



Hatch Valley Public Schools

Reentry Plan

2020-2021



Phased Approach to Reentry

The Hatch Valley Public Schools (HVPS) will follow the New Mexico Public Education Department's phased approach to reentering schools. Beginning August 13, students will start the school year under one of three learning models – Remote, Hybrid, Full Entry. The description for each model is listed in the following pages of this plan and includes procedures and safety measure being taken in ten specific areas. In addition to the district plan, each school will also develop a plan specific to their school site. Please take time to review and become familiar with the district reentry plan as well as your child's school-site plan. The decision to open schools under one of the three plans will result from guidance provided by the New Mexico Public Education Department, the New Mexico Department of Health, and the Hatch Valley Public Schools Board of Education.

The goal is to move all schools into a full school schedule as soon as it can be safely accomplished. This phased approach to reentry is a responsible process for the following reasons:

- The phased approach allows the state to analyze the impact of a controlled reentry 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 reentry.
- 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 reentry on the rate of spread of the virus statewide in each of the 5 regions (**HVPS fall under the southwest region**). 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. PED's preference is to move together as a state; if statewide data supports general advancement to Full Reentry, but an individual region's data suggests that its opening would be unsafe, that region may be held back until numbers improve.

Reentry is rooted in the following principles:

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

The eight minimum requirements for reentry are:

1. To begin the school year, all Hatch Valley Public Schools will operate according to the remote learning model guidelines.
2. HVPS will participate in a surveillance and rapid response testing program for all staff.
3. HVPS will adhere to the social distancing requirements of their designated category.
4. HVPS will limit/avoid large group gatherings.
5. Face coverings are required for all HVPS 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 HVPS staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All school sites will work with state and local health officials to have a plan for contact tracing.
7. For transportation, all HVPS staff and students must wear face shields or masks. In addition:
 - A maximum of two students may sit together on a bus seat.
 - HVPS will take all reasonable steps to limit bus seats to one student to the best of their ability when under a yellow category.
8. Meals will be provided to HVPS students during in-person instruction and remote learning.

Social Emotional Learning

Social emotional wellness, behavioral health, and culturally responsive trauma-informed care need to be front and center and will be embedded across all of our work. When both students and staff are physically and psychologically safe, they are able to engage in formal, rigorous teaching and learning.

Cultural Relevance

- HVPS will honor identity and cultural nuances by communicating in multiple, appropriate languages.
- HVPS will include curricula that teaches students about diversity and antiracism.

Relationships

- HVPS will create and maintain healthy, caring relationships among and between students and staff by creating a sense of belonging and connection.
- HVPS teachers, educators, and other school staff will set up video calls with students and families during remote learning to conduct interviews and/or do regular check-ins, as well as email and parents.
- HVPS will allow opportunities for students to share and process their emotions.
- HVPS will support students and staff in adapting to change in traditional school structures.

Real-time Support

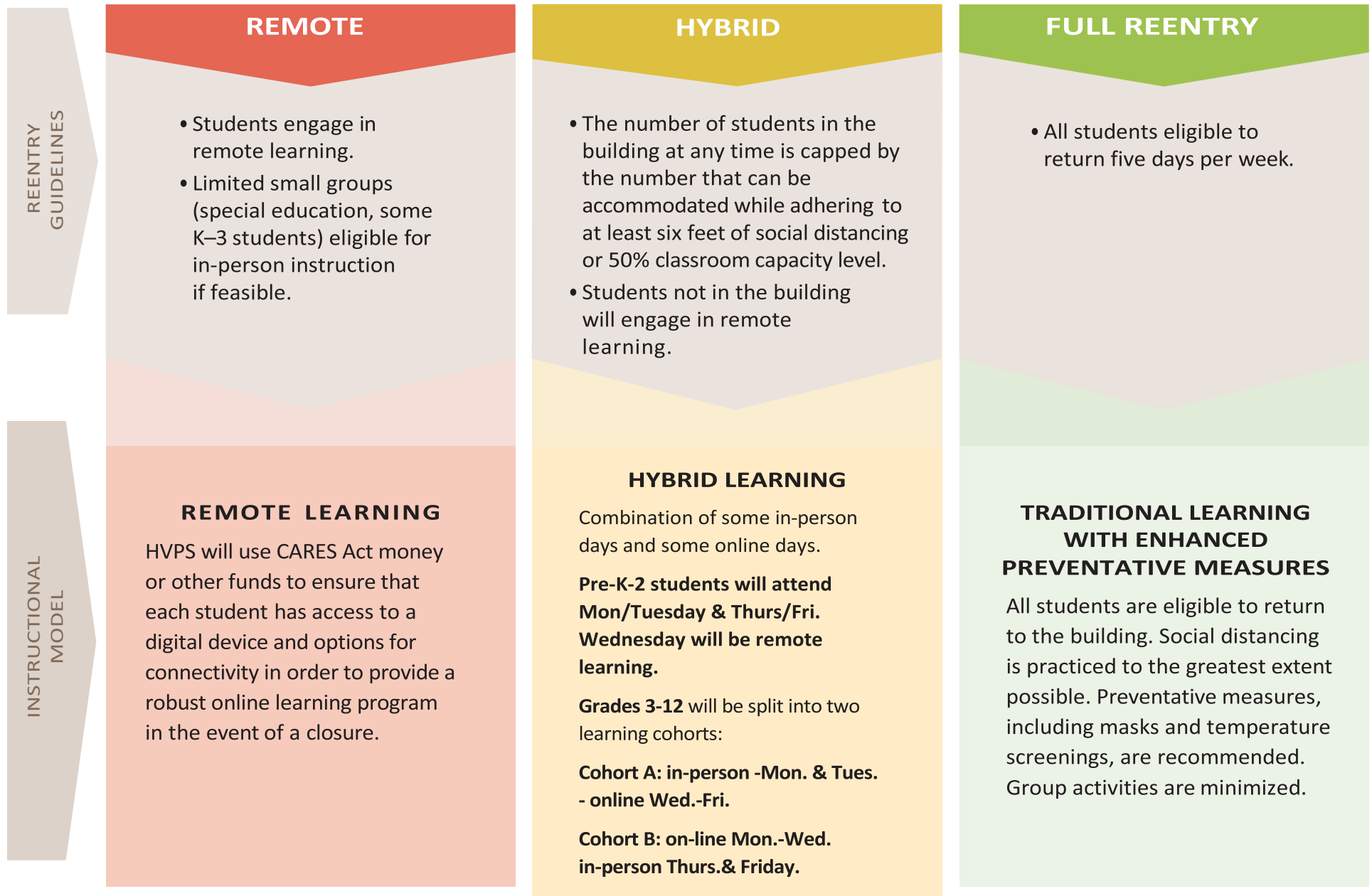
- HVPS will attempt to recognize and attend to all trauma and grief.
- HVPS will build infrastructure that allows for screening, care, and connectivity with wraparound services.
- HVPS will establish robust, site-based behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
- HVPS will create systems to monitor students, staff and families to support those who are struggling.

Remote Learning Integration

- HVPS instructional staff 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 out.
- HVPS counselors and social workers will assist in the use of social emotional programs to engage students and connect them to tools and resources for remote learning.
- HVPS will adopt social emotional learning curriculum and/or framework that is comprehensive and embedded across instruction, whether in-person instruction, hybrid scenarios or in remote settings.

- HVPS staff will provide daily routines to reduce stress and promote positive learning conditions.

Learning Models



Addressing Community Spread in K–12 Schools

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 in PreK–3rd grade and students with special needs at a maximum 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.

HYBRID

- 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.
- 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.

FULL REENTRY

- 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.

PRACTICING PREVENTION

REMOTE

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.
- Encourage COVID-19 testing.

HYBRID

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.
- 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.

FULL REENTRY

PROTECTING HIGH RISK POPULATIONS

REMOTE

HVPS will:

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

HYBRID

HVPS will:

- If needed, employ additional nurses, health care aides, and full-time substitute employees.
- 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.
- 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.

FULL REENTRY

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.

TRANSPORTING STUDENTS

REMOTE

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.

HYBRID

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 except travel conducted under [NMAA guidelines](#) for sports and extra-curricular activities.
- Clean and disinfect frequently touched surfaces on the bus at least daily. Install plastic wrap/membrane on high touch surfaces such as handrails that will be changed daily.
- 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.

FULL REENTRY

ENTERING the SCHOOL BUILDING

REMOTE

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 in grades PreK–3 and students with special needs 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.

HYBRID

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.
- 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 state and local health officials to have a plan for contact tracing.
- Screen all students to the extent practicable:
 - Take temperatures before entering buildings.
 - 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.
- 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.

FULL REENTRY

SERVING MEALS

REMOTE

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.

HYBRID

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.

When serving meals in cafeteria, HVPS will:

- Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths.
- Schedule longer meal periods 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.
- Prevent the sharing of foods and utensils.

FULL REENTRY

TRANSITIONING During the School Day

REMOTE

School buildings are closed.

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

HYBRID

HVPS will:

- Limit mixing between groups to the greatest extent practicable.
- 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.
 - 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).

FULL REENTRY

GROUP GATHERINGS

REMOTE

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 PreK–3 and students with special needs at a maximum 5:1 student to teacher ratio.

HYBRID

HVPS will:

- Avoid large group gatherings.
- 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).
- 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.
- Follow the current [NMAA guidelines](#) 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.

FULL REENTRY

SUPPORTING TEACHING & LEARNING

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.
- 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](#)
- Use [Culturally Responsive Instructional Practices](#)

SUPPORTING TEACHING & LEARNING (CONTINUED)

REMOTE

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.

HYBRID

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.

Traditional Instructional Model:

- Schools can deliver traditional instruction by implementing the recommendations outlined in this guidance only if at least six feet of social distancing can be maintained.
- Remove or identify and label unused desks and furniture in classrooms; maximize social distancing.

Hybrid Instructional Models:

- Local considerations of hybrid model implementation will include:
 - Logistical requirements/costs,
 - Day care requirements placed on working families, and
 - Prioritize students with disabilities, who are at-risk, or PreK–3rd grade. Design staffing models around this prioritization.
- Ensure that students in bilingual programs continue to receive high-quality instruction in both languages.
- Consider leveraging Webex or other broadcasting 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.
 - Alternating Weeks: Group A Students—Week One and Group B Students—Week Two; using certification flexibility to relocate teachers as needed and allowable.
- Targeted distance/remote learning.
 - Prioritize in-person learning for elementary students by spreading them out across all school buildings. Have secondary students engage in remote learning.
- 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.

FULL REENTRY

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](#) schedule might look like for remote teaching

SUPPORTING AT-RISK STUDENTS

ENGLISH LEARNERS, STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED,
NATIVE AMERICAN STUDENTS, STUDENTS WITH DISABILITIES, HIGHLY MOBILE STUDENTS

REMOTE

HVPS will:

- Develop learning opportunities that are culturally and linguistically relevant.
- When possible, record online instruction so that students can rewatch.
- 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.

HYBRID

HVPS will:

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

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.

FULL REENTRY

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](#)).

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

HVPS will:

- Identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- Have school nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
- 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.
- Close off school building if used by a COVID-19 positive sick person and will not use before cleaning and disinfection.
- Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met NMDOH criteria to discontinue home isolation.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow NMDOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate NMDOH guidance for home quarantine.
- Contact NMDOH to activate contact tracing.

Partnership

HVPS will:

- review and update policies to ensure they align with reentry requirements. The school board will communicate policy changes to families and community stakeholders.
- Communicate plans, options and changes with families and partners in multiple languages as soon as possible via multiple methods including websites, telephone, radio announcements, smartphone applications, television announcements, email, social media and text messages.
- Provide families and partners a hotline number to call for consistent and accurate information.
- Ensure organizations that share or use school facilities follow the same considerations and receive the same training as school staff.
- Engage community partners in social distancing, health monitoring practices and information dissemination.

Staffing

Staff Safety

HVPS employees are expected to follow guidelines in the current [statewide public health order](#). Staff will be trained in local and state rules regarding health and safety procedures such as appropriate use of PPE and what to do if a student or staff member is exhibiting symptoms. Staff will follow [NMDOH guidelines for testing and contact tracing](#), should a student or other staff member become infected with the virus.

Staff in High Risk Categories

Educators who are considered to be in a high risk group as defined by [CDC guidelines](#) may need to teach from home. HVPS will have a process in place to identify these educators. In addition, a process that includes formal requests to continue working from home will be developed. Because PED recommends prioritizing younger children in-person attendance, high risk teachers who work from home may need to teach upper grades and a licensing waiver may be required. For teachers who live with someone who is in a high risk group as defined by [CDC guidelines](#), local board policy and/or district procedures will be established.

Adaptive, Flexible Staffing Plans

In order to ensure a strong start to 2020–2021, HVPS will develop adaptive and flexible staffing plans that maximize learning time and enable teachers and students to move seamlessly between in-person and distance learning. HVPS will prioritize in-person education for PreK and elementary students.

Some considerations for flexible staffing include:

- Consider cohorting students by the same class/group of students so that they function independently as much as possible from other students. Each group of students would recess together, eat together, have passing time together, etc. Creating cohorts where students remain together and the teachers move between classes could reduce contact with other students and slow the spread of COVID-19.
- Consider looping elementary school teachers with the same group of students from 2019–20 so that students return to a familiar face for increased emotional security, maximize instructional time by starting with established relationships and knowledge of students' learning needs.
- Consider learning opportunities that include daily check-ins with students.
- Consider master schedule adjustments for additional instructional time in identified content areas. Consider which content areas most need in-person instruction and which may be better suited to remote learning.
- Some schools may wish to have larger class size during online learning.

- Provide centers, such as socially distanced places in the school building, for teachers who don't have a place to work from home.
- Consider how the responsibilities of individual personnel will be covered in the event of illness in order to maintain services and learning opportunities for students.

Educator Licensing

Waivers may be requested in the case that educators in high risk category may need to work from home and therefore teach in a grade level or subject area for which they are not currently licensed.

Substitutes

HVPS may cross train Educational Assistants as licensed Substitutes and all Substitutes to be licensed Education Assistants. The Licensure Bureau will waive the fee for an Educational Assistant to add a Substitute license and for Substitutes to add an Educational Assistant license.

Student Teachers

Student teachers may provide additional support during this time. HVPS will partner with educator preparation programs to think differently about the scope of responsibility of student teachers with their mentor teachers. These student teachers could help their mentor teachers with virtual learning. Student teachers may apply for an EA license so they may earn a paycheck while providing these additional supports, per local agreements with the educator preparation program and district budget constraints.

Leave Policies

HVPS will update their leave policies in consideration of the public health emergency.

Professional Development/Learning

Professional learning will be provided to teachers and educators on designing equitable instruction regardless of whether it is delivered in a virtual or in an in-person environment. Administrators will participate in professional learning focused on assisting, observing, and providing feedback to teachers in an online environment. Induction programs will consider how school closures impact professional learning, mentoring, and coaching for non-tenured teachers. HVPS will partner with institutions of higher education to offer courses related to teaching and learning through various delivery models, including teaching in a virtual environment.