higher risk for severe illness.

**HYBRID**

* Operate with at least six feet of social distancing at all times when possible and PPE at all times (except when eating, drinking or exercise, or if medically unable).
* Establish and maintain communication with all stakeholders.
* 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.
* 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.
* 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.

**REMOTE**

* Implement distance/remote learning.
* Teachers may enter the building to conduct remote learning if they practice social distancing.
* If feasible, school buildings will remain open for a limited set of students and staff in order to continue in-person educational services for students with special needs at a maximum 5:1 student to teacher ratio.
* Establish and maintain communication with all stakeholders.
* 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.

PRACTICING PREVENTION

**HYBRID FULL REENTRY**



**REMOTE**

**HVMS 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.
* Encourage COVID-19 testing.

**HVMS 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. All desks/materials will be cleaned/disinfected prior to each period transition.

* + 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 disposable cups for refillable water station.
  + 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.
  + Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends and school holidays/breaks.

PROTECTING HIGH RISK POPULATIONS

**HYBRID**

**HVMS will:**

* Survey high risk stakeholders to gauge their intentions in returning to work/school while maintaining confidentiality consistent with the Americans with Disabilities Act (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 district officials.
* Adhere to FERPA and HIPPA requirements.
* Adhere to state and federal employment law and extended leave allowances.

**REMOTE**

**HVMS will:**

* Consider how to best support students, families, teachers and staff.

**FULL REENTRY**

**HVMS will:**

Implement standard operating procedures while taking preventative measures, such as:

* Provide information about local COVID-19 testing sites.
* Provide hand sanitizer for students and staff.
* Allow students to complete their coursework virtually.
* Establish a process for regular check-ins with students and high-risk staff.
* Allow an early transition for high risk students to go to classes.
* Avoid large group gatherings/interactions.

## TRANSPORTING STUDENTS

### HYBRID FULL REENTRY



**REMOTE**

While school buildings are closed, buses should be used to deliver meals to students and families.

**HVMS will:**

* Assist district in transporting students with disabilities who still may be attending on a limited basis.

**HVMS will:**

* Upon arrival and departure, students will follow arrival and dismissal procedures.
* Temperature screen students before entry into the building.
* Provide hand sanitizer for students upon entry into the building and exit from the building.
* Provide face masks or face shields for students.
* Require students to wear face masks or face shields.
* Eliminate field trips and non-essential travel except travel conducted under

[NMAA guidelines](https://drive.google.com/file/d/1FtKA3aPSBcY0QKy4EmnHTaylEl9SoZJo/view) for sports and extra-curricular activities.

* Establish protocols for loading/unloading students to minimize congregation of children.

## ENTERING the SCHOOL BUILDING

### HYBRID FULL REENTRY



**REMOTE**

**HVMS 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, HVMS 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 at a maximum 5:1 student to teacher ratio.

**HVMS 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.

**HVMS 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.
* Screen all staff on a daily basis before entering buildings, including a temperature check and review of potential symptoms.
  + Isolate and send home if internal temperature over 100.4°F (38°C).
  + Maintain safety and privacy concerns (confidentiality will be maintained).
* Work with district officials to have a plan for contact tracing.
* Screen all students to the extent practicable:
  + Take temperatures before entering buildings, if suspicious external temperature is detected, protocols will be followed.
  + Isolate and send home if internal temperature over 100.4°F (38°C).
  + Maintain safety and privacy concerns (confidentiality should be maintained).
* Restrict nonessential visitors and volunteers using outside camera.
* Establish a protocol for essential visitors: calling front office before entering, screening visitors, requiring use of face coverings/masks, etc.
* Avoid large group gatherings.
* Mark spaced lines to enter the building and designate entrance and exit flow paths.
* Establish a protocol for student pickup/drop-off, such as staggered entry and release (by grade, class, or bus numbers) with marked spacing for pickup.
* 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.

## SERVING MEALS



**HYBRID**

**FULL REENTRY**

**HVMS 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.

**When serving meals in cafeteria, HVMS will:**

* + Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths.
  + Schedule lunch times per grade level for more staggered meal delivery.
  + Maximize social distancing to space seating and utilize outdoor seating as practicable and appropriate.
  + 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.
  + Absolutely NO sharing of foods and utensils.

**REMOTE**

**HVMS 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.

## TRANSITIONING During the School Day



**HYBRID**

**FULL REENTRY**

**HVMS will:**

* Limit mixing between groups to the greatest extent practicable.
* For class changes and other transitions throughout the school day, HVMS 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.
  + Plan staggered class changes (ex: by hall, odd/even room numbers, grade/ discipline) to decrease number of students in hallways at one time.
  + Only 2 students allowed in the restrooms at any given time.

**REMOTE**

**School buildings are closed.**

* If small groups are meeting, cohorts will be kept together to minimize transitions.

GROUP GATHERINGS

**REMOTE**

**School buildings are closed.**

HVMS 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 at a maximum 5:1 student to teacher ratio.



**HYBRID**

**FULL REENTRY**

**HVMS will:**

* Avoid large group gatherings.
* Discourage the congregation of students outside or in common areas, including emergency drills/situations.
* When feasible, stagger the schedule for group gatherings (i.e. recess and school meals).
* Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces—as weather permits) for social distancing.
* Follow the current [NMAA guidelines](https://drive.google.com/file/d/1FtKA3aPSBcY0QKy4EmnHTaylEl9SoZJo/view) for extracurricular activities and similar congregate events to the greatest extent possible.
* Have all coaches and student athletes tested for COVID-19 before the competitive season to the extent possible.
* Where possible, hold professional development sessions and staff meetings virtually or in small groups with maximum social distancing.

SUPPORTING TEACHING & LEARNING

### REMOTE



**FULL REENTRY**

**HYBRID**

**Regardless of Category, HVMS will establish an academic baseline. HVMS will:**

* Determine staff needs and provide resources and professional development for remote and hybrid learning.
* Determine appropriate formative assessments (local and/or PED provided) to make strategic instructional choices on what content or skills to prioritize.
* Conduct PLC meetings with teachers to identify where students are academically.
* 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.
* Identify priority standards to accelerate student learning.
* 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)

SUPPORTING TEACHING & LEARNING (CONTINUED)

**FULL REENTRY**

**Target Interventions and Supports:**

* HVMS will provide additional instructional supports to:
  + Students with disabilities (compensatory services).
  + Students who struggled in the prior distance/remote learning environment (i.e. 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, physical education/play, STEM/STEAM, etc.)

**Extended Learning Opportunities:**

* Provide extended learning opportunities through before/after school programs.
* 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

**REMOTE**

**HVMS 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).

### HYBRID

HVMS will use survey information from families to gauge which students may want to conduct their schooling remotely in full or in part for the 2020–2021 school year.

**Traditional Instructional Model:**

* + Schools can deliver traditional instruction by implementing the recommendations outlined in this guidance for social distancing and proper PPE utilization.
  + Remove or identify and label unused desks and furniture in classrooms; maximize social distancing.

**Hybrid Instructional Models:**

* + Ensure that students in bilingual programs continue to receive high-quality instruction in both languages.
  + Ensure that students in special education programs continue to receive high-quality instruction.
  + Consider possible broadcasting platforms so that on remote days, students might continue to participate with their peers who are in the building.

**Possible Hybrid Schedules will be Considered:**

* + A/B schedules.
    - Alternating Days: Group A Students—Monday/Tuesday and

Group B Students—Thursday/Friday. Wednesday is remote/distance learning for all students, professional learning for staff, and a day to clean the building. Use certification flexibility to relocate teachers as needed and allowable.

* + Schools shall have cohorts attend on consecutive days rather

than morning/afternoon or every other day configurations in order to limit group mixing and maximize cleaning between groups.

## SUPPORTING AT-RISK STUDENTS

###### ENGLISH LEARNERS, STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED,

**NATIVE AMERICAN STUDENTS, STUDENTS WITH DISABILITIES, HIGHLY MOBILE STUDENTS**

**HYBRID**

**HVMS will:**

* Develop learning opportunities that are culturally and linguistically relevant.
* Prioritize scheduling for ELs, and Students with Disabilities.

**For hybrid learning, HVMS 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.

**FULL REENTRY**

**HVMS 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 student 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)).

**REMOTE**

**HVMS 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 Maintenance of Effort (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 families can understand.

## SOCIAL/EMOTIONAL LEARNING



**HYBRID**

**FULL REENTRY**

**HVMS will:**

* Create and maintain healthy caring relationships among and between students and staff by creating a sense of belonging and connection.
* Set up communication with students and families during remote learning to conduct interviews and/or do regular check-ins, as well as email with parents.
* Allow opportunities for students to share and process their emotions.
* Support students and staff in adapting to change in traditional school structures.
* Establish behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
* Create systems to monitor students, staff, and families to support those who are struggling.
* Attempt to recognize and attend to all trauma and grief.
* Support infrastructure that allows for screening, care, and connectivity with wraparound services.
* Establish robust, site-based behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
* Monitor students, staff and families to support those who are struggling.

**REMOTE**

**HVMS will:**

* Develop learning opportunities that are culturally and linguistically relevant.
* Will include curricula that teaches students about diversity and antiracism.
* Will focus on the sequence and flow of the remote learning content, incorporating pauses and allowing time for students to gather their thoughts and share.
* Adopt social/emotional learning curriculum and/or framework that is comprehensive and imbedded across instruction, whether in-person, hybrid, and/or remote settings.

# When a Child, Staff Member, or Visitor Becomes Sick at School:

* + HVMS will utilize a designated isolation room to separate anyone who exhibits COVID-like symptoms.
  + School nurses will use Standard and Transmission-Based Precautions when caring for sick people.
  + HVMS will establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
  + HVMS will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
  + The school building will be closed if used by a COVID-19 positive sick person and will not be used before cleaning and disinfection.
  + HVMS will ensure safe and correct application of disinfectants and keep disinfectant products away from children, and have waited 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
  + HVMS will advise sick staff members and children not to return until they have met NMDOH criteria to discontinue home isolation.
  + HVMS will follow NMDOH restrictions and guidelines.

Staffing

HVMS will follow district guidelines when addressing staff safety, staff in high-risk categories, flexible staffing plans, educator licensing, substitutes, student teachers, leave policies, and professional development/learning.

Children of Staff

HVMS will follow district guidelines when addressing the placement of children of staff members. The placement of staff children will be dependent on the learning model we are under and will be as follows:

* Remote
  + Staff members with a classroom, will keep their school-aged children in their own classroom under their own supervision at all times.
  + All other staff members without their own classroom will be provided with a location and someone to supervise their children while they are working.
* Hybrid
  + School-aged children of staff members will be kept at their home school during their “remote” days. The school will be responsible for providing a location and someone to supervise them during these times. The students will be “guest” students on their remote days and must adhere to the rules set forth by school administration.
* Full Entry
  + Children of staff members will attend school as usual.
* Virtual – Bears Online
  + School-aged children of staff members who have chosen the virtual online school, Bears Online, will need a location off campus to stay while their parent(s) are at work. The district will not be providing a location for these children at this time.