

Introduction

The Sidney Gutierrez Schools will be open to educate students in the fall of 2020. The governing council and administration's priorities are to establish consistent measures in making our school's efforts a success. The safety of staff and students is paramount to achieving that success. SGS will continuously monitor and adhere to the guidance from the Governor's executive orders along with guidance from the New Mexico Department of Health (NMDOH), the New Mexico Public Education Department (NMPED) and the Centers for Disease Control and Prevention (CDC).

SGS has established three critical primacies: student learning/well-being, staff well-being/operational supports and scholastic excellence when designing our educational initiatives. The administration has implemented several unique components into its reentry plans providing a comprehensive approach in support of these priorities. Safety, communications, policies and procedures, variable learning modalities and practical plans for school closures and reopening all have been.

The SGS governing council and administration will regularly assess the full range of options for SGS and provide recommendations based on the best available evidence. We desire our students to succeed in any school setting, whether face-to-face or virtual setting this upcoming school year.

Modeling for Three-tiered Operational Approach [Green/Yellow/Red]

Green/Yellow: Face-to-Face Educational Plan; 5-days per week/Hybrid Modeling

Rationale: For the majority of students and families in the Sidney schools, the traditional learning environment is best suited for their children to learn. Students attending Sidney Gutierrez schools on a daily basis learn through face-to-face instruction at a greater rate and capacity. The following list is snapshot of the identified advantages of meeting face-to-face:

- SGS students will be able to witness the teacher's passion, professionalism and expertise which provides an environment of excitement and increase the potential for retention of what is being taught.
- SGS students will be able to concentrate harder on their learning due to less distraction than if they were in a home setting;

- SGS students will be able to foster and advance relationships and developing social bonds between student and fellow student, the teacher and the student in a more meaningful manner than in a virtual setting;
- SGS students will gain a greater understanding of taught materials due to immediate feedback of performance provided by teachers and peer educators in real time, reducing the need for reteaching;
- SGS students will experience more time and extended learning opportunities in the face-to-face setting by having materials, schedules and opportunities for reflection and revisions provided in the classroom;
- SGS students have a greater chance of completing their work successfully by doing it in a classroom situation. (Completion rates of teacher-led classes is almost 5x higher than that of online learning).
- SGS students may feel more comfortable and learn more easily in a familiar, traditional classroom situation than in an informal setting within their homes.

Green/Yellow: Overall Educational Plan Emphasis

The SGS Reentry Plan offers our families the option of face-to-face instruction in our buildings with social distancing protocols, per the current CDC and NMDOH guidance. In our model, SGS students attend classes at their school 5 days per week based on the following physical nature of our classrooms, which currently adheres to the social distancing allocated perimeters per student as demonstrated by the following table.

Grade Level	Number of Students	Classroom Square Footage	Social Distancing Perimeter per Student
Kindergarten	20	1300 sq. ft.	65 sq. ft.
Grade 1	22	1402 sq. ft.	64 sq. ft.
Grade 2	22	1402 sq. ft.	64 sq. ft.
Grade 3	22	1402 sq. ft.	64 sq. ft.
Grade 4	22	1402 sq. ft.	64 sq. ft.
Grade 5	22	3000 sq. ft.	136 sq. ft.
Grade 6	24	2340 sq. ft.	97 sq. ft.

Grade 7	22	1863 sq. ft.	85 sq. ft.
Grade 8	20	1215 sq. ft.	60 sq. ft.
Total	196	15,326 sq. ft.	78 sq. ft.

Elementary and Middle School building access is limited and determined by health and safety guidelines, and visitor access is restricted. A six-foot separation is maintained whenever possible for both staff and students, and efforts are in place to limit mixing groups of students while in SGS buildings or on school grounds. Transportation guidelines are being reviewed and newly enacted policies and procedures will be forthcoming.

Teachers will provide new grade level content based on the grade level and course standards. Teachers have been reviewing and blending instructional guides to emphasize key instructional standards (often identified as “essential standards”) and incorporate standards that may have been missed last spring semester. Teachers will use various tools to determine the academic needs of students and provide an appropriate means of education their students.

Red: Virtual Instruction

Rationale: In the event of a newly instituted Stay-at-Home health order issued by the Governor of New Mexico, the schools will transfer teaching practices to an online format. This learning environment will be a multi-faceted approach to learning offered by the teachers at the schools.

Essential Components of SGS Continuous Learning Platforms – Remote Learning

- Daily Face to Face Morning/Afternoon Meetings
- Students have a predictable daily/weekly schedule
- Instruction in the prerequisite content standards
- Office Hours and small group sessions
- Feedback on assignments
- Individual student/family check-in every three days
- Monitoring attendance/engagements in PowerSchool

Sidney Gutierrez Schools will provide the following instructional aspects in the virtual setting:

- Continuous Learning Platform reinstated for SGS (K-8)
- Direct instruction

- ELA/Reading
- Mathematics
- Science
- Social Studies
- Visual Arts
- Music Education
- Physical Education
- Foreign Language
- Project-based learning
- Small Group Instruction
- Social-emotional connections
 - Virtual hangouts
- Educational Interventions
 - Independent reading
 - Reading/Literacy/Math supports
 - Small group extended activities
 - Organization, responsibility and time management
- Assessments
 - Authentic assessments
 - Istation
 - Moby Max, etc.
 - Other state approved metrics

Instructional Practices: Grading, Attendance, Ensuring Student Engagement, and Participation, and Using High Quality Instructional Materials

The Sidney Gutierrez Schools has repeatedly been in communication with our authorizer, the Roswell Independent School District, and acknowledge that we have their full support with our technology/technical assistance needs (e.g. internet, software, phone and messaging services). The school has conducted a home technology/access needs assessment to determine the necessary steps to take in order to provide equitable access for all our students. As a result of the survey, steps have been devised to meet computer/access elements based on identified needs. Families who are lacking various technological resources will have them provided by the school. The school has developed a robust web-based platform that will have static pages of instruction on home use of

the learning platform, communication resources to accept questions and provide responses, and online video resources to conduct real-time sources of interactions for discussions on the planned activities in greater detail.

Grading:

Grading of student performance will be housed in the school's student information system, PowerSchool. Parents and students alike will be provided with information detailed the platforms capabilities and how the teachers will provide grades throughout the school year.

The Sidney Gutierrez Schools identify the multiple roles that grades serve regardless of education format:

- an assessment of student work within the classroom setting;
- as a means of communicating to students, parents, administration and governance structure about student performance within the classroom setting;
- motivation to students for continued learning and improvement in a curricular area/classroom setting;
- organizing future lessons, units, or a semester in that grades designate intervals in a lesson/unit/course and bring closure to it.
- Grading also provides feedback to instructors on their students' learning, information that can inform future teaching decisions.

SGS understands the complexity involved in establishing clear, concise criteria and goals for assessment. The schools will convey to students and parents the grading practices implemented within the Continuous Learning Platform. Ultimately, SGS hopes that clear direction of information will provide the families of the schools a comprehensive understanding of what their expectations are throughout the course of the planned activities of instruction.

Samples of grading scaled for different assignments are as follows:

- Letter grades – for standalone answers/assignments, essays, essay assignments, etc.;
- 100-point differential scaling for exams, project-based learning;
- Checks (+/ -) for quizzes, homework, presentations, etc.;
- Pass/fail for preparatory/preliminary assignments;
- Authentic assessments are needed/required by teachers.
 - Teacher comments to communicate rather than to justify student grade, focusing on what teachers most desire students to address in future work.
 - Linking teacher remarks and feedback to the goals for an assignment.
 - Observations primarily on patterns — representative strengths and weaknesses.

- Avoid over-commenting or “picking apart” students’ work.
- In teacher’s final comments, pose questions that will foster further inquiry by students rather than provide answers for them.

Attendance:

For the purposes of the Continuous Learning Platform the SGS will rely on multiple factors when determining attendance/participation/engagement for student records of academic progress and overall enrollment.

The staff at SGS agree that capturing attendance is a worthwhile practice to monitor student performance criteria. From a student-oriented success model viewpoint, a record of absenteeism is a proper indicator of students who are at-risk.

For the CLP, attendance may be captured using several methods:

Check-in based attendance - In this method, any student who takes a single action like logging in or checking-in is considered present. It should be noted that this method is only viewed as a monitor for engagement activities only.

Participation-based attendance - A student is considered present based on their participation in one or more online activities shared during a session. Teacher evaluation should accompany any reference to this aspect of the attendance regimen.

Performance-based attendance - A student is considered present based on how they perform in quizzes/tests or other assignments as deemed appropriate by the instructor. In this criterion, a basic level of mastery is expected and is presented upfront to the students in the classroom. This is best managed by asking simple and ongoing questions that students should be able to answer if they’re attentive.

Watch-time based attendance - A student is considered present based on the amount of time they spend online during the online videoconferencing portion of the classroom experience. In a 60-minute session, a student may be considered present if they spend at least 45 minutes in the videoconference. Some videoconferencing platforms report these analytics for all participants, but review of online recordings will also promote actual participation metrics.

Student Engagement and Participation:

In attempt to establish the greatest extent of student engagement and participation, the SGS will hope to instill various practices that will eliminate student disengagement and/or a sense of isolationism as they continue their

enrollment throughout the school year. The following are some guidelines and practices that SGS will follow during the implementation of its CLP:

- Initial, frequent and multiple contacts by various means (emails, phone calls, videoconferencing, etc.) in the hopes of personalizing the relationship (student/teacher) and enhancing the rapport between the two entities;
- Providing introductory activities to connect students with the CLP that established them with a sense of community;
- Providing opportunities for student/learner interactions (hangouts, bulletin boards, study groups, show-and-tells);
- Sharing of student work exemplars on social media or Internet-based websites.
- Establish teacher determined contact methods such as office hours, contact information including phone/email with requirements for response time, frequency of responses and security of confidentiality.
- Establish well documented expectations for communication and contacts with students. This could be done by posting requirements statically on a webpage or including a video archived on an approved website.
- Information shall be concise and consistent within the system of delivery and support the students reducing the temptation of common barriers to effective student performance such as procrastination. The following will assist the teacher/school in preparing the students for success and eliminating barriers that could prove detrimental:
 - Chunking content to increase the effective of the message in a logical and informative method;
 - Send multiple reminders to ensure student success;
 - Use a variety of multimedia and resources to deliver the expectations within a specific course.

High-quality Instructional Materials:

High-quality instructional materials should be utilized in every learning situation presented to students in the school's CLP. The materials selected should be composed of various components with a designated intent on providing the following outcomes:

- Identify and focus on student engagement, academic purpose and instructional rigor in a broad sense that is meaningful to a diverse community of learners;
- Provide teachers with consistent direction of advancing instruction with a common foundation of supports that are well organized and have high-quality resources that can be adapted to meet the daily needs of the classroom;

- Ability to adapt these instructional materials to successfully address varying levels of access for the representative learning community engaged in the CLP as predicated by the school's charter.
- Focus on standards-alignments, authentic/formative/summative assessments, developmentally appropriate, synchronous/asynchronous delivery, covers alternative facets of relationship building and student engagement by providing learning activities that are enhance promote new learning at grade level.
- Appropriate engagement for equity of multiple constituents in the CLP – Special Education populations, English Language Learners, diverse socio-economic levels, etc.
- Exceptional professional development supports for teachers that promotes a comprehensive understanding of the various ways the programs are designed to effectively establish student engagement and subsequent learning.

Grade-band-specific instructional materials have been identified by the school's staff and administration in ELA, Math, Science, Social Studies and other curricular areas. These resources are aligned with state academic standards and listed as approved adopted materials by the NMPED. During the researching and selection of these identified instructional materials, an examination of their ancillary resources have also been determined to support at-risk student groups that are found within the school's population.

Throughout the design and implementation phases of the school's plan, preparation and planning practices are embedded in formulating workable schedules integrating coaching aspects, teacher feedback and discourse, extending communication between vested groups regardless of instructional environment that is operational.

As a charge of the school's governing council, grade level expectations are the norm and all instructional practices focus on meeting that directive. The school's academic programming for the online delivery of instruction also follows those guidelines and will constantly be evaluated by the school's administrative personnel along with the governing council in assuring that student learning opportunities are on pace with meeting those expectations.

The school's remote learning platform has demonstrated that the school's student body will have access to grade level instruction through the use of culturally responsive, high-quality instructional materials. All materials purchased to support the currently implemented online/remote system have been vetted through appropriate state recognized measures with their inclusion on the state's adoption listings for materials that support culturally responsive, high-quality materials. These materials will be continuously reviewed for their demonstration of effectiveness with the current and future student populations regardless of the delivery system in place throughout the school year.

What technology support will be available for families and teachers?

The online learning platforms to be employed has been developed and customized by the school in order to meet the learning needs of our students. The continuous learning platform will reside within the school's websites and contain a mixture of static pages of information detailing site usage, curricula and lesson specifics, web-based communications, outside resources/applications and other resources to support students and their families. Families will be issued documentation on site usage, how-to guides and other instructions as support measures to ensure the proper usage of the remote learning platform. Ongoing needs assessments within the platform will be continuously investigated and necessary updates to the platform will be addressed in a timely manner. At this time no support measures will be needed for the school; however, if a need arises in the future, we will contact the school's authorizer (RISD) or the NMPED for technical assistance in addressing that identified need. For staff, professional development opportunities will be offered throughout the year to provide teachers will expanding skill sets to use in the proper implementation of the lessons and assessments being conducted throughout the year. Areas of consideration for professional development are identified as grade appropriateness of lessons delivered, lesson planning and structure/organization of the virtual classroom setting, management of classroom times, office hours, student check-ins, Q&A sessions with parents, additional staffing for classroom meeting times, classroom assessments, technical requirements for conducting online lessons and archiving lessons for an asynchronous learning environment to be established.

The school will continuously monitor the effectiveness of the established technological resources employed in the remote learning plan. Plans are ongoing in the development of effective timelines established to meet the varying needs of the households of students enrolled in the school. The school recognizes that many of our households have siblings enrolled throughout the district and virtual meeting times will inevitably be in conflict to some extent with virtual learning schedules. The school is working diligently to manage a diverse and flexible use of technologies to alleviate the rigidity of a fixed schedule of educational opportunities with built-in variances. Lessons will be archived and available to households in the event that shared screen time conflict with other students in the household. Technical assistance resources will be provided beyond the normal school hours for households that have working parents/guardian that work and cannot commit to those times in conflict with their own employment schedule. Personalized schedules for teacher office hours can be arranged that may deviate from commonly scheduled time in the event that there are identified conflicts. In the event that there is a determined need to extend resources or services beyond the capacity of current staff, the school will seek out collective partnerships from community-based organizations to assist the school in carrying out the proposed components of the virtual learning platform. Student, staff and household needs will be continuously monitored, and plans established to reduce the negative impact that interfering technology issues have on the remote delivery system of learning opportunities. Of significance will be the review of how staff (administrative and teaching) will be provided differentiated access to information to review various aspects of instructional content being aligned with

content standards and benchmarks, identification of student work requirements, assessment of student work performance and how communication efforts between staff and students will be managed, monitored and assessed for overall effectiveness. Reports will be established for Governing Council review for planning purposes and consistently refined to meet the everchanging needs of our students throughout the school year by the administration and staff, parents and student alike.

Assurances that all students have adequate access to devices and the internet?

After conducting our home computer/access survey for the opening of the 2020-2021 school year, it was determined that all households in the school have registered information regarding computer availability and internet access in their homes. Based on the aggregate data collection, the school has developed a plan to support the families with technological measures and by providing the identified homes with computer hardware for use for the remainder of the year that remote learning measures are in place. Continuous dialogue measures with families will remain throughout the school year to determine what, if any, issues arise within the households with regards to technology access/needs. The schools have within its inventory enough devices to ensure that all students enrolled in the school have an opportunity to use school-supported equipment to carry out our continuous learning platform without a disruption in service to the households. At this time no support measure will be needed for the school; however, if a need arises in the future, we will contact the NMPED for technical assistance in addressing that identified need.

Continuation of provisions of MLSS/ RTI and SAT services in a remote learning environment?

The school's remote learning plan effectively supports the MLSS model by continuing to provide provisions for each enrolled student with the opportunity to receive instruction that is grounded in general education qualities. In addition, these supports are constructed in meeting their specific academic or behavior needs as they apply to overall learning regardless of how instruction is driven. The support system developed within the remote learning plan will be inclusive of the various subgroups populations including students who are migrant, in foster care, experiencing homelessness, and students with disabilities. The school's MLSS remote service planning allows teachers and health/wellness staff to effectively use and efficiently apply interventions in response to those students identified as struggling academically or behaviorally. The provisions of immediate supports to those students in an educational or health related crisis is paramount in effectively mitigating the issues impacting the overall learning of the student. The school's remote MLSS plan will continue to promote and support the SAT process along with other measures including; but not limited to, academic and behavioral supports such as academic intervention plans and behavioral intervention plans, respectively. In addition, the remote MLSS continues to provide classroom-based, school-based, health and wellness and family and community-based supports. Within the realm of classroom supports, decisions regarding layered interventions will be made by teachers and support personnel using their professional judgement and supported by data-informed decisions

regarding the students enrolled in their virtual classrooms. Layered interventions in the virtual delivery model will continued to be categorized by intervention types; academic and behavioral and result in varying degrees of supports (universal, targeted and intensive) as determined by the support system of staff directly related to the student. In the event the students are requiring more than just school-based supports for academic or behavioral issues, the remote learning platform will be in place to establish an integrated framework linking health aspects and the educational practices of the student. It is the intent of the school and its identification of student-based needs to employ partnerships with community-based partnerships, health education resources, health services, physical education and wellness opportunities to enrich the supports of providing a distinct and enriched education environment for all students of the school. Family and community support along with multiple efforts in engagement activities to provide case management services for identified students will actively promote a diverse expansion of abilities in enriching learning time for each student using the remote learning platform.

Continuation of provision for special education services in a remote learning environment?

SPED considerations are being implemented by the school's case manager, administrator and authorizing district's SPED department personnel. Guidance and obligations are centered around the school's priority to adhere to all federal requirements under IDEA. Provisions are being taken to meet the requirements of the student's IEP with fidelity to the greatest extent possible. Overall review of the student's IEP in effect and the impact of change that may be required in the newly implemented service delivery model. The school will work with staff in providing all SPED students with the necessary means for addressing all accommodations/modifications existing within the student's current IEP. All determinations will be made based on data-driven student-centered promotion of the most appropriate resources that meet the student's specific and unique needs. Arrangements are currently underway to effectively manage the development of policies and procedures for conducting virtual IEPs and other associated meetings that will be discussing confidential information pertaining to our students. Office hours have been set by the school's case manager and administrator to respond to inquiries and needs of our students with disabilities and our at-risk population. Considerations for conducting IEPs virtually are underway for annual and transition reporting types. Incoming students to the schools are managed through our authorizing district's special education portal, Tie-Net, and all systems are integrated within our student information system, PowerSchool. Real-time accounting for scheduling of activities and maintenance of records are ongoing regardless of the nature of school/educational delivery systems. The school's current staff are working in concert with outgoing staff from previous schools to acquire as much detail as possible to use in determining what steps are needed to be taken to promote positive learning outcomes from the outset of the school year without the loss of learning time or duplicity of efforts from previously established practices employed. Every measure is being taken to review and plan for modifications to the learning delivery system to best meet the needs of our special education students. Ongoing is the planned use of contractual ancillary support staff from our authorizing district (RISD) to support the

needs of our students in the areas of Speech, Occupational and Physical Therapies, Social workers and diagnosticians. If it is determined by the IEP/team, at any time, the school will provide additional supports with the additional access of devices, networking access, connectivity and other assistive technologies for use by student during their enrollment regardless of the delivery system being utilized.

Continuation of provisions for bilingual education in a remote learning environment?

Currently, the Sidney Gutierrez Schools (elementary or middle components) do not have any identified students receiving bilingual education services. Due to the nature of mobility within our community and the prospective nature of the waitlist that feeds our enrollment of classes within the school, a comprehensive review of students on the enrollment and wait lists to determine what plans need to be developed for changes in our enrollment. Efforts to deal with mobility requirements and the onset of new student enrollments that are classified as eligible for receiving bilingual education services will be ongoing throughout the entire school year. In the event that the need arises, the schools will work closely with our authorizing district to partner with them in the initiation of district operated and managed resources. The SGS has a contractual agreement with the RISD to receive services focused on these attributes and will effectively incorporate them into our remote learning environment as needed.

Assurances for educators/staff check-in with students? How frequently? For how long?

Teachers within our system will have the ability to check-in with students via text or email communications, web-based forms for Q&A, and video conferencing resources. Staff have set up a fixed schedule for meeting classroom needs that has been posted on the website and will accommodate student needs outside the stipulated formal times on an as-needed basis. Teachers and school administrator will provide multiple opportunities for staff/student/family check-ins. The school will hold daily Morning Meetings throughout the week that will start with a routine grounded in the following aspects: Pledge of Allegiance, staff reporting out of daily/weekly assignments, guidance on submissions of student work products, Q&A of weekly staff/student communications, etc. In addition to the daily morning meetings, each staff member will hold office hours and use texts, phone calls, emails and videoconferencing resources to connect with students and their families. These aspects provide for asynchronous and synchronous connectivity to promote a real-time approach to identifying and responding to students needs as they arise. Morning meetings are generally completed within a 30-35 timeframe and office hours are 60 minutes in durations. In addition, other connectivity such as grade level hangouts are scheduled on a rotational basis with a minimum meeting duration of 60 minutes per week.

Assurances for provisions of Career and Technical Education.

In both the elementary and middle school components, the schools do not provide any formal classroom options for career and technical education for its students but does integrate career exploration activities of careers within each elementary grade level and academic curriculum in the middle school. Fundamentally, our staff will focus on essential content standards and benchmarks for each core class first; and when applicable, provide students

information about careers, whenever appropriate, during the time that the continuous learning platform is operating.

Assurances to address electives/specials and extracurricular activities.

Each of our educational offerings at the school will be part of the continuous learning platform to be employed. Various classes such as our STEM classes will be redesigned to rely less on structured teacher monitored hands-on activities for safety reasons but other means of providing hands-on interactive learning opportunities will be explored. Music and Visual Arts classes will maintain history, appreciation and performance aspects to varying degrees and assignments will be issued based on the content standards and benchmarks being addressed at both the elementary and middle school settings. Physical Education activities will be addressed with regards to social distancing requirements, safety and center primarily on physical conditioning, movement exploration with the possibility of other physical-centric areas such as motivating students to be active, examination of health-related considerations of physical activities, appropriate games for developing safe, healthy connections with family members while in a remote learning setting.

Social and Emotional Supports

Assurances for creating and implementing frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students.

As per our current agreement with our authorizer, counselors and social workers will be available to our students to conduct virtual visits commensurate with social distancing guidelines. By agreement in our charter, the district provides all ancillary personnel as a function of their role in this mutually agreed upon contract of services. The school's governing council voted unanimously at its publicly held July meeting to continue the agreement with the district for the 2020-2021 school year. We will follow the district's plan for counselors and social workers in maintaining contact with the students based on their IEPs or other needs that arise during the remainder of the school year for student wishing to speak with counselors that do not have IEPs. The school will use a comprehensive reporting program for conducting student wellness checks on a regular basis. School counselors and social workers will conduct both formal and informal screening techniques of students periodically to ascertain their levels of engagement in the resources that the school will provide. It is the intention of the school to be able to designate social and emotional resources as well as personnel to cover and administer academic (if applicable) and social and emotional counseling supports while in the virtual setting.

Assurance SGS will support all students' social and emotional needs?

Supporting our student's social-emotional needs are an essential component of making our efforts successful during these unprecedented times. As a staff we have identified that children will respond to these stressful times in a unique and varied way exhibiting multiple characteristics whether they be exaggerated or newly formed will need to be addressed in a supportive manner. The staff will work hard to provide the presence of a supportive, caring adult in the lives of our students. We are making a concerted effort to promote that social distancing is not social isolation and the system we have developed has many communication resources inherent within the platform that will assist us in minimizing the impact of such a trend. As such, information presented to our students about the current situation and learning outcomes of our approach will be conveyed in age-appropriate information for all students enrolled in the schools.

Assurance SGS will continue mandatory reporting and wellness checks?

The schools are developing a plan to report to the governing council and other interested parties (e.g. NMPED) on how the reporting of wellness checks will be managed. A tentative approach will include the frequency and specificity of details for age-appropriate check-ins such as subjective rating scales, associative mood rankings, highs-lows of the day responses to situational tendencies and checklists that categorize/rate the followings dimensions: emotional/coping skills, finances, social connections, spiritual, occupational, physical intellectual and environmental facets of daily life. It is the hope of the staff and administration to conduct weekly assessments of our students as a general rule with follow-up on an as-needed basis if required due to identified needs from data collected.

Family & Community Communication

Assurances SGS will keep families informed about changing circumstances?

The school will continue its ongoing efforts with daily home-based email communications as its primary form of contact about changing circumstances. The school has employed this practice since its inception nearly twenty years ago and it is highly regarded by parents as the most favored form of communication between the home and school. Additions to the website will be made according to their relevance and if necessary; discussion forums, video communications or other identified methods will be employed on an as needed basis. Continued support of information archiving.

Assurance SGS will support families and caregivers as they facilitate learning and the social-emotional needs of students at home?

The following procedures will be conducted by the school to assist families and caregivers supporting the social-emotional need of students while at home:

- Promotion of information sharing (know the latest facts, statistics, etc. and convey them through various delivery systems);
- Adapting school policies where appropriate – identify and relate current standing of existing health crisis and promote changes to school-based policies to support non-traditional alterations of school activities);
- Planning for continuity of learning – establish a fluid interchange between online/virtual, hybrid and at-school educational offerings;
- Implementation of targeted health education appropriate to grade leveling for all students in the school regardless of setting;
- Addressing mental health/psychological supports that could be found within the current school setting;
- Identify and support vulnerable subpopulations within the school setting and share information on an as-needed basis;
- Encourage discourse between students, families and schools about health-related, educational, social-emotional or wellness issues.
- Support effective media literacy connections that will assist families and caregivers with appropriate information to help their children in the current health crisis cope with adversity confronting them.

Assurance SGS will ensure families and students are supported in multiple, appropriate languages?

Results from home language surveys will be accessed from the school's student information system and if warranted, all communications will be translated into the language of preference for the various families that are enrolled in the school. All communications will be presented along these guidelines that will support information requirements that are developed for all instructional practices in the various models presented whether virtual or in-building.

Assurance SGS will collaborate with childcare providers to support families' access to childcare?

SGS will communicate with childcare providers early and frequently regarding the status of school-based learning (traditional, hybrid, remote). Childcare providers and family resource center teams are participants on the district's SEL task force. Local businesses will be identified, and partnerships developed with childcare providers to provide on-site childcare for employees, if applicable.

Health and Safety Measures

SGS is working closely with various health care officials to address student and staff overall health and safety matters. SGS will use a daily health screening process that requires:

1. Parents to self-report their child is asymptomatic and has not been exposed to anyone with COVID-19 symptoms
2. All staff will be required to self-report being asymptomatic and without exposure to anyone with COVID-19 symptoms when reporting to worksites.
3. Cloth face coverings or plastic shields will be worn by staff and students (where developmentally appropriate). Cloth face coverings will be provided to students as needed and SGS will ensure all staff has the necessary equipment based on their role (ex: masks, gowns, gloves, face shields, etc).
4. Schools will ensure student and staff groupings are as static as possible.
5. Desks will be separated by up to a six feet distance and will face the same direction; and
6. Students will eat meals in classrooms whenever possible.
7. SGS will limit building access, including, restricted building access for visitors.
8. SGS continues to partner with local, county and state health organizations to further develop and enhance daily health screening protocols for students and staff including the use of temperature checks.
9. Implementation of sneeze guards in centralized areas (office space).
10. Public signage will be posted throughout the SGS schools.
11. SGS will follow CDC and NMDOH guidance to reduce the risk for exposure to coronavirus. SGS buildings are designed to ventilate outdoor air throughout the day to reduce the buildup of pollutants and odors.
12. Maintenance staff or contractors conduct routine and preventative maintenance on all mechanical, electrical, HVAC, and plumbing systems – including replacing air filters.
13. CDC and NMDOH cleaning and disinfecting procedures will be increased.
14. There will be daily sanitizing of high touch areas (doorknobs, handles, fixtures, etc.) with medical-grade sanitizing solutions.
15. In addition, there will be more frequent monitoring and cleaning of restrooms throughout the day and contracted janitorial/custodial services will be available as needed.
16. Additional breaks will be provided for hand washing to ensure students wash their hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating; and upon entering classrooms.
17. If soap and water are not readily available, sanitizer that contains at least 60% alcohol will be provided.
18. Class sizes will be determined based on the physical size of the classroom and the ability to socially distance based on the CDC and NM Department of Health guidance (currently 6 feet).
19. While students are on campus, they will be eating breakfast and lunches in their classrooms on disposable trays with one-use utensils. If students are home because of a health order, then grab and go meals will be available to them on a daily basis.

Continuum of Screening

Level 1

Home is the first point of the screening continuum.

Schools should educate and support families on identifying the symptoms that indicate staff and students must stay home. Families should be encouraged to self-report symptoms of illness, including: Fever, new onset of cough, etc. Self-reporting mechanism could include: calling the school, calling health care provider, etc.

Level 2

Transportation is the second point of the screening continuum.

Parents should avoid using public transportation or carpooling as a means to get their child(ren) to school. If this can't be avoided, visible signage to communicate symptoms students should NOT have if traveling with a common carrier or carpool.

Level 3

School is the final point on the screening continuum.

School personnel should visually check for symptoms, which may include temperature checks, and/or confirm with families that students are COVID-19 symptom-free.

SGS Required Wellness Screenings

- Screen staff, students and essential visitors, based on public health recommendations, safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- Screen and check temperature for all staff and students upon arrival. Consider using a professional development day for staff to practice the screening protocols with each other before applying to students with a phased approach.
- Any screening policy should take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- It is not required to re-screen staff, students, visitors if they leave and request to return to the building the same day.
- Implement protocols for conducting, monitoring, and tracking screenings.

Employee Health Screening Onsite

Screen each employee for symptoms before they start their shift for the following medical conditions: Fever, Cough, Shortness of breath or difficulty breathing, chills, muscle aches, sore throat, new loss of taste or smell.

Circle an answer (y=yes, n=no) for each symptom for each employee. If an employee reports any of the symptoms:

1. Send employee home immediately.
2. Increase cleaning in your facility and ensure staff are least 6 feet apart from one another.
3. Exclude employee until they are fever-free (without medication) for 72 hours and 10 days have passed since their first symptom unless they have a clear alternative diagnosis from a medical provider.
4. If multiple employees have symptoms, contact your local health department.

SGS will retain these forms in a secure place for three months and provide the forms upon request from public health agencies.

How SGS will conduct a facility health screening

Equipment

- 4-6 temple thermometers.
- Alcohol swabs (to clean thermometer heads).
- Bleach wipes (to clean thermometer bodies) and work surfaces.
- Tyvek wristbands (multiple colors to have different color each day).
- Hand sanitizer.
- Disposable medical gloves.
- CR 2032 batteries (several).
- Computer with network and Google access.
- Google data entry form.
- Paper data entry forms (back-up).
- Room near the entrance with:
 - Adequate space to establish a line with people spaced 6-feet apart.
 - Two 5-6 foot tables for supplies and data entry

Personnel

- Line manager (staff)
- 1-2 temperature takers (staff)
- 1-2 staff to ask screening questions and apply wristbands.

- Depending on the time of day (drop-off, pickup, random), and the number of people needing to be screened, one person may be sufficient to take temperatures, ask about symptoms, and apply wristbands.

Set-up

Set up equipment on the tables so that the temperature takers screen first. The screening question personnel will be at the opposite end of the tables. Clean all surfaces and equipment with bleach wipes or disinfectant wipes.

Line management

Remind all people in line to stay 6 feet apart.

Temperature screening

- Temperature takers ensure that they put medical gloves on.
- Using a temple thermometer, take the person's temperature.
- Ask the person to remember their temperature for the data entry person.
- A fever is defined as a temperature of 100.4 or above. Ask people who have a fever to return home and notify their supervisor.
- If no fever is present, have the person proceed to screening questions.

Screening questions

If you are keeping a record of screening, use the Employee Screening Form to capture information electronically. If the computer is not accessible, use the manual paper form and complete data entry at a later time.

Enter name and school information, record temperature, and ask about symptoms.

- If the person answers yes to any of the following, ask the person to return home and notify the principal.
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- If recording data, complete data entry, place the "color of the day" wristband on person's wrist, and allow the person to proceed.

Important:

- Clean thermometers after each use.
- Maintain a clean work space.
- Clean and disinfect all surface areas at the end of the day.
- Clean your hands frequently.

Masks/Face Coverings Guidance

- Consider cloth face coverings or masks for students age 3 and older (Determined on a student-by-student basis. Those with trouble breathing, or those unable to remove a mask without assistance should not wear a mask.) Teach and reinforce use of cloth face coverings.
- Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible and are most essential in times when physical distancing is difficult.
- Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

Plexiglass Guidance

- Plexiglass is considered an additional protective barrier, but CDPHE does not recommend it as an alternative to masks/cloth face coverings in most situations.
- **Options for students who are deaf or hard of hearing:** Cloth masks may not always be the best viable option when teaching or supporting students who are deaf or hard of hearing. Face shields or plexiglass barriers may be used as an alternative, if additional precautions are taken, including physical distancing when feasible and strict cohorting.
- We recognize that students may find it difficult to wear a mask/cloth face covering at all times, especially younger students. With that in mind, the plexiglass protective barrier is an additional barrier schools/districts may consider. However, it is not an alternative to masks/cloth face coverings. Students age 3 and older are encouraged to wear a mask/cloth face covering as feasible. This is determined on a student-by-student basis. Those with trouble breathing, or those unable to remove a mask without assistance should not wear a mask/cloth face covering.

Proper Hygiene Guidance

- Educate and invest in proper hygiene and reinforce washing hands and covering coughs and sneezes among children and staff.
- Follow hand washing recommendations. Consider the need for additional hand soap from increased hand washing.
- Consider setting up temporary hand washing stations outside the school building.
- Follow cough/sneeze protocol.

- When teaching students school routines at the beginning of the school year, include routines for washing hands and keeping shared spaces clean.
- Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)).
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
- Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).
- Find free CDC print and digital resources on CDC's [communications resources](#) main page.
 - Educate and invest in [proper hygiene](#) and reinforce [washing hands](#) and covering coughs and sneezes among children and staff.
 - When teaching students school routines at the beginning of the school year, include routines for washing hands and keeping shared spaces clean.
 - Follow cough/sneeze protocols.
 - Follow hand washing recommendations. Consider the need for additional hand soap from increased hand washing.
 - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facility.

NMPED Minimum Requirements for Reentry

The NM Public Education Department requires each school district/charter school comply with eight minimum requirements for reentry:

1. To begin, all districts and schools across the state will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory Team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
2. Schools must participate in a surveillance and rapid response testing program for all staff.
3. Schools must adhere to the social distancing requirements of their designated category.
4. Schools should avoid large group gatherings.

5. Face coverings are required for all 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 staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
7. For transportation, all staff and students must wear face shields or masks. In addition:
 - a. A maximum of two students may sit together on a bus seat.
 - b. Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability.
8. Meals must be provided to students during in-person instruction and remote learning.

SGS Safety Measure Guidance for Reentry

Before Leaving Home:

- Parent checks the child for symptoms, in the event of a temperature 100.4, keep the child home until symptoms subside for 48 hours; contact the school office to report the absence
- Have your child wash their hands just prior to leaving home
- Please send your child to school with a full bottle of water and face covering
- Check their materials and confirm they have the items needed for the day; homework and supplies. This will avoid multiple trips to the campus throughout the day.

Riding the City Bus/Carpooling:

- Parents wait at bus stop with students until the child has cleared the screening
- To avoid grouping of students, stay in the car or stand at least 6' apart while waiting for bus arrival to minimize grouping of children from different households.
- Temperature checks are required before a student may load in the morning. Any temperature of 100.4 or higher will need to return home with their parent.
- Hand sanitizer will be used as students enter the bus and leave the bus.
- Buses will establish loading and unloading practices to limit the direct person to person contact; students sit in assigned seating; No more than 2 students per seat

- Face coverings (masks, neck gaiters or face shields) are required for all students and staff while riding the bus, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- Buses will be disinfected between routes and at the end of the day

Entering the School Building:

- Elementary building will be open at 7:45am.
- Middle School building will be open at 7:30am.
- Face coverings (masks, neck gaiters or face shields) are required for all students and staff except while eating, drinking and exercising (including recess), with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- Temperature checks are required of staff as they enter the building. Any temperature of 100.4 or higher will be isolated and sent home. (confidentiality will be maintained)
- Screen all students to the extent practical. In the event the child displays symptoms, including a temperature of 100.4. Student will be isolated until they can return home.
 - Consider safety and privacy concerns (confidentiality should be maintained).
- Follow marked spaced lines to enter the building and designated entrance and exit flow paths
- Essential visitors must call school office before entering; screening and face covering will be required
- Large group gatherings will be avoided
- Restrictions for nonessential visitors and volunteers
- Students or staff who feel ill after coming to school will be isolated until they can return home

Transitioning & Gatherings:

- Hallways will have lanes as flow paths to keep students separated
- Class changes will be staggered to decrease the number of students in hallways
- Same groups of students will stay with the same staff as much as practical.
- Large group gatherings will be avoided and discouraged (especially in parking lots, common areas).
- Recess will be staggered to reduce the numbers of students together at a given time
- Classrooms will follow the 6' distancing or 50% capacity
- Extracurricular activities will follow the NMAA guidelines (coaches and student athletes tested)
- Every school will have signage as reminders of proper hygiene information and possible symptoms.

Meals:

- Meals will be provided for every student every day (even when learning from home).

- Disposable plates, utensils, etc. will be used
- Cafeteria and serving lines will be marked with designated entrance and exit flow paths.
- Lunches from home may be brought to school and left in designated areas for student pick-up of meals. Face coverings (masks, neck gaiters or face shields) are required for parents dropping off lunch.
- Cafeterias will be cleaned after each serving and throughout the day.
- Elementary students will go to the cafeteria to pick up their breakfast & lunch and return to the classroom to eat. Trash cans need to be outside the classroom in the hallway for disposal.
- Secondary schools have capacity to eat in the lunchroom with their regularly scheduled lunch time with tables being limited to adhere to distancing and gathering practices.
- Remote learners will be able to pick up their lunches on off days at a designated location and time. Breakfast will be given out with their lunch for the next morning.
- Buses will deliver lunches to designated areas for students in remote areas

Practicing Prevention:

- Good hygiene measures will be taught and reinforced (hand washing, covering coughs, face coverings)
- Hand soap and hand sanitizer will be provided. Hand sanitizer will be applied as students arrive for the day; frequent washing of hands will be a priority;
- Classrooms will be equipped with disinfectant kits - spray bottle, disposable towels, gloves and disposable masks to be used throughout the day.
- Frequently touched surfaces will be cleaned/disinfected at least daily.
- Students may bring their own water bottles from home. Students will be scheduled to refill their personal bottle with staff operating the water fountain. Water fountains will not be used by students.
- Deep cleanings of schools prior to school opening, school breaks, Wednesday and weekends will occur.

Temporary School Closure:

In the case of a temporary school closure the following would occur:

- Instruction would continue using the remote learning model used under Hybrid Model
- Close off school building if used by a COVID-19 positive sick person and do not use before cleaning and disinfection.
- If possible, wait 24 hours and then clean and disinfect the campus. 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.
- If the school is closed due to a positive COVID-19 test, the campus will be closed and disinfected prior to reopening.
- If the school is closed and students go to a full remote learning model the turnaround time is at least 48 hours

Health and Safety Considerations Checklists

Part 1: School Policies and Practices (Development and Approval Processes)

Implement exclusion policy for staff and students

- Encourage staff, students, and other community members not to come to school if sick
 - Post signage on entrances
 - Inform through newsletters, updates, and reminders
- Individuals may be released to home based on screening protocols and local public health guidance
- Staff/students and other community members who become sick while at school should be released to home
 - Designate rooms to quarantine individuals until the individual can safely return home or to a health facility
 - Deep clean quarantine room after use

Wellness Screening Process

Screen staff, students and any person entering the building **DAILY** using a “Two Station” approach

Station #1 - Symptom Screening

- Check for: ***Fever, cough, shortness of breath, body aches, headache, sore throat, loss of smell/taste***
- Also consider ***runny nose, nausea, vomiting, diarrhea***
- Individuals with **two or more** symptoms should be **released** from the building
- Designate rooms to quarantine individuals until they can safely return home or to a health facility
- Deep clean quarantine rooms after use
- Refer symptomatic adults to the voluntary CDPHE Tracker

- If students are symptomatic, refer parents to the voluntary CDPHE Tracker

Station #2 Temperature Screening

Temperature of **100.4** or greater is a “No GO”, and individual should be **released**

- Exclude until they are fever-free (without medication) for 72 hours and 7 days have passed since their first symptom
- Designate rooms to quarantine individuals until they can safely return home or to a health facility,
- Deep clean quarantine room after use

Temperature of 99.2 or higher, but less than 100

- Monitor temperature twice a day for 7 days

Provide Daily Indicators for Those who Pass the Screening Upon Entry to the Building

- Wrist Band, Sticker, etc
- Change color/style each day

Record Screening Information Daily

- This can be used for employees, students, or any other individuals who enter the building
- This form can be modified to meet individual school needs

Part 2: Supplies and Operations

Supplies and Equipment – Consult with Local Public Health for Specifics

- **Non-Latex gloves**
- **Thermometers**
 - Non-touch – quicker, safer distancing
 - Contact thermometers must be cleaned with new alcohol wipe between individuals *(Glove changes?)
- **Alcohol wipes**
- **Face-Coverings/Masks**
 - Ensure staff wear face-coverings or masks whenever possible, including during any in-person instruction [LINK](#)
 - Consider cloth face coverings or masks for students age 3 and older – this should be determined on a student-by-student basis
- **Gowns**
- **Eye Protection**
- **No-touch trash cans**

- **Soap**
- **Hand Sanitizer**
 - Should have 60% alcohol to be effective
 - Used for adults and older students who can safely use
- **Tissues**

Ventilation

- Ensure ventilation systems operate properly
- Increase circulation of outdoor air as much as possible
- Use fans when possible and safe
 - Open windows and doors as much as possible
 - Do not open windows and doors if it poses a health risk (e.g. pollens exacerbating asthma)
 - Do not open windows or doors if it poses a safety risk to children using the facility

Part 3: Education Protocols

Educate Staff

- Policy on when to stay home
- Hygiene
 - Hand washing/hand sanitizer
 - Cover your cough/sneeze
- Cleaning frequently touched objects
- Consider Standard Precautions: Covers blood borne pathogens, but includes other important topics that address how to reduce the transmission of infectious diseases
- Ventilation – increasing circulation of outdoor air
- Use of protective equipment
- Masks, gloves, and other equipment if appropriate
- Safe physical distancing practices (6-feet)

Educate Students

- Hygiene
 - Hand washing (age-appropriate hand sanitizer instruction)
 - Cover your cough/sneeze
- Use of protective equipment
 - Masks if appropriate
- Safe physical distancing practices (6-feet)

Educate Parents

- Policy on when to keep students' home
- General Hygiene Reminders
 - Hand washing
 - Cover your cough/sneeze
- Use of protective equipment
 - Masks, gloves, and other equipment if appropriate
- Safe physical distancing practices (6-feet)

Educate COVID-19 Health and Safety Coordinator/s

- Working with local public health
- Exclusion policy
- Wellness Screening
- Quarantine
- Equipment
- Ventilation
- Staff Education/Student/Parent Education
- Illness Tracking Surveillance

NMPED Guidance Related Requirements

The SGS will continue to review and revise current plans based on the requirements that are evolving from within the NMPED guidance documents as well as the Governor's executive order, New Mexico Department of Health initiatives and CDC informational releases.

SUPPORTING GUIDANCE DOCUMENTS

1. [Online Student Success Guide for New Mexico's Students \(NMPED, June, 2020\)](#)
2. [Guía Para Como Ser Un Alumno Exitoso En Línea \(NMPED, June, 2020\)](#)
3. [Summary of Reentry Requirements \(NMPED, June 24, 2020\)](#)
4. [Requisitos para el Reingreso \(NMPED, June 24, 2020\)](#)
5. [School Reentry Family Guidance and FAQ \(NMPED, June 25, 2020\)](#)
6. [Orientación de Regreso a la Escuela y Preguntas Frecuentes \(NMPED, June 25, 2020\)](#)
7. [Reentry Taskforce Recommendations \(NMPED, June, 2020\)](#)
8. [NMPED Reentry Assurances Document for LEAs \(June 29, 2020\)](#)
9. [Rubric for NMPED Reentry Assurances Document for LEAs \(NMPED, July 9, 2020\)](#)
10. [Bureau of Indian Education School Reopening Plan \(BIA, July, 2020\)](#)
11. [Graduation Guidance for Hybrid and Remote Learning \(NMPED, July 6, 2020\)](#)
12. [CTE Guidance for Reentry \(NMPED, July 6, 2020\)](#)

13. [Supporting Student Teachers During Reentry \(NMPED, July 6, 2020\)](#)
14. [Supporting Equity Councils During Reentry \(NMPED, July 6, 2020\)](#)
15. [Guidance for Supporting English Learners and Bilingual Multicultural Programming During Reentry \(NMPED, July 7, 2020\)](#)
16. [Guidance on Formative Assessment and Identifying Learning Needs upon Reentry \(NMPED, July 7, 2020\)](#)
17. [Guidance for ACT and SAT Weekend Testing \(NMPED, July 7, 2020\)](#)
18. [Guidance on Physical Education, Recess, Electives and Activities During Reentry \(NMPED, July 8, 2020\)](#)
19. [Guidance on Emergency Drills for Reentry \(NMPED, July 8, 2020\)](#)
20. [Guidance on Reporting Abuse for Reentry \(NMPED, July 8, 2020\)](#)
21. [Guidance on Grading Policies for Reentry \(NMPED, July 8, 2020\)](#)
22. Guidance for Pre-K Programming During Reentry – *please check back for updates*
23. [Guidance for Instructional Acceleration \(NMPED, July 8, 2020\)](#)
24. [Guidance on Attendance Policies for Reentry \(NMPED, July 9, 2020\)](#)
25. [Resources from CYFD for Children and COVID-19 \(CYFD, July, 2020\)](#)
26. [Helping Children Cope with COVID-19 \(CYFD, July, 2020\)](#)
27. [How to Prevent COVID-19 for Children \(CYFD, July, 2020\)](#)
28. [Guidance on Migrant Education Programs for Reentry \(NMPED, July 9, 2020\)](#)
29. [Guidance for Virtual Classroom Considerations \(NMPED, July 10, 2020\)](#)
30. [Guidance for Special Education upon Reentry \(NMPED, July 13, 2020\)](#)
31. [Guidance on Providing Meals During Reentry \(NMPED, July 13, 2020\)](#)
32. [Guidance for Supporting Homeless Students During Reentry \(NMPED, July 14, 2020\)](#)
33. [Assessing Capacity Form for McKinney-Vento Liaisons \(NMPED, July 14, 2020\)](#)
34. [Homeless Student Check-in Form \(NMPED, July 14, 2020\)](#)
35. [Homeless Student Referral Form for Community Partners \(NMPED, July 14, 2020\)](#)
36. [Guidance on Instructional Hours During Reentry \(NMPED, July 14, 2020\)](#)