

Garfield Elementary Reentry Plan 2020-21 School Year



Phased Approach to Reentry

Garfield Elementary School (GES) will follow the New Mexico Public Education Department's phased approach to reentering schools. 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. 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. Garfield Elementary will enter FULL Entry on April 6, 2021.

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

Requirements for reentry are:

1. Garfield Elementary School is permitted to operate strictly according to the Full Entry Model and COVID-Safe Practices if the county meets NMPED and DOH established public health criteria beginning April 6, 2021 for all families wishing for their child to participate in Face to Face Instruction. Garfield Elementary will offer a Remote Learning Model for families not wanting Face to Face Instruction.
2. GES will participate in a surveillance testing program for all staff.
3. GES will adhere to the social distancing requirements.
4. GES will restrict large group gatherings.
5. All PreK-2nd Grade students will be in cohorts into distinct small groups that stay together throughout an entire school day during in-person learning.
6. Face coverings are required for all GES students and staff except while eating and drinking, with limited exceptions for students or staff who have been instructed otherwise by a healthcare provider.
7. All GES staff must be screened on a daily basis, including a temperature check and review of COVID-19 symptoms.
8. GES will work with state and local health officials to have a plan for contact tracing.
9. Bus transportation requirements:
 - All staff and students must wear face masks
 - A maximum of two students may sit together on a bus seat.
 - GES will take all reasonable steps to limit bus seats to one student to the best of their ability when in Hybrid Learning.
10. Meals will be provided to GES 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

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

Relationships

- GES will create and maintain healthy, caring relationships among and between students and staff by creating a sense of belonging and connection.
- GES 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.
- GES will allow opportunities for students to share and process their emotions.
- GES will support students and staff in adapting to change in traditional school structures.

Real-time Support

- GES will attempt to recognize and attend to all trauma and grief.
- GES will build infrastructure that allows for screening, care, and connectivity with

wraparound services or partners.

- GES will establish robust, site-based behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
- GES will create systems to monitor students, staff and families to support those who are struggling.

Remote Learning Integration

- GES 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.
- GES social workers will assist in the use of social emotional programs, groups, and individualized supports to engage students and connect them to tools and resources for remote learning.
- GES 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.
- GES staff will provide daily routines to reduce stress and promote positive learning conditions.

COVID-19 Safe Operating Categories

Learning Models

	Remote	Hybrid	Full Entry
Reentry Guidelines	<ul style="list-style-type: none"> ➤ Students engage in remote learning. ➤ Limited small groups (special education, etc.) eligible for in-person instruction, if feasible. 	<ul style="list-style-type: none"> ➤ Classroom sizes are limited to 50% of the classroom roster and the number of students that can be accommodated while adhering to 6 feet social distancing. ➤ GES Students and teachers in will be separated and remain in distinct cohorts or pods that stay together throughout the day. ➤ Students not in the building will engage in remote learning. 	<ul style="list-style-type: none"> ➤ All students eligible to return five days per week.
Instructional Model	<ul style="list-style-type: none"> ➤ GES 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. 	<ul style="list-style-type: none"> ➤ GES will utilize Group A/B schedule. ➤ Group A – Monday/Tuesday ➤ Group B – Thursday/Friday ➤ Wednesday is remote learning for all students, professional learning for staff, and a day to deep clean the building. 	<ul style="list-style-type: none"> ➤ All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Group activities are minimized.

General COVID-Safe Practices in K-12 Schools

REMOTE	HYBRID	FULL ENTRY
<p>GES Will:</p> <ul style="list-style-type: none"> • 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. 	<p>GES Will:</p> <ul style="list-style-type: none"> • Operate with at least six feet of social distancing at all times. • Identify cohorts and keep them together throughout the day • Establish and maintain communication with local and state DOH health officials. • Adhere to face covering and hygiene requirements • 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 	<p>GES Will:</p> <ul style="list-style-type: none"> • Practice social distancing to the greatest extent possible. • Adhere to face covering and hygiene requirements. • Establish and maintain communication with local and state DOH health officials. • Participate in contact tracing 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. • Follow protocols in the NMPED Toolkit for students and staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School). • Accommodate needs of children, teachers/ staff, and families at higher risk for severe illness (see Protecting High Risk

	<p>sick.</p> <ul style="list-style-type: none"> • Follow protocols established by NMPED Toolkit for students and staff (see graphics below) • Isolate and deep clean impacted classrooms and spaces after 24 hours • Accommodate needs of children, teachers/staff, and families at higher risk for severe illness. • All GES staff will utilize front doors only to access the building 	Populations).
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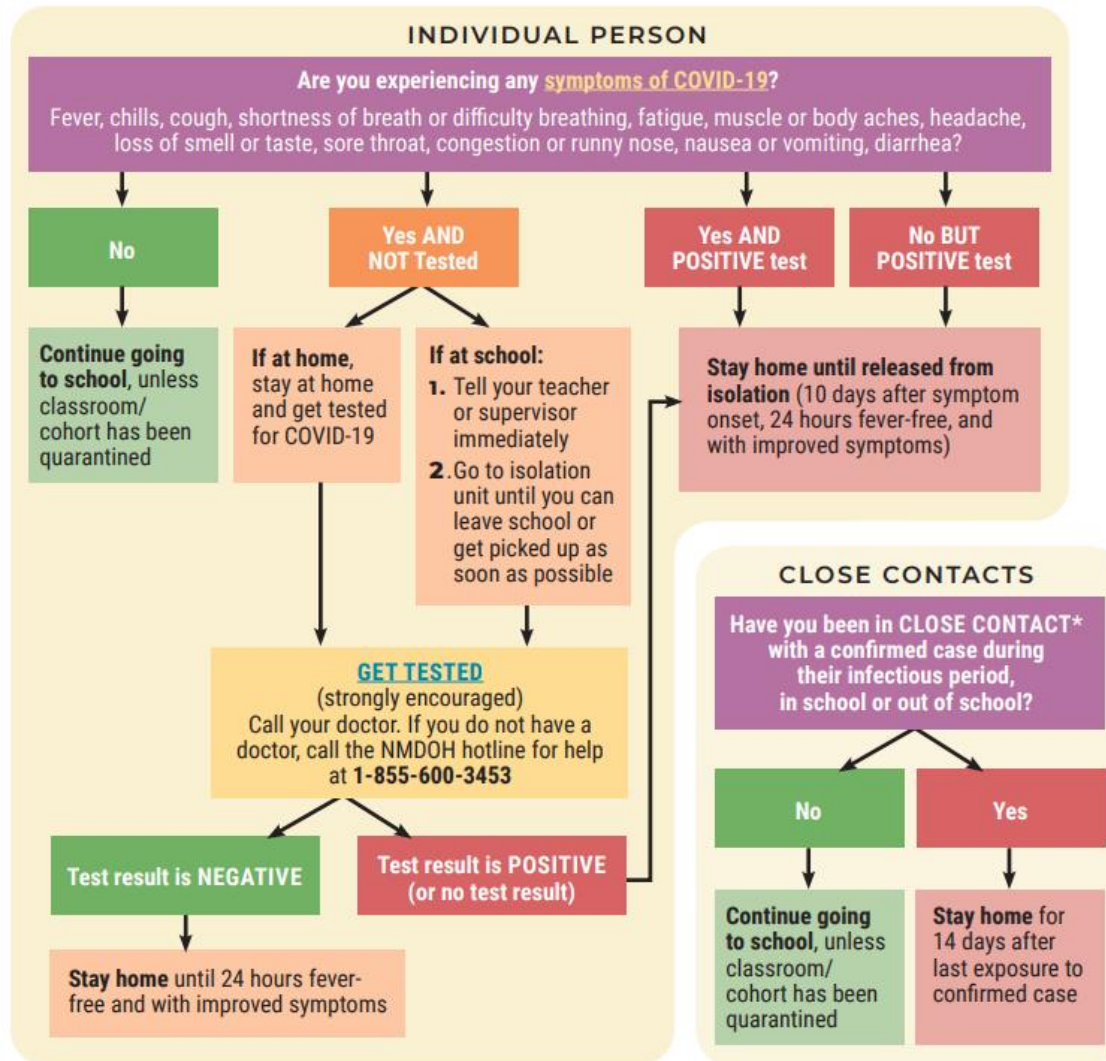
Protocol for students/staff who feel ill/ experience symptoms when they come to school.

- GES staff will immediately remove themselves or student from classroom.
- Staff will notify office immediately so that coverage can be found for classroom.
- If student becomes ill, staff will immediately notify the school Health Assistant through radio communication. The School Health Assistant will immediately go directly to the student and evaluate if student needs to go directly to the isolation room.
- Sent home when it is determined the individual is too ill to participate in school activities
- A 911 call will be placed, requesting an ambulance, for situations which are deemed to be life-threatening in nature.
- When a student or staff member has any symptoms that are COVID related as identified by the NMDOH or CDC they will immediately be directed to the Isolation room and the following will occur:
 - Individuals will remain isolated until leaving campus.
 - Students: Parent/guardian of student will be notified immediately with a request for immediate pick up from the school setting.
 - Staff: Campus Administrator will be notified immediately for immediate release from the school campus.

- School Nurse will gather COVID-19 contact information related to the school setting.
- School Nurse will recommend COVID-19 testing or stay at home isolation based on NMDOH/CDC guidelines and consult the infographics below.

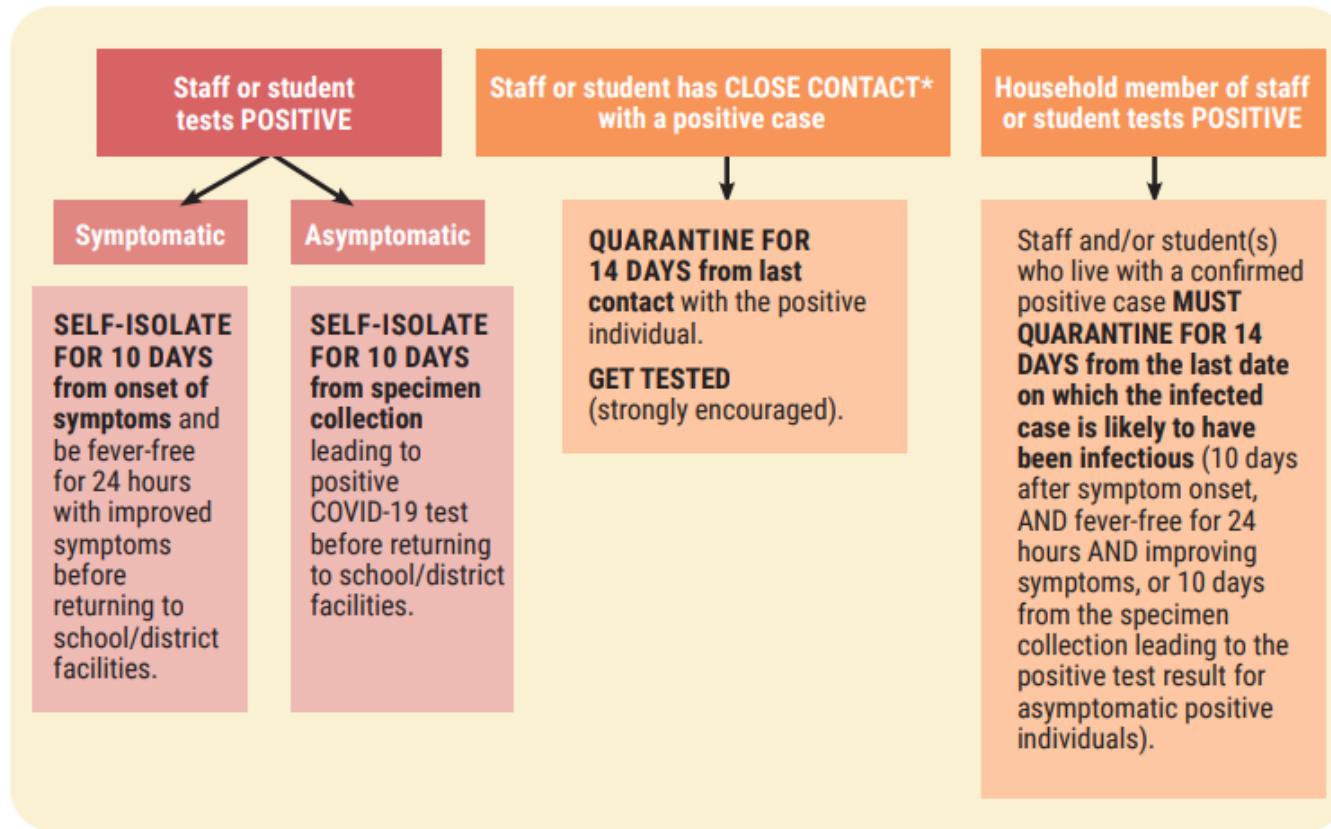
School Staff and Student Decision Tree

The following decision tree was created for families, students, and staff to better understand the steps that should be taken if an individual develops symptoms. Testing of close contacts (strongly encouraged) should happen 7–10 days into quarantine, or at onset of symptoms. A negative test for a close contact of a COVID-19 positive individual does not end the quarantine period.



School Quarantine/Isolation Decision Tree

The following decision tree was created for families, students, and staff to better understand the steps that should be taken if quarantine/self-isolation is necessary.



PRACTICING PREVENTION at GES

REMOTE	HYBRID/FULL REENTRY
<p>GES will:</p> <ul style="list-style-type: none"> • Use social media, school website and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols. <ul style="list-style-type: none"> • GES will use District/School website, school email, school messenger/dialer, canvas announcements, and school phone. • GES will encourage COVID-19 testing. • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of face coverings. <ul style="list-style-type: none"> • GES will follow CDC Hand Hygiene Recommendations • Handwashing and hand sanitizing are an essential component to mitigate COVID-19 infections. Handwashing/hand sanitizing should occur numerous times during the school day to include, but not limited to: <ul style="list-style-type: none"> ○ Upon arrival to the school campus – Handwashing/Hand Sanitizing ○ Every sixty (60) minutes throughout the school day – Handwashing/Hand Sanitizing ○ Before and after meals - Handwashing ○ After recess or PE - Handwashing/Hand Sanitizing ○ After coughing, sneezing, or picking up trash - Handwashing/Hand Sanitizing ○ After using the restroom - Handwashing ○ When soap and water is not readily available hand sanitizer is a viable alternative. ○ Before leaving the classroom - Handwashing/Hand Sanitizing • Staff Training: All Staff will receive the following health related trainings to be completed the first week of the contract year: 	

- Blood-borne pathogens
- Hand washing / hygiene protocol and frequency
- Airborne Particles (covering cough, sneeze)
- PPE – what is appropriate for my job and why do I need to wear a mask, gloves, gown, shield
- Recognizing the signs and symptoms of COVID-19
- Staying home when you are sick
- Employee contact tracing: isolation vs quarantine (when and why)
- Employee Health Screening
- Recognizing the physical needs or limitations of our students
- Recognizing the social and emotional health needs (fear, stress, grieving, anxiety, suicidal etc.) of our students
- Suicide Prevention Training
- Resources for students and families in need: Procedures for getting my student assistance. What type of assistance is available?
- Responsibility for your space and classroom (cleaning up after yourself)
- Process for and when to send a student to the health office
- Recognizing signs and symptoms of child abuse (Neglect, Physical, Emotional & Sexual Abuse)
- Nursing Specific:
 - How to safely work in both the clean and contaminated areas
 - Donning and doffing PPE
 - Keeping yourself safe while working with COVID-19
- **Students:** On day 1 and 2 of the School Year all students will receive the following, age appropriate, health related trainings:
 - Hand washing/sanitizing
 - Airborne Particles (covering cough, sneeze)
 - PPE (what it looks like, why it is used, wearing a mask)
 - How to ride the bus and wear a mask
 - COVID-19 signs and symptoms

- Staying home: When sick or a member of the household is sick
- Isolation vs Quarantine
- Learning how to recognize your physical needs
- Recognizing social and emotional health needs
- Who do I talk to when I need help or am afraid?
- Taking Responsibility: Everybody is responsible for picking up and cleaning up after them self
- Adequate hydration: Drinking water
- **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.**
 - GES will have cleaning, sanitizing, and disinfectant schedules for all areas of the school and keep record of all.
 - GES will be cleaned and sanitized following CDC/OSHA guidelines.
 - Teachers will be provided with disinfectant spray and paper towels, disinfectant wipes, and gloves to disinfect commonly touched surfaces during all transitions (bathroom breaks, PE, Breakfast, Lunch, Recess)
- **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.**
 - GES will be on the lookout for hand sanitizer containing methanol, and advise parents on the dangers of methanol.
- **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.**
 - GES will encourage parents to send students with a full water bottle every day. We will not utilize water fountains, instead students will use the classroom sink or bottle water filling station to refill

water bottles. Students will fill water bottles and leave on desks for when they return from recess, or PE. For students not bringing water bottles GES will provide cups for students to use.

- **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 classroom doors will remain open while students are present to promote ventilation.
- **Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends and school holidays/breaks.**
 - Wednesday will be designated as remote learning day to provide deep cleaning of the entire school.

PROTECTING HIGH RISK POPULATIONS at GES

REMOTE	HYBRID	FULL ENTRY
<p>GES will:</p> <ul style="list-style-type: none"> • Consider how to best support students, families, teachers and staff. • If considered “High Risk” by CDC guidelines GES will provide appropriate accommodations to ensure safety of staff members 	<p>GES will:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • GES students will be given the 	<p>GES will:</p> <p>Implement standard operating procedures while taking preventative measures, such as:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • GES will conduct weekly check-ins with staff and students identified as high risk. • Avoid large group gatherings/interactions. <ul style="list-style-type: none"> • GES will hold morning announcements, or any other announcements or celebrations

	<p>option to participate Remote Learning Option</p> <ul style="list-style-type: none">•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.	<p>via zoom.</p>
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ENTERING the SCHOOL BUILDING at GES

REMOTE	HYBRID/FULL REENTRY
<p>GES 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:</p> <ul style="list-style-type: none"> • 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. • GES will continue in-person education services for students in PreK-2nd grade utilizing an A/B cohort schedule with a 5:1 student to teacher ratio. A cohort will attend on Monday and Tuesday, B cohort will attend 	<p>GES will:</p> <ul style="list-style-type: none"> • 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 building, including a temperature check and review <ul style="list-style-type: none"> • Temperature Check: <ul style="list-style-type: none"> • All staff must be screened on a daily basis before entering the building, including a temperature check and review of potential symptoms. • All students will be screened on a daily basis upon entering the building <ul style="list-style-type: none"> • Isolate and send home an internal temperature over 100.4°F (38°C). • A designated room in the office will be used as the 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. <ul style="list-style-type: none"> • 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).

on Thursday and Friday

GES 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.
- GES will utilize email and phone calls as a means for conducting business. We will also utilize Zoom and Google Hangouts to hold virtual meetings with outside agencies.

- HVPS Employees not assigned to the building must continue to sign in or call the campus upon arrival.
- Campus visits should be limited to essential school business.
- When visits require face-to-face interaction only one (1) individual will be permitted to conduct the business.
- Volunteers in the school setting will not be permitted during the COVID-19 Pandemic.
- Establish a protocol for essential visitors: calling front office before entering, screening visitors, requiring use of face coverings/masks, etc.
- When a parent /guardian calls with a request to pick up their sick child from the school, the parent/guardian will be asked to:
 - Provide identification.
 - 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.
 - 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.
- All visits should be conducted online to the greatest extent possible.
- When a face-to-face meeting is necessary prior administrative approval and scheduling will be required.
- 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.

- Parents of students presenting with signs and symptoms of COVID-19 will not be allowed to enter the school campus.
- Provide identification.
- MUST WEAR A MASK and use hand sanitizer upon entering the school or district office.
- Meet with the designated school employee in the commons area.
- 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.
- Student Pick Up**
 - END of School 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 drop off zone located on the West side of the building by the front door. 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
 - PRIOR To End of School Day:** Parents wanting to pick up students earlier for outside appointments must notify office with a phone call to request.
 - Parents will need to call the school office to notify the staff of their arrival.
 - Parents will utilize the drop off zone located on the West side of the building by the front door. Students will be released through the doors.
 - Parents WILL NOT be permitted to enter the building, unless

approved by the Campus Administrator

- 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.
 - GES staff will immediately remove themselves or student from classroom.
 - Staff will notify office immediately so that coverage can be found for classroom.
 - If a student begins to show symptom the Staff will notify school health assistant through radio communication. The School Health Assistant will travel to the room and evaluate the student immediately to determine if student needs to be escorted to isolation room.

SERVING MEALS at GES

REMOTE	HYBRID/FULL REENTRY
<p>HVPS will:</p> <ul style="list-style-type: none"> • 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. 	<p>HVPS will:</p> <ul style="list-style-type: none"> • Provide meals to students per remote guidelines for those students who are doing remote learning on any given day. • Use disposable plates, utensils, etc. <p>During Full Entry/Hybrid Instruction:</p> <ul style="list-style-type: none"> • Breakfast will be served in the classroom. Before student arrival meals will be placed on student desks. • Lunch will be served in the gym or outside when weather is permissible. <p>When serving meals in cafeteria, HVPS will:</p> <ul style="list-style-type: none"> • Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths. <ul style="list-style-type: none"> • Students will enter the cafeteria through the Southeast entrance and sit at desks 6 feet apart and all facing the same direction. Teachers will come into the cafeteria where students will be dismissed individually to dump their trays and line up according to 6-foot distancing utilizing markings on the floor. Teachers will walk students through the north entrance doors back to their classrooms. • Schedule longer meal periods for more staggered meal delivery. <ul style="list-style-type: none"> • Breakfast will be served in classrooms after the bell. • PreK 3YO students will eat lunch in their classroom. • Lunch will be served in cafeteria using the following schedule: <ul style="list-style-type: none"> • 10:50-11:20 Marquez • 10:55-11:25 Ferrales

	<ul style="list-style-type: none">•11:30-12:00 Nunez•11:35-12:05 Gonzalez•12:10-12:40 Avalos•12:15-12:45 Carpenter•Maximize social distancing to space seating and utilize outdoor seating as practicable and appropriate.<ul style="list-style-type: none">•When weather is permittable the outside facilities will be utilized.•Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.•Pre-packaged boxes or bags for each student will be provided instead of traditional serving lines.•Prevent the sharing of foods and utensils.
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TRANSITIONING During the School Day at GES

REMOTE	HYBRID/FULL REENTRY
<p>School buildings are closed.</p> <ul style="list-style-type: none">• If small groups are meeting, cohorts will be kept together to minimize transitions.	<p>GES will:</p> <ul style="list-style-type: none">• Limit mixing between groups to the greatest extent practicable.• Students will remain in designated classrooms for the entire day with the exception of scheduled Recess, and PE.• For class changes and other transitions throughout the school day, schools will:<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• 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 in spaces where students will be lining up, such as: temperature check stations, bathroom, entering and exiting cafeteria.• Double doors will be clearly labeled with Entry and Exit signage.• Classes will also use a rope with 6 foot indicators when walking in the hall to ensure appropriate spacing.

GROUP GATHERINGS at GES

REMOTE	HYBRID/FULL REENTRY
<p>School buildings are closed.</p> <p>GES will:</p> <ul style="list-style-type: none">• 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.• GES will continue in-person education services for students in PreK-2nd grade utilizing an A/B cohort schedule with a 5:1 student to teacher ratio. A cohort will attend on Monday and Tuesday, B cohort will attend on Thursday and Friday	<p>HVPS will:</p> <ul style="list-style-type: none">• Avoid large group gatherings.<ul style="list-style-type: none">• GES will utilize Zoom for all previous large group gathering for students to participate in their classrooms• When feasible, stagger the schedule for group gatherings (i.e. recess and school meals).<ul style="list-style-type: none">• GES will stagger all PE, Recess, Bathroom Breaks, and lunch to permit social distancing.• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces—as weather permits) for social distancing.• Where possible, hold professional development sessions and staff meetings virtually or in small groups with maximum social distancing.<ul style="list-style-type: none">• All staff meeting will be held in the gym to provide ample social distancing or by Zoom.

SUPPORTING TEACHING & LEARNING at GES

REMOTE/HYBRID/FULL REENTRY

Regardless of Category, GES will establish an academic baseline.

GES 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.
 - GES will utilize Istation Reading, Istation Espanol, and Istaion Math BOY, MOY, and EOY along with monthly assessments to identify content and skill to prioritize.
 - GES will utilize Imagine Learning Benchmarks to identify content and skills to prioritize.
 - GES will utilize End of Module Eureka Math Assessments to identify content and skills to prioritize.
 - GES will utilize Ready Gen Performance Based Assessments at the end of each Module.
 - GES PreK will use the Early Childhood Observation Tool to assess BOY, MOY, EOY
- Conduct PLC meetings with teachers to identify where students are academically.
 - GES will utilize weekly PLC meetings to analyze data and plan appropriate instruction.
 - Educational Assistants will be invited to weekly PLC to 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.
 - GES will use daily exit tickets from Eureka Math.
 - GES will also use embedded formative assessments to check for student understanding during in person lesson delivery.
- Address skill deficits in context of current-grade level work.
 - GES will utilize intervention time to strategically address skill deficits in context of current-grade level work.
- Identify priority standards to accelerate student learning.
 - GES will use PD days at the beginning of the year to identify POWER STANDARDS to accelerate student learning.

- Use [High Quality, Evidence-based Instructional Materials](#)
- Use [Culturally Responsive Instructional Practices](#)

***Wednesdays will be devoted to teacher trainings, PLCs and time for teachers to analyze student data and to modify plans.**

REMOTE	HYBRID	FULL REENTRY
<p>GES will:</p> <ul style="list-style-type: none"> • 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. • GES will continue in-person education services for students in PreK-2nd grade utilizing an A/B cohort schedule with a 5:1 student to teacher ratio. A cohort will attend on Monday and Tuesday, B cohort will attend on Thursday and Friday • On days that students are not in the building; remote learning will take place. Students will utilize the following learning platforms 	<p>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.</p> <p>Traditional Instructional Model:</p> <ul style="list-style-type: none"> • 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. • All GES students who choose the Bears Reentry Model will attend in person learning Monday, Tuesday, Thursday, and Friday. Wednesday will be used as a remote learning day for students to engage in educational activities from home. • Students will receive an 	<p>Target Interventions and Supports:</p> <ul style="list-style-type: none"> • HVPS will provide additional instructional supports to: <ul style="list-style-type: none"> - 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) <p>Extended Learning Opportunities:</p> <ul style="list-style-type: none"> • Provide extended learning opportunities through before/after school programs, Saturday school, etc.

<ul style="list-style-type: none"> • Canvas will be used as the main Learning Management System (LMS) • Imagine Learning Language and Literacy, Español, and Math will be used in conjunction for individualized learning pathways • SeeSaw will be used for students to easily share their daily learning activities with teachers • For families with limited at home connections, consider internet accessible areas to download information and assignments (e.g., school parking lot). <ul style="list-style-type: none"> • Students can use any school in the Hatch Valley Public School district parking lot to connect to the internet. The Hatch Public library is another location that students can use to connect to the internet. • GES will look to boost wireless signal in their parking lot. 	<p>entry ticket on Thursday to assess the students on work assigned for remote learning on Wednesday.</p> <p>Virtual Learning Model:</p> <ul style="list-style-type: none"> • GES will offer Bears Online Learning Academy for parents not wishing to have their child attend in person 	<ul style="list-style-type: none"> • Prepare for potential future distance/ remote learning by increasing current blended learning. • Develop a digital learning plan to integrate virtual learning practices. <ul style="list-style-type: none"> - 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 <p>Virtual Learning Model:</p> <p>GES will offer a Remote Learning Option for parents not wishing to have their child attend in person</p>
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SUPPORTING AT-RISK STUDENTS at GES

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

REMOTE	HYBRID	FULL REENTRY
<p>GES will:</p> <ul style="list-style-type: none"> • Develop learning opportunities that are culturally and linguistically relevant. • When possible, record online instruction so that students can watch as many times necessary. • 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). 	<p>GES will:</p> <ul style="list-style-type: none"> • Develop learning opportunities that are culturally and linguistically relevant. • Prioritize scheduling for ELs, and Students with Disabilities. <p>For hybrid learning, GES will consider everything in "substantial spread" plus:</p> <ul style="list-style-type: none"> • 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. 	<p>GES will:</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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. 		<p>language proficiency level of the students (ELD Instructional Framework).</p>
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GES Hybrid Learning Schedule

GES Schedule		
7:30-8:00	Live Zoom for ALL Students	PreK Whole Group Literacy K-2 LA Phonics
8:15-8:45	Live Zoom for ALL Students	PreK Small Group Literacy 15 mins each K-2 LA Reading
9:00-9:30	Live Zoom for ALL Students	PreK Whole Group Numeracy K-2 LA Writing
9:45-10:15	Live Zoom for ALL Students	PreK Small Group Numeracy 15 mins each K-2 Mathematics
10:30-11:00	Bus Routes	Teacher Lunch
11:00-2:05	In Person Instruction: See Below for more details	Virtual Learners: See Below for more details

GES Hybrid Learning Schedule

GESPM In Person Schedule

	PreK 4 YO Bilingual M&Tu Th&F	PreK 4 YO M&Tu Th&F	Kindergarten M&Tu Th&F	First Grade Bilingual M&Tu Th & F	Second Grade Bilingual M&Tu Th & F	First/Second M&Tu Th & F
11:00-11:30	Lunch In Classroom	Lunch In Classroom	Lunch In Classroom	Lunch In Classroom	Lunch In Classroom	Lunch In Classroom
11:30-12:00	Read Aloud Vocabulary Oral Language Dev	Read Aloud Vocabulary Oral Language Dev	PE (Recorded)	Reading Intervention/Enrichment	Reading Intervention/Enrichment	Reading Intervention/Enrichment
12:00-12:30	Gross Motor Dev	Phonemic Awareness Fine Motor Dev	Reading Intervention/Enrichment	PE (Recorded)	SEL/PAX Positive Behavior Games	SEL/PAX Positive Behavior Games
12:30-1:00	Phonemic Awareness Fine Motor Dev	Gross Motor Dev	SEL/PAX Positive Behavior Games	SEL/PAX Positive Behavior Games	PE (Recorded)	Math Intervention/Enrichment
1:00-1:30	Numeracy Engagement	Numeracy Engagement	Math Intervention/Enrichment	Math Intervention/Enrichment	Math Intervention/Enrichment	PE (Recorded)
1:30-2:00	Social Emotional Dev	Social Emotional Dev	Specials (Recorded) M,Th - Music Tu, F - Art	Specials (Recorded) M,Th - Music Tu, F - Art	Specials (Recorded) M,Th - Music Tu, F - Art	Specials (Recorded) M,Th - Music Tu, F - Art
2:00-2:05	Student Dismissal					

GES Hybrid Learning Schedule

PM Virtual Learner Schedule

	PreK Avalos M&Tu Th&F	PreK Carpenter M&Tu Th&F	Marquez M&Tu Th&F	Ferrales M&Tu Th&F	Nunez M&Tu Th&F	Gonzalez M&Tu Th&F
10:30-11:00	Read Aloud with Ms. Serna	Specials M & Th Music Tu & F Art	Imagine Learning Math	See Saw Enrichment	Imagine Learning Lang & Lit	PE
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	PE	Read Aloud with Ms. Serna	Specials M & Th Music Tu & F Art	Imagine Learning Math	See Saw Enrichment	Imagine Learning Lang & Lit
12:00-12:30	Imagine Learning Lang & Lit	PE	Read Aloud with Ms. Serna	Specials M & Th Music Tu & F Art	Imagine Learning Math	See Saw Enrichment
12:30-1:00	See Saw Enrichment	Imagine Learning Lang & Lit	PE	Read Aloud with Ms. Serna	Specials M & Th Music Tu & F Art	Imagine Learning Math
1:00-1:30	Imagine Learning Math	See Saw Enrichment	Imagine Learning Lang & Lit	PE	Read Aloud with Ms. Serna	Specials M & Th Music Tu & F Art
1:30-2:00	Specials M & Th Music Tu & F Art	Imagine Learning Math	See Saw Enrichment	Imagine Learning Lang & Lit	PE	Read Aloud with Ms. Serna

GES Full Entry Learning Schedule

	G. Lucero 3 YO	B. Avalos PreK 4 YO	P. Carpenter PreK 4 YO	R. Marquez Kindergarten	A. Ferrales 1 st Grade B	D. Nunez 2 nd Grade	L. Gonzalez 1 st /2 nd Grade
7:25-8:00				Student Arrival, Breakfast	Student Arrival, Breakfast	Student Arrival, Breakfast	Student Arrival, Breakfast
8:00-8:30				Language Arts	Language Arts/Reading & ELD	Language Arts/Reading & ELD	Language Arts/Reading
8:30-9:00	AM Student Arrival, Breakfast	Student Arrival, Breakfast	Student Arrival, Breakfast	Literacy W.I.N. time <i>Live w/ Remote</i>			
9:00-9:30	Whole Group Literacy <i>Live</i>	Whole Group Literacy <i>Live</i>	Whole Group Literacy <i>Live</i>	Math W.I.N time <i>Live w/ Remote</i>			
9:30-10:00	Small Group Literacy W.I.N. Time <i>Live</i>	Small Group Literacy W.I.N. Time <i>Live</i>	Small Group Literacy W.I.N. Time <i>Live</i>	PE <i>Live w/ Remote</i>	Mathematics	Mathematics	Mathematics
10:00-10:30	Recess10:15-10:30 Numeracy <i>Live</i>	Recess10:00-10:15	Recess10:00-10:15	M.Th. – Music Tu, F – Art <i>Live w/ Remote</i>	PE		
10:30-11:00	Student Lunch/Dismissal	Learning Center	Learning Center	Social Emotional Learning	Mathematics		PE <i>Live w/ Remote</i>
11:00-11:30	Teacher Lunch	Whole Group Numeracy <i>Live</i>	Whole Group Numeracy <i>Live</i>	Lunch	Lunch	Social Emotional Learning	Math W.I.N. Time <i>Live w/ Remote</i>
11:30-12:00	PM Student Arrival, Lunch	Small Group Numeracy W.I.N. time <i>Live</i>	Small Group Numeracy W.I.N. time <i>Live</i>	Recess 11:30-11:45	Social Emotional Learning	Lunch	Lunch
12:00-12:30	Whole Group Literacy	Lunch	Lunch	Mathematics	Literacy W.I.N. Time <i>Live w/ Remote</i>	Literacy W.I.N. Time <i>Live w/ Remote</i>	Recess 12:00-12:15
12:30-1:00	Small Group Literacy W.I.N. time	Rest Time	Rest Time		Recess 12:30-12:45 <i>Live w/ Remote</i>	PE <i>Live w/ Remote</i>	Social Emotional Learning
1:00-1:30	Recess 1:15-1:30	PE	Learning Centers	Language Arts	Math W.I.N. Time <i>Live w/ Remote</i>	Math W.I.N. Time <i>Live w/ Remote</i>	Literacy W.I.N. Time
1:30-2:05	Numeracy Dismissal	Learning Centers	PE		M.Th. – Music Tu, F – Art <i>Live w/ Remote</i>	M.Th. – Music Tu, F - Art	M.Th. – Music Tu, F - Art

GES AM K-2 Duty Schedule				
	Bus Duty		Drop Off Duty	
7:20-7:40 K-2nd	Temperature Check	Tory Hernandez	Temperature Check	Brandy Holguin
	Bus/Sidewalk	April Zuniga	Entrance	Naomi Moyers
	Hallway – A Wing	Maribel Gutierrez	Commons Area	Denise Gutierrez

Corina Serna and Liliana Cabral will be on standby for assistance. Teachers will be in classrooms/Hallways accepting students.

GES AM PreK Duty Schedule				
	Bus Duty		Drop Off Duty	
8:20-8:40 PreK	Temperature Check	Tory Hernandez	Temperature Check	Brandy Holguin
	Bus/Sidewalk	April Zuniga	Entrance	Naomi Moyers
	Hallway – A Wing	Maribel Gutierrez	Commons Area	Liliana Cabral

Teachers will be in classrooms/Hallways accepting students.

GES Dismissal

Bus Duty		Pick Up Duty	
North Door	Corina Serna	Commons Area	April Zuniga
Bus/Sidewalk	Denise Gutierrez	Entrance	Liliana Cabral
Hallway – A Wing	Naomi Moyers	Pick Up Zone	Maribel Gutierrez

Dismissal Times

PreK	1:50
Kindergarten	2:00
1 st and 2 nd Grade	2:05

Teachers will walk students to the bus and ensure all students get on the appropriate bus. Students who are being picked up will be monitored by Duty personal listed above. Students will wait in the Commons Area at designated signage for 6 feet social distancing. If area is full hallways will be utilized. Duty personnel at Pick Up Zone will radio inside Duty Personnel who needs to be sent out for pick up.

G. Lucero/April Zuniga Full Entry Daily Schedule PreK 3-Year-Old Classroom 5 Students	
8:30-9:00	AM Student Arrival, Breakfast in Classroom
9:00-9:20	Whole Group Literacy
9:20-9:30	Remote Learners Literacy In-Person Learning Centers
9:30-9:50	Small Group Literacy
9:50-10:00	Remote Learners Small Group In-Person Learning Centers
10:00-10:15	Remote Learners Numeracy In-Person Recess
10:15-10:30	Whole Group Numeracy
10:30-11:15	Student Lunch/Dismissal
11:15-12:00	PM Student Arrival, Lunch
12:00-12:30	Whole Group Literacy
12:30-1:00	Small Group Literacy
1:00-1:30	Numeracy Recess 1:15-1:30
1:30-2:00	Snack and 1:50 Dismissal

**B. Avalos/M. Gutierrez Full Entry Daily Schedule
PreK 4-Year-Old Classroom
17 Students**

8:30-9:00	Student Arrival, Breakfast in Classroom
9:00-9:20	Whole Group Literacy <i>Live Session</i>
9:20-9:40	Small Group Literacy for In Person Learners W.I.N Time
9:40-10:00	<i>Small Group Literacy for Remote Learners W.I.N. time</i> In-Person working independently
10:00-10:15	Recess
10:15-11:00	Learning Center
11:00-11:20	Whole Group Numeracy <i>Live Session</i>
11:20-11:40	Small Group Numeracy for In Person Learners W.I.N. Time
11:40-12:00	<i>Small Group Numeracy for Remote Students</i> In-Person working independently
12:10-12:40	Lunch – EA’s Lunch
12:40-1:00	Rest Time – Teacher’s Lunch 12:40-1:00
1:00-1:22	PE
1:22-2:00	Learning Centers 1:50 Student Dismissal

**P. Carpenter/L. Cabral Full Entry Daily Schedule
PreK 4-Year-Old Classroom
17 Students**

8:30-9:00	Student Arrival, Breakfast in Classroom
9:00-9:20	Whole Group Literacy Live Session
9:20-9:40	Small Group Literacy for In Person Learners W.I.N Time
9:40-10:00	Small Group Literacy for Remote Learners W.I.N. time In-Person working independently
10:00-10:15	Recess
10:15-11:00	Learning Center
11:00-11:20	Whole Group Numeracy Live Session
11:20-11:40	Small Group Numeracy for In Person Learners W.I.N. Time
11:40-12:00	Small Group Numeracy for Remote Students In-Person working independently
12:15-12:45	Lunch – EA Lunch
12:45-1:15	Rest Time – Teachers lunch
1:15-1:23	Learning Centers
1:23-2:00	PE 1:23-1:45 1:50 Dismissal

**R. Marquez/D. Gutierrez Full Entry Daily Schedule
Kindergarten
21 Students**

	Full Entry Students	Remote Students
7:30-7:50	Student Arrival, Breakfast	Breakfast
7:50-8:30	Language Arts	
8:30-9:00	Literacy W.I.N. Time	Live English Language Arts
9:00-9:30	Math W.I.N. Time	Live English Language Arts
9:30-10:00	PE	Live Spanish Language Arts
10:00-10:30	Monday, Thursday – Music Tuesday, Friday – Art Wednesday – Science	Live Spanish Language Arts
10:30-10:50	Social Emotional Learning	PE Recorded Session
10:50-11:20	Lunch	Lunch
11:20-11:35	Recess	Recess
11:35-12:00	Mathematics	Math Recorded Lesson
12:00-12:30		Imagine Learning Math
12:30-1:00	Language Arts	Imagine Learning Language and Literacy
1:00-1:30		Imagine Learning Español
1:30-2:00		Specials: M.Th. – Music, Tu.F. – Art

A. Ferrales/C. Serna
1st Grade
18 Students

	Full Entry Students	Remote Students
7:30-7:50	Student Arrival, Breakfast	Breakfast
7:50-9:30	Language Arts	Imagine Learning Lang. and Lit. PE Recorded lesson Imagine Learning Español Specials: M, TH – Music, Tu, F – Art
9:30-10:00	Mathematics	
10:00-10:30	PE	
10:30-10:50	Mathematics	Imagine Learning Math
10:55-11:25	Lunch	Lunch
11:25-12:00	Social Emotional Learning	
12:00-12:30	Literacy W.I.N. time	Live Phonics
12:30-12:45	Recess 12:30-12:45	Live Reading
12:45-1:00	ELD Time – Imagine Learning	
1:00-1:30	Math W.I.N. Time	Live Writing
1:30-2:00	Monday, Thursday – Music Tuesday, Friday – Art Wednesday – Science	Live Math

**D. Nunez
2nd Grade
18 Students**

	Full Entry Students	Remote Students
7:30-7:50	Student Arrival, Breakfast	Breakfast
7:50-8:00	Language Arts	
8:00-8:30		Imagine Learning Lang. and Lit
8:30-9:00		PE Recorded Session
9:00-9:30		Imagine Learning Español
9:30-10:00	Mathematics	Specials M. Th. – Music, Tu. F – Art
10:00-10:30		Imagine Learning Math
10:30-11:00		
11:00-11:30	Social Emotional Learning	
11:30-12:00	Lunch	Lunch
12:00-12:30	Literacy W.I.N. Time	Live Phonics
12:30-1:00	PE	Live Reading/Writing
1:00-1:30	Math W.I.N. Time	Live Mathematics
1:30-2:00	Monday, Thursday – Music Tuesday, Friday – Art Wednesday – Science	

L. Gonzalez 1 st /2 nd Grade 11 Students		
	Full Entry Students	Remote Students
7:30-7:50	Student Arrival, Breakfast	Breakfast
7:50-8:00	Language Arts	
8:00-8:30		Imagine Learning Language and Literacy
8:30-9:00		PE recorded Session
9:00-9:30		Imagine Learning Math
9:30-10:00	Mathematics – 1 st Grade	
10:00-10:30	Mathematics – 2 nd Grade	Monday, Thursday – Music Tuesday, Friday – Art
10:30-11:00	PE	Live Reading/Writing
11:00-11:35	Math W.I.N. Time	Live Mathematics
11:35-12:05	Lunch	
12:05-12:30	Recess 12:00-12:15	
12:30-1:00	Social Emotional Learning	
1:00-1:30	Literacy W.I.N. Time	
1:30-2:00	Monday, Thursday – Music Tuesday, Friday – Art Wednesday - Science	