Compilation of PED-Issued School Reentry Guidance

Updated: August 10, 2020

PED has issued a number of separate school reentry guidance documents located on its website. The following represents a compilation of all PED guidance documents and provides a brief synopsis of each with hyperlinks.

PED Reentry Guidance

Social-Emotional Learning. School districts and charter schools should prioritize the physical and psychological safety of students and staff by emphasizing social-emotional wellness, behavioral health, and culturally responsive trauma-informed care. Schools should create and maintain a sense of belonging and connection among and between students and staff, offer opportunities for students to share and process their emotions, and check in regularly with individual students and families during remote learning through telephone calls, emails, or other means.

Practicing Prevention. School districts and charter schools should communicate through various means to inform parents, students, and staff about COVID-19 symptoms, preventative measures, proper hygiene, specific protocols. Schools should provide appropriate hand soap and sanitizer, post signage on how to stop viral spread, disinfect frequently-touched surfaces at least daily and frequently-shared objects after each use, provide personal protective equipment to staff, require masks to be worn by all students and staff, except for those with valid medical reasons, ensure proper operation and safety of all ventilation and water systems and features, and deep clean schools prior to students and staff returning.

Protecting High Risk Populations. During implementation of the hybrid and full school reentry models, school districts and charter schools must offer accommodations for high-risk student and staff populations, while complying with federal privacy laws. Surveys of students and families should inform additional staffing needs, licensing waivers, and accommodations. Distance learning and teaching opportunities should be offered through formal processes, as well as extending federal employment law and extended leave allowances related to effects of the COVID-19 pandemic.

Transporting Students. School districts and charter schools, if feasible, should transport those students with disabilities and prekindergarten through third grade students during remote learning. During hybrid and full reentry models, students should sit in assigned seats with no more than two students per seat or limited to one for schools in yellow category. Transportation programs should stagger bus routes, assign bus attendants to support social distancing, and provide hand sanitizer to everyone on the bus. Schools should screen individuals, provide personal protective equipment for all students, drivers, and bus attendants, and sanitize frequently touched bus surfaces daily.

Entering School Buildings. During remote learning, school districts and charter schools may provide in-person instruction to prekindergarten through third grade students and students with disabilities with classloads limited to no more than five students per teacher. Schools must screen all staff daily and, to the extent practicable, screen students and send home those with temperatures over 100.4 degrees. Schools should devise a plan for contact tracing, restrict nonessential visitors and volunteers, avoid large gatherings, mark social distancing lines and entrance and exit flow paths, and establish protocols for student drop-off and pick-up.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Serving Meals. School districts and charter schools are required to provide meals to all students each day, while adhering to established social distancing protocols, and ensuring school staff are provided personal protective equipment. School districts and charter schools should establish food distribution sites at school buildings and along particular bus routes, and can dispense a week's worth of food at a time. Schools should conduct cleaning of cafeterias and high-touch surfaces throughout the school day and between staggered meal services, should consider pre-packaged meals instead of traditional serving lines, and should avoid the sharing of food and utensils.

Transitioning. School districts and charter schools should consider means to limit the mixing of groups of students as much as possible, including providing additional time for transitions between classes and activities, designating flow paths to increase separation and minimize congregation of students, staggering times for class changes or having teachers move between classrooms rather than students, and keeping students and staff in small cohorts.

Group Gatherings. School districts and charter schools should avoid large group gatherings and abide by all applicable public health orders, discourage students from congregating in common areas, stagger schedules for group activities such as meal service and recess, utilize large or outdoor spaces to convene classes, follow New Mexico Athletics Association guidelines, and hold staff meetings virtually or in small groups while social distancing.

Supporting Teaching and Learning. School districts and charter schools should determine appropriate formative assessments and on- going progress monitoring tools to make strategic instructional choices on what content or skills to prioritize. For remote learning, schools should consider internet accessible areas for students and families with limited internet access to download information and assignments. For hybrid and in-person learning, schools should prioritize students with disabilities, at-risk students, or those in prekindergarten through third grade, provide instructional supports to students at risk of not graduating on time and students with disabilities, and consider various forms of staggering student attendance via scheduling.

Supporting At-Risk Students. School districts and charter schools should develop culturally and linguistically relevant learning opportunities; prioritize scheduling for English learners, Native American students, and students with disabilities; consider federal maintenance of effort requirements; provide in-person instruction for special education students; use small group instruction to meet individual needs; and have personal protective equipment available for students who cannot afford to bring their own.

When A Child, Staff Member, or Visitor Becomes Sick at School. Schools should identify a space to isolate anyone exhibiting COVID-19 symptoms and establishing procedures to safely transport sick individuals home or to a healthcare facility; notify staff, families, and local health officials immediately of a possible case; close and disinfect school building used by any person testing positive for COVID-19; inform anyone who had close contact with an infected person; and notify the Department of Health to activate contact tracing.

Partnership & Tribal Collaboration. School boards and governing councils of charter schools should update policies to ensure they align with reentry requirements and communicate policies and plans with families and partners in multiple languages and via multiple methods. Schools should engage community partners in health monitoring practices and information dissemination and collaborate with tribal and pueblo leaders and tribal education departments on school reentry decisions using relevant local data.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Staffing. All school district and charter school staff are expected to follow statewide public health order guidelines regarding health and safety procedures. Schools should have a process in place to identify teachers with health risks and should establish a process that includes formal requests to continue working from home. School leaders should develop adaptive and flexible staffing plans that maximize learning time and enable teachers and students to move seamlessly between in-person and distance learning, including cross training all educational assistants to be licensed substitutes and all substitutes to be licensed education assistants. PED is waiving fees for these licenses.

PED-Issued Supporting Guidance Documents

School Reentry Family Guidance and FAQ. Parents and community stakeholders will find answers to frequently asked questions regarding PED's school re-entry guidance in PED's FAQ document. Questions range from family supports to special education services to school sports. parents can call PED's back- to-school hotline at 1-833-415-0567.

Graduation Guidance for Hybrid and Remote Learning. School districts, charter schools, and other online course providers should develop virtual curricula that students may use to earn course credits toward graduation. Students may also take department-approved online Advanced Placement courses for credit. Students may not be enrolled in two schools concurrently. Students who wish to enroll in a charter school or who wish to take courses through a virtual online provider must first withdraw from their current school. Each school districts' or charter schools' policies will govern whether credits earned through virtual online course providers will be accepted if a student chooses to reenroll.

Career and Technical Education Guidance for Reentry. In remote learning, career and technical education (CTE) educators should identify challenges associated with teaching CTE virtually and develop strategies to adapt their instruction to online platforms, including making tools available for students to use at home and using virtual platforms to bring in guest speakers and engage in career exploration. For blended learning, schools should reserve class time for activities best suited to in-person instruction. For full school reentry, schools must follow social distancing protocols, such as limiting the sharing of tools and equipment and ensuring health guidelines are followed when students are at worksites.

Supporting Student Teachers. PED encourages partnerships between educator preparation programs and schools to facilitate student teacher placements during distance learning and school reentry. The department suggests school districts and charter schools consider having student teachers apply for an educational assistant or substitute license. School sites should ensure student teachers have the necessary equipment and training to teach in an online setting, and the educator preparation programs supervisor should have access to the online classroom. During reentry, school sites should ensure all student teachers have access to all school polices related to COVID-19 and allow them to teach exclusively in an online setting if they have underlying health conditions.

Supporting Equity Councils. Equity councils should continue to meet virtually and use online tools such as Google folders to organize their work. School districts and charter schools should ensure equity council leads have access to technology and can use virtual meeting tools to guide their council in building relationships and defining equity. Smaller school districts and charter schools are encouraged to consider partnering with other small school districts and charter schools to form a consortium to build an equity council that includes diverse membership, experience, and knowledge.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Supporting English Learners and Bilingual Multicultural Programming. Schools must administer the PED-approved English language proficiency screening assessments and notify parents within 30 days of the beginning of the school year in a language that the parents can understand while making available to parents free and appropriate language assistance services. Students should continue learning content in the language that is in the school's approved 2020-2021 bilingual multilingual education program application and receive daily English language development during hybrid or in-person instruction. All appropriate state-mandated or tribally-approved language proficiency assessments must be administered, including the state seal of bilingualism-biliteracy for seniors.

Formative Assessments and Identifying Learning Needs. PED will roll out statewide formative and interim assessments in paper and online formats during all three models of reentry. Teachers should rely on multiple methods to assess student learning loss. Diagnostic formative assessments can identify whether curricula should be adjusted at the classroom level.

- If fewer than 25 percent of students perform below mastery on a diagnostic assessment, the teacher should provide targeted interventions for students who are behind.
- If between 25 percent and 75 percent of students perform below mastery, the teacher should determine whether the standards can be built into the current-year curriculum or whether instructional days should be adjusted.
- If more than 75 percent of students perform below mastery, the teacher should respond with whole-group interventions and may be able to do so using minor adjustments to curriculum.

Teachers should work in professional learning communities to develop best practices. PED will provide professional learning to support formative assessments in digital learning environments. PED guidance provides links to formative assessments by grade level and subject at no cost to New Mexico schools.

Guidance for ACT and SAT Weekend Testing. PED's guidance for college entrance exams lists weekend testing dates for both the ACT and SAT and clarifies that, although PED does not oversee weekend testing, such testing should operate in compliance with social distancing guidelines. The document also announces all high school seniors will have the opportunity to take the SAT at no cost in Fall 2020.

Physical Education, Recess, Electives, and NMAA Activities. School districts and charter schools should provide high-quality, standards-based physical education programs in support of the goal of 60 minutes of daily physical activity. Schools should consider holding classes outdoors or in well-ventilated areas, while being mindful of social distancing and good hygiene practices. Whether and how elective classes, such as band, choir, and theater, meet is at the discretion of the school district or charter school. Educators should provide alternative activities, or at least prohibit the sharing of equipment, practice intense respiratory activities outdoors and consider the additional use of face shields. Schools should limit groups of no more than five students during recess, and consider staggering recess times. During phase one of "return to play," contact with others is prohibited and student athletes must limit sharing of equipment.

Emergency Drills. Schools will need to meet emergency drill requirements, while maintaining social distancing requirements. Drills should be scheduled on alternating schedules. Students and staff will need to be taught and to practice how to participate in the emergency drills while maintaining social distancing. Schools are required to document the drills in their safe schools plans and to submit emergency drill assurances to PED.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Reporting Abuse. School staff are required to report any cases of suspected child abuse or neglect. School staff should look for particular signs of concern during virtual instruction, including a child expressing feeling unsafe, changes in mood or behavior, sitting in shadows or refusing to turn on camera, lack of attendance or homework completion even with access to virtual learning, no contact with the student or family after repeated attempts, and repeated late entries or abrupt departures from sessions. School staff should also hold office hours and regular check-ins, build rapport, have students use a well-lit work area, and pay attention to background noises and home environment.

Grading Policies. School districts and charter schools should engage parents and students and establish local grading policies, paying special attention to how certain policies may affect some student subgroups. Grades should be multidimensional and provide accurate information on student performance. PED strongly encourages competency-based grading systems, like student portfolios, which can be reliable when reviewed by multiple raters. Grading systems should provide specific, timely feedback, opportunities for improvement, and a roadmap to meet individual student's goals.

Prekindergarten Specific Reentry Guidance. According to the American Academy of Pediatrics, risk mitigation strategies are more effective than social distancing among pre-school aged students. Child care facilities and prekindergarten classrooms should require masks for students above the age of three, should adhere to regularly updated student teacher ratios, and should operate on their normal schedules to ensure students build language and social emotional skills. Prekindergarten re-entry guidance includes strategies for classroom group sizes, teacher to student ratios, high priority COVID-19 safe practices, face coverings, sharing limitations, effective physical distancing methods, and safety protocols.

Instructional Acceleration. School districts and charter schools will use New Mexico Instructional Scope, a comprehensive curriculum guidance tool to support rigorous grade-level work by prioritizing the most important grade-level standards students need to understand and designing scaffolded learning opportunities to accelerate exposure to grade appropriate content. Teachers should prioritize the most critical prerequisite skills and knowledge for each subject area and grade level; plan for diagnosing students' unfinished learning in perquisite content knowledge and skills; adapt the scope and sequence or pacing guide for each subject and grade level to reflect where students may need additional support; and, monitor student progress on grade-appropriate assignments to determine where targeted interventions may be needed.

Attendance Policies. PED will fully implement the state Attendance for Success Act in the 2020-2021 school year. Students are expected to attend in-person or remote classes every day. Schools are expected to provide accurate data for students participating in-person and remotely. Attendance policies for remote students should account for inequities in access to technology, should consider students who are "attending" school asynchronously by engaging with workbooks or off-line curricula. Students who are not actively attending school, either in-person or remotely, should be supported pursuant to the Attendance for Success Act.

Migrant Education Programs. Schools should support migrant students in educational continuity, time for instruction, school engagement, English language development, home support, health, and access to services. Continuous learning should help all students feel a sense of belonging and value as full members of the school community and ensure all students have access to equitable and high quality instruction that is culturally responsive, student and family centered, and structured to be accessed when the student is available.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Virtual Classrooms. School districts should consider the following virtual classroom elements: frequency and duration of virtual learning, level of teaching experience, level of teachers' technology training and expertise, student grade level, availability of student teachers, detailed plans for lesson delivery and classroom management, assessments that measure multiple learning outcomes and enhance student engagement, and accommodations for students and families with slow or no internet connections.

Special Education. School districts and charter schools must meet the federal mandate to provide special education students with a free and appropriate public education (FAPE) and special education services to address each student's specific and unique needs. Requirements include reviewing the appropriateness of individualized educational programs in effect when a change in service delivery model occurs or when student progress monitoring indicates a lack of progress, conducting student evaluations, and addressing the need for compensatory education and recovery services if there is a loss of FAPE.

Providing Meals During Reentry. Schools are to provide meals to all students each day, while adhering to social distancing protocols and ensuring school staff are provided personal protective equipment. School districts should establish food distribution sites at school district buildings and along bus routes and can deliver a week's worth of food at a time to students. Schools should conduct cleaning of high-touch surfaces throughout the school day and between staggered meal services, consider pre- packaged meals instead of traditional serving lines, and avoid the sharing of food and utensils.

Supporting Homeless Students. Schools must make affirmative and aggressive efforts to identify students who are homeless or experiencing unstable living situations and ensure that these students receive equitable access to education. Schools should identify a homeless liaison; ask each student about their housing status during enrollment; provide legally-required services and waivers for fees related to birth certificates, class materials, extracurricular activities, field trips and before- and after-school programming; and ensure that any distance learning offered is available to identified homeless students, including providing devices and Wi-Fi access.

Instructional Hours. For the 2020-2021 school year, students must be in school-directed program pursuant to current statutory requirements as follows:

- For half-day kindergarten programs, 2.5 hours per day or 450 hours per year;
- For full-day kindergarten programs, 5.5 hours per day or 990 hours per year;
- For first grade through six grade, 5.5 hours per day or 990 hours per year; and
- For seventh grade through 12th grade, six hours per day or 1,080 hours per year.

All reentry models are school-directed programs. Face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency.

Remote Instruction. PED provided the following suggestions for instructional time activities during remote learning: one-on-one check-ins, synchronous and asynchronous online interaction, reading and writing assignments, place-based learning, projects, tutoring, independent work, and physical exploration. When developing schedules for remote instruction, schools should consider how daily schedules impact families; how direct instruction, whole group instruction, small group instruction, and interventions factor in school schedules; how schedules and instructional delivery methods account for the need for adults to support students and access instruction and materials; and how block scheduling can support core content, remediation time, and creative time where specials might be integrated. PED will provide

Canvas, a learning management system for teachers to create and organize content and for students to access coursework and grades and parents to track assignments and student performance.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

Supporting Native American Students. School districts and charter schools should ensure equitable and culturally-relevant learning environments, educational opportunities, and culturally-relevant instructional materials for Native American students while also ensuring maintenance of indigenous languages. School districts and charter schools should continue to engage in tribal consultation, actively solicit input and participation from tribes, and prepare protocols to serve Native students if tribal communities are closed during the on-going pandemic.

Teacher Licensure Waivers During Reentry. Teacher licensure waivers can be requested when high-risk teachers need to work from home and may be reassigned to teach in a grade level or subject area they currently are not licensed in. Additionally, waivers can be requested when an educator who is teaching in person may need to be available to cover grades and subjects outside of their licensure level.

Educator Evaluation for School Year 2020-2021. The new educator evaluation system developed by PED during the 2019-2020 school year will be tested by all New Mexico educators during the 2020-2021 school year with formal implementation of the new system in 2021-2022. Summative educator evaluation reports will not be generated from PED during this upcoming school year. School districts and charter schools will be able to generate an end-of-year summary to provide feedback and domain scores based on the evaluation to educators. The department informs educators to develop their professional development plan and anticipate three informal observations and one formal observation from their administrator during the school year. Administrators are encouraged to train staff on the new system, provide actionable feedback during walkthroughs and help educators reflect on their practice to guide their professional development plan this year. PED encourages goals should be related to teaching in a remote or hybrid environment, familiarizing themselves with technology and supporting the social and emotional well-being of students.

Click on the blue header at the top of each paragraph to go directly to the corresponding guidance document.

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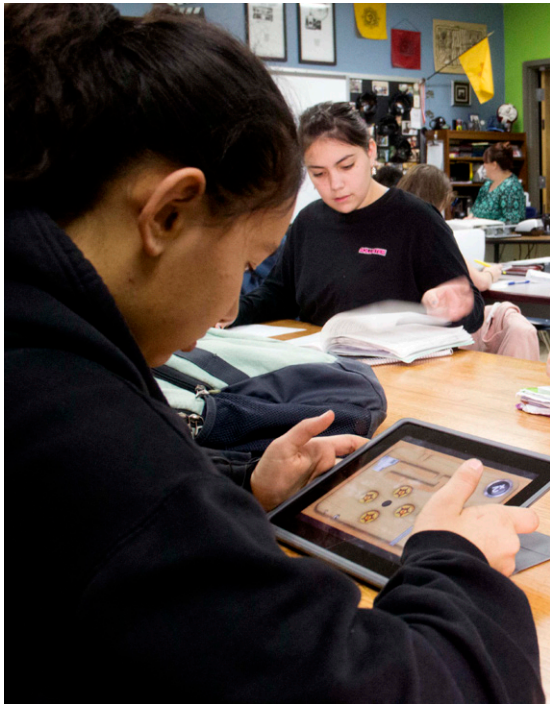

RELEASED JUNE 29, 2020
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NEW MEXICO
Public Education Department

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
Reentry Guidance

Considerations & Recommendations for New Mexico's Schools

The New Mexico Public Education Department (NMPED) is providing the following guidance to support the state's districts, charter schools and communities in determining their plans and strategies for reopening schools in 2020–2021.

Our approach is built upon the guidance and recommendations of the New Mexico School Reentry Task Force, New Mexico Medical Advisory Team, Centers for Disease Control (CDC), and other research. It is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders. It is designed to help districts and charter schools prioritize the health and safety of students and educators as they open school buildings and deliver instruction.

Guidance in this report is subject to change given developments and recommendations from federal and state entities. Please visit the websites for the CDC, State of New Mexico and New Mexico Department of Health for updates.

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Introduction

WE FACE A PUBLIC HEALTH CRISIS that has fundamentally changed our lives and our communities in unprecedented ways. For many New Mexican students, educators, and families, the start of the 2020–2021 school year is marked by profound uncertainty and a sense of loss brought about by the COVID-19 pandemic. Despite the fear and hardship the virus has caused, New Mexicans from all walks of life and all areas of the state have come together in amazing ways and through noteworthy sacrifice to contain the spread of the virus in our state to an incredible degree. This collective effort has "flattened the curve" to the point where we can engage in the process of reentering our school buildings.

As we move toward welcoming our students back to our campuses, it is critical that all educators, family members, and community members recognize that the need for prudent and proactive measures to prevent the spread of the virus will become more important—not less—in order to keep our students and communities healthy and safe.

As we move toward welcoming our students back to our campuses, it is critical that all educators, family members, and community members recognize that the need for prudent and proactive measures to prevent the spread of the virus will become more important—not less—to keep our students and communities healthy and safe. It is impossible to avoid all risks of virus transmission in the return to school, but we have the power to greatly minimize the potential for illness if we commit to taking reasonable precautions to contain the virus. This commitment requires steadfast leadership, hard decisions, adaptability and a willingness to challenge notions about how schools function. Reopening schools will require temporary sacrifices of some of the events, traditions, and ways of being that we have often taken for granted. This will not be easy, but it will be worth it. While this year will undoubtedly look and feel different than any that has come before, the brilliance, curiosity and resilience of our children will serve as beacons of hope amid ongoing turbulence.

To our indomitable and amazing educators, thank you for all that you have done and continue to do in service of our students. To our critical school staff—including food service workers, bus drivers and bus attendants, custodians, counselors, therapists, nurses, social workers, secretaries, educational assistants, and so many others—welcoming our students back to campus would not be possible without your daily contributions to ensuring their safety, health, and wellbeing. To our parents, caregivers, and families—our commitment to you is that we will do everything in our power to ensure that your students have a safe, welcoming, and inspiring school experience.

When we look back at the 2020–2021 school year, we will remember this as year zero of the new normal that we created together. May we continue to learn, innovate and support one another as we boldly forge our path forward. We're all in this together.

Ryan Stewart, Ed.L.D.
Secretary of Education, State of New Mexico

Phased Approach to Reentry

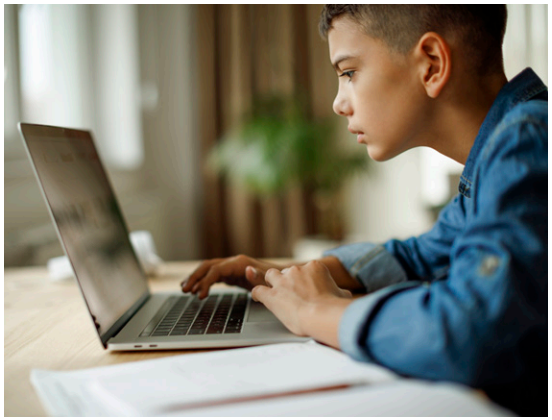
New Mexico will take a phased approach to reentering schools. Beginning August 3, all schools in the state will be able to start the school year utilizing a hybrid model of instruction (**see *Categories of COVID-19 Spread* and *Supporting Teaching and Learning Guidance***).

Under a hybrid model, the number of students present in the building at any given time will be limited in order to ensure that six feet of social distancing can be maintained at all times. Students will alternate between in-person instruction at the school building and online instruction when at home. More details on the guidelines for this model of instruction are found throughout this document.

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

- The phased approach allows the state to analyze the impact of a controlled reentry before moving into a full-scale implementation. This will help ensure that the epidemiological assumptions about how schools impact virus transmission can be thoroughly tested before full reentry.
- Schools will likely need to implement hybrid or remote models at some point in the year. The phased approach allows for preparation and practice in the implementation of this model at the beginning of the year so that schools and communities are ready for this eventuality later in the year
- The phased approach balances the legitimate concerns of families who expressed nervousness about returning full-scale right away with those who are rightly eager to return to a full school schedule.

The state will assess the impact of school reentry on the rate of spread of the virus statewide in each of the 5 regions. When overall state data indicate that it is safe to move forward to a full school schedule, the regions will be able to do so. Our preference is to move together as a state; if statewide data supports general advancement to Full Reentry, but an individual region's data suggests that its opening would be unsafe, that region may be held back until numbers improve.



GUIDING PRINCIPLES

Reentry Guidance is rooted in the following principles:

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

Requirements for Reentry

NMPED's Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The following are important minimum requirements for all reentry.

The eight minimum requirements for reentry are:

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.

Using Data to Drive Decisions

In partnership with Los Alamos National Laboratory (LANL), the state is using the most up-to-date epidemiological models to assess current virus threat level.

A phased entry approach will allow the state to collect and analyze data on the impact of a controlled start on the spread of the virus. This information will be essential to ensure that the state is able to move toward the goal of returning all children to a full school schedule as soon as it can be safely accomplished.

In addition, the phased entry approach will enable New Mexico to use the latest and best data on the impact of reopening in nearby states, as well as to base decisions on emerging, peer-reviewed research on virus transmission rates in children.

DEFINITIONS

FACE COVERINGS

The requirement to wear a mask or face shield except while eating, drinking, and exercising could change as additional data emerge or as the threat of the virus recedes. Information should be provided to staff, students, and families on proper use, removal, and washing of face coverings.

- CDC Guidance
- NMDOH Guidance for Children & Youth

HAND SANITIZER

Hand sanitizers should contain at least 60% alcohol and should only be used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.

- CDC Hand Hygiene Recommendations

CLEAN/DISINFECT

Ensure safe and correct application of disinfectants and keep out of reach of children.

- CDC Guidance for Cleaning & Disinfecting

Social Emotional Learning

The Public Education Department prioritizes the safety and social emotional wellbeing of ALL students, staff, and families of New Mexico.

In order to engage in rigorous academics and reenter school with new protocols, social emotional wellness, behavioral health, and culturally responsive trauma-informed care need to be front and center and 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.

District/School Considerations:

Cultural Relevance

- Honor identity and cultural nuances by communicating in multiple, appropriate languages.
- Include curricula that teaches students about diversity and antiracism.

Relationships

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

Real-time Support

- Recognize and attend to trauma and grief.
- Build infrastructure that allows for screening, care, and connectivity with wraparound services or partners.
- Establish robust, site-based behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
- Create systems to monitor students, staff and families in order to support those who are struggling.

Remote Learning Integration

- 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.
- Use social emotional programs, groups, and individualized supports developed in the "brick and mortar" setting to engage students and connect them to tools and resources for remote learning.
- Adopt social emotional learning curriculum that is comprehensive and embedded across instruction, whether in-person instruction, hybrid scenarios or in remote settings.
- Provide consistency in daily routines to reduce stress and promote positive learning conditions.

SOCIAL EMOTIONAL LEARNING RESOURCES:

- School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 from the National Association of School Psychologists
- Social Emotional Learning Guidance to Reopen and Renew your School Community from CASEL
- Planning for Transitioning Back to School from the Center for Mental Health in Schools at UCLA
- Building Positive Conditions for Learning at Home from the American Institute of Research
- Resources for Supporting Children During Crisis from Turnaround for Children
- Trauma-Informed School Strategies from the National Child Traumatic Stress Network
- Culturally Sensitive Trauma-Informed Care from the Health Care Toolbox
- Strategies for Trauma-Informed Distance Learning from WestEd
- Supporting Mindfulness in Learning from WestEd
- Supporting Families with PBIS at Home from the Center on Positive Behavior Intervention
- School Counseling During COVID-19 from the American School Counselor Association
- Resources to Support Social Emotional Learning from the Comprehensive Center Network

COVID-19 Safe Operating Categories

Each school district and charter school shall follow guidelines for reentry based on the public health conditions.

	REMOTE	HYBRID	FULL REENTRY
REENTRY GUIDELINES	• Students engage in remote learning. • Limited small groups (special education, some K–3 students) eligible for in-person instruction if feasible.	• The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level. • Students not in the building engage in remote learning.	• All students eligible to return five days per week.
INSTRUCTIONAL MODEL	**REMOTE LEARNING** Districts and schools should use CARES Act money or other funds to ensure that each student has a digital device and support for connectivity in the home in order to be able to provide a robust online learning program in the event of a closure. **See *Supporting Teaching and Learning* for more guidance.**	**HYBRID LEARNING** Combination of some in-person days and some online days (**see *Supporting Teaching and Learning* for examples**). Traditional learning can occur if six foot social distancing is strictly adhered to.	**TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES** All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended. Group activities are minimized.

Addressing Community Spread in K–12 Schools

REMOTE

- Implement distance/remote learning (**see *Serving Meals* and *Supporting Teaching and Learning***).
- Teachers may enter the building to conduct remote learning if they practice social distancing.
- If feasible, school buildings can 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.

For additional guidance on addressing community spread, see the CDC's Considerations for Schools.

HYBRID

- Operate with at least six feet of social distancing at all times (**see *Transitioning, Group Gatherings*, and *Supporting Teaching and Learning***).
- Establish and maintain communication with local and state DOH health officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Screen all students for COVID-19 symptoms to the greatest extent feasible. Consider temperature screenings or daily health check questionnaires for students and staff if feasible.
- Educate parents to be on the alert for signs of illness in their children and to keep the children home when they are sick.
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (**see *When a Child, Staff Member, or Visitor Becomes Sick at School***).
- Isolate and deep clean impacted classrooms and spaces.
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (**see *Protecting High Risk Populations* and *Supporting At-Risk Students: English Learners, Students who are Economically Disadvantaged, Native American Students, Students with Disabilities, Highly Mobile Students***).

CDC Guidance:

- Interim Guidance for Administrators of US K–12 Schools
- Potential Methods for Screening of Children
- Potential Methods for Screening of Employees

FULL REENTRY

- Practice social distancing to the greatest extent possible.
- Establish and maintain communication with local and state DOH health officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (**see *When a Child, Staff Member, or Visitor Becomes Sick at School***).
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (**see *Protecting High Risk Populations***).

PRACTICING PREVENTION GUIDANCE

REMOTE

District/School Considerations:

- Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.
- Encourage COVID-19 testing.

CDC Guidance:

- How to Protect Yourself and Others
- COVID-19 Symptoms
- Talking with Children about COVID-19
- COVID-19 Self-Checker

State of New Mexico Guidance:

- NM Department of Health (NMDOH)
- NM COVID-19 Screening and Testing Sites

Resources:

- Emergency Supply Sourcing and Manufacturing
- Children and COVID FAQs

New Mexico's COVID-19 Hotline

- Call: 1-855-600-3453

Non-Health Related COVID-19 Questions

- Call: 1-833-551-0518

New Mexico's Crisis and Access Line

- Call: 1-855-662-7474

New Mexico's Department of Workforce Solutions

- Information for Workers Affected by COVID-19
- General contact information

HYBRID

FULL REENTRY

District/School Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of face coverings.
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Clean/disinfect frequently touched surfaces at least daily and frequently shared objects after each use.
- Provide face masks or face shields and other appropriate personal protective equipment (PPE) to staff. Require the wearing of a face covering for all staff and students, except when there is a valid medical reason.
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home.
- Take steps to ensure all water systems and features, such as water fountains, are safe.
- To the extent possible, turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.
- Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends and school holidays/breaks.

CDC Guidance:

- Reopening Guidance for Cleaning and Disinfecting Schools
- Guidance for Reopening Buildings After Prolonged Shutdown

EPA Guidance:

- Disinfecting, Cleaning, and Addressing Water Quality Challenges Related to COVID-19

PROTECTING HIGH RISK POPULATIONS GUIDANCE[1]

REMOTE

District/School Considerations:

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

Resources:

- What to Do When Scared Workers Don't Report to Work Due to COVID-19
- Where can I find government and other reliable resources for workplace issues related to the coronavirus?
- Role of school nurses, providing care, and participating in return to school planning (National Association for School Nurses)

HYBRID

District/School Considerations:

- When possible, employ additional nurses, health care aides, and full-time substitute employees.
- Survey high risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Survey families with high risk children to gauge their intentions in returning to a traditional school setting, when available, while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.
- Provide remote/distance learning opportunities for high risk teacher and student populations in consultation with parents and public health officials.
- Consult with local board attorneys and district 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.
- **See the section on *Staffing*** for further guidance on supporting high risk staff.

FULL REENTRY

District/School Considerations:

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

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

[1] As defined by CDC guidelines

TRANSPORTING STUDENTS GUIDANCE

REMOTE

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

District/School Considerations:

- If feasible, transport students with disabilities and PreK–3rd grade students who still may be attending on a limited basis.
- Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday).[2]
- Install Wireless Access Points (WAPs) or Hotspots on school buses to provide internet in rural and remote areas for students and families during extended closures.

[2] Subject to future USDA meal waiver approval

HYBRID

FULL REENTRY

District/School Considerations:

- While transporting students to and from schools, require students to sit in spaced and assigned seating according to the following:
  - A maximum of two students may sit together on a bus seat.
  - Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability, including encouraging parents to drive their children if possible, staggering bus routes, and expanding the minimum radius of eligibility for bus services.
- Assign bus attendants or other additional staff to support with safety and screening of students to the extent possible.
- Provide hand sanitizer for students, bus drivers and bus attendants.
- Provide face masks or face shields for bus drivers and bus attendants.
- Require bus drivers, bus attendants, and students to wear face masks or face shields.
- Screen students, bus drivers and bus attendants for symptoms of illness. Conducting temperature checks on students before they get on the bus is recommended but not required.
- Eliminate field trips and non-essential travel except travel conducted under NMAA guidelines for sports and extra-curricular activities.
- Clean and disinfect frequently touched surfaces on the bus at least daily. It is suggested to install plastic wrap/membrane on high touch surfaces such as handrails that will be changed daily.
- Establish protocols for bus stops and loading/unloading students to minimize congregation of children from different households.
- Air out buses when not in use.
- Restrict group transportation including carpooling

CDC Guidance:

- What Bus Operators Need to Know

ENTERING SCHOOL BUILDING[3] GUIDANCE

REMOTE

While school buildings are closed, districts/schools should require only that 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.

District/School Considerations:

- If feasible, school buildings can 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.
- District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements.
- District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures.

HYBRID / FULL REENTRY

District/School Considerations:

- Face coverings are required for 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.
- All staff must be screened on a daily basis before entering buildings, including a temperature check and review of potential symptoms.
  - Isolate and send home if internal temperature over 100.4°F (38°C).
  - Consider safety and privacy concerns (confidentiality should be maintained).
- All districts/schools must work with state and local health officials to have a plan for contact tracing.
- Screen all students to the extent practicable:
  - Take temperatures ideally before entering buildings.
  - Isolate and send home if internal temperature over 100.4°F (38°C).
  - Consider safety and privacy concerns (confidentiality should be maintained).

- Restrict nonessential visitors and volunteers.
- Establish a protocol for essential visitors: calling front office before entering, screening visitors, requiring use of face coverings/masks, etc.
- Avoid large group gatherings.
- Mark spaced lines to enter the building and designate entrance and exit flow paths.
- Establish a protocol for student pickup/drop-off, such as staggered entry and release (by grade, class, or bus numbers) with marked spacing for pickup.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (**see *When a Child, Staff Member, or Visitor Becomes Sick at School***).

Resources:

- COVID-19 Screening Checklist for Visitors from the American Health Care Association
- Coronavirus Warning Poster for Entrances from the Society for Human Resources Management (SHRM)

[3] School Calendars: Local school districts have authority over school calendars—meaning they have full authority to set start and end dates, holidays/breaks, and school hours, provided instructional requirements are met and provided that the in-person start date occurs after August 3rd per the guidance in this document.

SERVING MEALS GUIDANCE

REMOTE

District/School Requirements:

- 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.

District/School Considerations:

- Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday).[4]
- Distribute supplemental instructional materials and printed district/school communications along with meals.

NMPED Guidance:

- Employee Safety Guidance for School Nutrition Programs

[4] Subject to future USDA meal waiver approval

HYBRID

District/School Requirements:

- Provide meals to students per remote guidelines for those students who are doing remote learning on any given day.

District/School Considerations:

- Use disposable plates, utensils, etc.

If serving meals in cafeteria:

- Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths.
- Schedule longer meal periods for more staggered meal delivery.
- Maximize social distancing to space seating and utilize outdoor seating as practicable and appropriate.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.

If serving meals in classrooms:

- Consider pre-packaged boxes or bags for each student instead of traditional serving lines.
- Avoid sharing of foods and utensils.

FULL REENTRY

TRANSITIONING GUIDANCE

REMOTE

School buildings are closed.

- If small groups are meeting, keep cohorts together and minimize transitions.

HYBRID

FULL REENTRY

District/School Considerations:

- Limit mixing between groups to the greatest extent practicable.
- For class changes and other transitions throughout the school day:
  - Provide additional time for transitions.
  - Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated and to minimize congregation of students.
  - Plan staggered class changes (ex: by hall, odd/even room numbers, grade/discipline) to decrease number of students in hallways at one time.
  - Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children).
  - When self-contained classrooms are not feasible, consider having teachers rotate classrooms rather than students to minimize movement.

GROUP GATHERINGS GUIDANCE

REMOTE

School buildings are closed.

- Abide by the maximum number of people allowed to congregate as defined by the current statewide public health orders.

HYBRID

FULL REENTRY

District/School Considerations:

- Avoid large group gatherings. Abide by the maximum number of people allowed to congregate as defined by the current statewide public health orders applicable to your area.
- Discourage the congregation of students in parking lots and common areas.
- Stagger the schedule for group gatherings (i.e. recess and school meals).
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces—as weather permits) for social distancing.
- Work with local officials and partners to identify other community spaces (e.g. rec centers, libraries, unused municipal office spaces, or conferences rooms, churches) in which classes can be convened with maximum social distancing.
- Follow the current NMAA guidelines for extracurricular activities and similar congregate events to the greatest extent possible.
- Have all coaches and student athletes tested for COVID-19 before the competitive season to the extent possible.
- Where possible, hold professional development sessions and staff meetings virtually or in small groups with maximum social distancing.

SUPPORTING TEACHING & LEARNING GUIDANCE

REMOTE | HYBRID | FULL REENTRY

Regardless of Category, all Districts and Charter Schools should work to establish an academic baseline:

- In teams, 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 NMPED provided) to make strategic instructional choices on what content or skills to prioritize.

NMPED Suggests:

- ISIP (K–2 Math; K–2 ELA/SLA)
- iMSSA (3–8 math & ELA Formative Item Sets math/ELA/science)
- iMSSA (3–8 Interims: BOY math & ELA)
- SAT Khan Academy & SAT Educator SSQB (High School Math and ELA).
- Conduct meetings with teachers to identify where students are academically.
- Use ongoing progress monitoring tools (e.g., formative strategies, High Quality Instructional Material resources, interim assessments) to inform curricular decision making in the classroom. NMPED guidance and tools are forthcoming and will be posted on the website.

Maintain High Expectations for all Students:

- Address skill deficits in context of current-grade level work.
- Identify priority standards to accelerate student learning.
- Use High Quality, Evidence-based Instructional Materials
- Use Culturally Responsive Instructional Practices
- Guidance from NMPED on academics including identifying priority standards, continuing grading, and maintaining stronger instructional hours in remote learning given improved systems and experience is forthcoming.

REMOTE

- Implement contingency plan for remote learning that encompasses online instruction, distance learning, and/or printed material that is distributed as instructional packets, materials or kits.
- For families with limited at home connections, consider internet accessible areas to download information and assignments (e.g., school parking lot).

Resources:

- New Mexico Broadband Map
- Digital Learning Plan template (MDE)
- Educator's Guide to Safe and Effective Video Conferencing (Education Week)
- Guidance on Culturally Responsive-Sustaining Remote Education (NYU)
- UNESCO Distance Learning Solutions
- Standards for Quality Online Teaching (NSQ)

Professional Learning for Teachers:

- Guide to Teaching Online Courses (NEA)
- Supporting Students with Disabilities in K-12 Online and Blended Learning (Michigan Virtual)

HYBRID

Survey families to gauge which students may want to conduct their schooling remotely in full or in part for the 2020–2021 school year.

Traditional Instructional Model:

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

Hybrid Instructional Models:

- Local considerations of hybrid model implementation may need to include:
  - Additional logistical requirements/costs,
  - Day care requirements placed on working families, and
  - Prioritize students with disabilities, who are at-risk, or PreK–3rd grade. Design staffing models around this prioritization.
- Ensure that students in bilingual programs continue to receive high-quality instruction in both languages.
- Consider leveraging Webex or other broadcasting so that on remote days, students might continue to participate with their peers who are in the building.

Possible Hybrid Schedules to Consider:

- A/B schedules.
  - Alternating Days: Group A Students—Monday/Tuesday and Group B Students—Thursday/Friday. Wednesday is remote/distance learning for all students, professional learning for staff, and a day to clean the building. Use certification flexibility to relocate teachers as needed and allowable.
  - Alternating Weeks: Group A Students—Week One and Group B Students—Week Two; using certification flexibility to relocate teachers as needed and allowable.
- Targeted distance/remote learning.
  - Prioritize in-person learning for elementary students by spreading them out across all school buildings. Have secondary students engage in remote learning.
- Schools shall have cohorts attend on consecutive days rather than morning/afternoon or every other day configurations in order to limit group mixing and maximize cleaning between groups.

FULL REENTRY

Target Interventions and Supports:

- Provide additional instructional supports to:
  - Students at risk of not graduating on time.
  - Students with disabilities (compensatory services).
  - Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.).
  - Other students identified as being behind academically by teachers and parents.
- Identify concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)

Extended Learning Opportunities:

- Provide extended learning opportunities through before/after school programs, Saturday school, etc.
- Prepare for potential future distance/remote learning by increasing current blended learning.
- Develop a digital learning plan to integrate virtual learning practices.
  - Digitize lessons.
  - Require a certain number of online assignments for each grading period.
  - Provide virtual learning-specific professional learning for educators.
  - What a Simple Daily Routine schedule might look like for remote teaching

Resources:

- Return to School Roadmap School Operations
- Return to School Roadmap Instruction

SUPPORTING AT-RISK STUDENTS GUIDANCE

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

REMOTE

- Develop learning opportunities that are culturally and linguistically relevant.
- Record online instruction so that students can rewatch.
- Implement small group instruction in order to meet students' individual learning needs.
- Identify and implement relevant formative assessments that may be specific to at-risk student groups to accelerate student learning.
- Ensure synchronous remote learning that includes explicit language practice for English Learners (ELs).
- Provide support at the word, sentence and discourse levels.
- ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students.
- Maintain MOE for Special Education students.
- Consider bringing Special Education students to school for services that are unable to be implemented during distance learning.
- Provide communication in a language families can understand (language assistance must be free).

HYBRID

- Develop learning opportunities that are culturally and linguistically relevant.
- Prioritize scheduling for ELs, Native American Students and Students with Disabilities.
- Consider Native American Tribes, Pueblos, Nations, and urban Native American organizations' reopening plans, which may differ from state of NM and NMPED guidance.

For hybrid learning, consider everything in "substantial spread" plus:

- When scheduling, consider length of commute time some rural students have (e.g., full days may be better than half days when distance is an issue).
- Have extra PPE on hand for students who cannot afford to bring their own face coverings or who forget or lose them.
- Consider allowing special education students to continue in-person instruction as students often rely on daily routines and social interactions to address their individual learning needs.

FULL REENTRY

- Consider all the regular aspects of schooling, such as designated ELD time and maintenance of effort for special education students.
- Develop learning opportunities that are culturally and linguistically relevant.
- Identify and implement relevant formative assessments that may be specific to at-risk students groups to accelerate student learning.
- Implement small group instruction in order to meet students' individual learning needs.
- Provide high-quality academic language instruction throughout the day; ELD instruction should continue to be appropriate to the grade level and the English language proficiency level of the students (ELD Instructional Framework).

English Learner Resources:

- NMPED's Serving ELs Guidance
- EL Identification in NM
- Screening and Assessing ELs
- WIDA Educator Exchange Facebook Group

Special Education Resources:

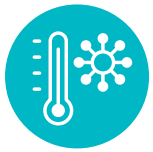
- NMPED's Special Education Bureau Covid-19 information and updates
- NMPED FAQs
- Q&A, Providing Special Education Services During Covid-19

Indian Education Resources:

- NMPED's guidance document for internet access on Tribal lands
- NMPED Martinez/Yazzie Readiness Assessment

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

District/School Considerations:



- Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID19 Infection.
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Close off school building if used by a COVID-19 positive sick person and do not use before cleaning and disinfection.

- Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met NMDOH criteria to discontinue home isolation.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow NMDOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate NMDOH guidance for home quarantine.
- Contact NMDOH to activate contact tracing.

CDC Guidance

- Symptoms of Coronavirus
- What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection
- Standard Precautions
- Transmission-based Precautions

Partnership

District/School Considerations:

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

Tribal Collaboration

District/School Considerations:

- Honor sovereignty of Native American Tribes, Pueblos, and Nations.
- Consult with local Tribal and Pueblo leaders, and Tribal Education Departments, on how to best communicate and collaborate with their communities.
- Use relevant, local data with and from Native American Tribes, Pueblos, Nations and urban Native American organizations when considering reentry and closure plans.
- Collaborate with Tribal governments to address school reopening or school closure decisions.
- Identify a point of contact for each Native American Tribe, Pueblo, Nation and urban Native American organization to share school information.
- Work with Tribal and Pueblo leaders on unique issues they are faced with in their schools and communities.
- Collaborate with Tribal Education Departments as resources to the education community.

NMPED Resources

- NMPED's guidance document for internet access on Tribal lands
- NMPED Martinez/Yazzie Readiness Assessment

Staffing

Staff Safety

Employees are expected to follow guidelines in the current statewide public health order. Staff should be trained in local and state rules regarding health and safety procedures such as appropriate use of PPE and what to do if a student or staff member is exhibiting symptoms. The CDC's How to Protect Yourself and Others may be a useful resource. Please see pages 9–11 for more information on staff safety.

Staff in High Risk Categories

Schools will need to take into consideration that some teachers and staff will fall into high risk categories because of their age or other health risks. Educators who are considered to be in a high risk group as defined by CDC guidelines may need to teach from home. All districts and schools should have a process in place to identify these educators. In addition, districts and schools should establish a process that includes formal requests to continue working from home. The process should be aligned with the district's or school's Human Resources Department. Because NMPED recommends prioritizing younger children in-person attendance, high risk teachers who work from home may need to teach upper grades and a licensing waiver may be required. (**See the *Educator Licensure* section on the following page for details**). For teachers who live with someone who is in a high risk group as defined by CDC guidelines, local board policy should be established and will dictate procedures. More details about high risk staff considerations and policies are forthcoming from NMPED.

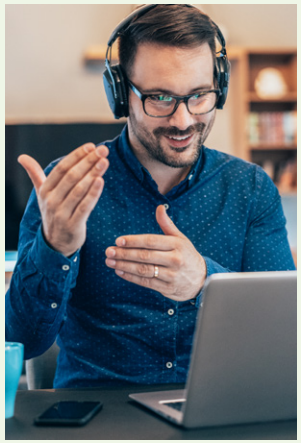
Adaptive, Flexible Staffing Plans

In order to ensure a strong start to 2020–2021, school leaders should develop adaptive and flexible staffing plans that maximize learning time and enable teachers and students to move seamlessly between in-person and distance learning. We suggest prioritizing in-person education for PreK and elementary students, as these age groups may require childcare and may require more help from family during online learning.

Some considerations for flexible staffing include:

- Consider cohorting students by the same class/group of students so that they function independently as much as possible from other students. Each group of students would recess together, eat together, have passing time together, etc. Creating cohorts where students remain together and the teachers move between classes could reduce contact with other students and slow the spread of COVID-19.
- Consider looping elementary school teachers with the same group of students from 2019–2020 so that students return to a familiar face for increased emotional security, maximize instructional time by starting with established relationships and knowledge of students' learning needs.
- Consider learning opportunities that include daily check-ins with students.
- Consider master schedule adjustments for additional instructional time in identified content areas. Consider which content areas most need in-person instruction and which may be better suited to remote learning.
- Some schools may wish to have larger class size during online learning. Class size waivers for online learning are forthcoming. In unionized schools and districts, unions should be consulted.
- Provide centers, such as socially distanced places in the school building, for teachers who don't have a place to work from home.
- Consider how the responsibilities of individual personnel will be covered in the event of illness in order to maintain services and learning opportunities for students.

Educator Licensing



While there are no changes to educator certification requirements, waivers may be requested in the case that educators in high risk category may need to work from home and therefore teach in a grade level or subject area for which they are not currently licensed. To request a waiver please send an email to licensureunit@state.nm.us.

Substitutes

NMPED recommends cross training all Educational Assistants to be licensed Substitutes and all Substitutes to be licensed Education Assistants. The Licensure Bureau will waive the fee for an Educational Assistant to add a Substitute license and for Substitutes to add an Educational Assistant license. If your district has educators who would like to pursue this option, please contact licensureunit@state.nm.us for next steps. Consider contacting the educator preparation program in your community to see if the program might identify students who could fill these roles while earning credit towards their programs.

Student Teachers

Student teachers may provide additional support during this time. NMPED suggests partnering with the educator preparation program in your community to think differently about the scope of responsibility of student teachers with their mentor teachers. These student teachers could help their mentor teachers with virtual learning. NMPED also suggests having these student teachers apply for an EA license so they may earn a paycheck while providing these additional supports, per local agreements with the educator preparation programs in your community.

Leave Policies

Districts/schools are advised to update their leave policies in consideration of the public health emergency. For guidance, please consult with your human resources staff and district/school attorneys, and please see: Families First Coronavirus Response Act and Paid Leave and related FAQs; COVID-19 and the Family Medical Leave Act (FMLA).

Professional Development/Learning

Remote teaching may be new for some educators, and they will need to be trained on how to deliver instruction via the web. Professional learning should be provided to teachers and educators on designing equitable instruction regardless of whether it is delivered in a virtual or in an in-person environment. Administrators will need professional learning on assisting, observing, and providing feedback to teachers in an online environment. Induction programs must consider how school closures impact professional learning, mentoring, and coaching for non-tenured teachers. Consider partnering with institutions of higher education to offer courses related to teaching and learning through various delivery models, including teaching in a virtual environment.

ADDITIONAL INFORMATION

- New Mexico Department of Health
- New Mexico Public Education Department
- NMPED FAQs

The New Mexico Public Education Department
would like to thank the Georgia Department of Education
for their state exemplar and kind sharing of resources.

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Office of Strategic Outreach & Community Engagement

School Reentry Guidance & Family FAQs

Updated: June 24, 2020

Summary

On Tuesday, June 23, 2020, the New Mexico Public Education Department (PED) released a comprehensive School Reentry Guidance document. The guidance contains considerations and recommendations for New Mexico's schools as they craft reopening plans for the 2020-2021 school year. Topics include: an outline of the phased approach to reentry, principles and requirements for reentry, COVID-19 safe operating categories and suggestions, and information about transportation, meals, high-risk populations, and more. The complete reentry guidance can be reviewed here on the PED website. Individual schools and districts will create specific plans for continuous learning that are responsive to their community needs and circumstances.

While we address some Frequently Asked Questions (FAQs) about school reentry in this document, this is not a comprehensive list and, therefore, we encourage families to check our website for regularly updated guidance or you can contact us at the email and telephone number listed at the end of this document. The PED will continue to update this document and we will work with partners and stakeholders to provide clarity. Additionally, we are in the process of drafting additional guidance on a variety of items related to school reentry. Please continue to check our website and follow our social media channels for updates.

FAQs

What family supports are available?
There are a number of resources available to students and families as we return to school. The PED has included a list of social emotional learning resources in the guidance document and encourages schools to recognize and attend to trauma and grief that students, families, and educators may be facing. Please reach out to your school counselor, family engagement coordinator, or community schools coordinator for additional information about local resources. Additionally, School-Based Health Centers (SBHC) are a great source for public health information and support. For more information and guidance on finding a local SBHC, please click here.

How do I know what category my school or district is in?
Schools are placed in a category based on analysis of the available health data and under guidance of the Medical Advisory Team. The PED has identified three categories for school reentry: Remote, Hybrid, Full Reentry. Beginning at the start of August, all schools will begin in the Hybrid category for an initial period. The New Mexico Department of Health (NMDOH) and the Medical Advisory Team will monitor the spread of the virus during this initial phase. Schools will move into the Full Reentry phase if there is not a significant increase in the spread of the virus during this time. Schools or regions experiencing significant spread of the virus may remain in the Hybrid model or move to the Remote model if that is determined to be necessary by state public health officials.

Furthermore, the state will assess the impact of school reentry on the rate of spread of the virus statewide and in each of the five regions. When the overall state data indicate it is safe to transition a full school schedule, the regions will be able to do so as well. Our preference is to move together as a state if the data supports general advancement toward a safe, full reentry, but if an individual region's data suggests that reentry would be unsafe for students, educators, school personnel and the community, that specific region will be monitored until numbers improve and we can ensure a safe return for all.

Attendance
Children in Pre-K through 12th grade are expected to attend both in-person and remote programs every day and attendance will be recorded on days in which students are physically present in schools. Schools will also track participation in their remote programs. The PED will provide more detailed guidance on attendance requirements for parents, schools and districts in a future memo.

Distance Options
All districts and charter schools have been encouraged to invest federal and local funds to ensure that every student has a digital device and, if needed, a mobile hotspot or other support for internet connectivity. It is expected that during Hybrid and Remote modes of operation, districts are providing a full online program. In addition, Full Reentry programs are expected to have online options ready and available with quality assurances in the event that they need to close. The PED has provided guidance on a variety of remote and hybrid learning models. Local considerations may include logistics, daycare, prioritization of student groups, and more.

What about childcare?
The health and safety of our children, families, and educators remains a priority. We are actively working with medical experts to offer guidance that supports a continued decrease in community spread of COVID-19. We understand the burden this places on families and we are encouraging districts to work with their communities to prioritize attendance and explore childcare options. In addition, the PED guidance document includes a link to resources for workplace issues related to coronavirus. The PED is working in collaboration with the Early Childhood Education and Care Department (ECECD) to address childcare and you will be able to review additional guidance and resources soon. Once published, we encourage you to review the information provided and consult with your employer and child's school district for additional considerations and local resources.

What if I don't have access to the internet or a learning device at home?
All districts and charter schools have been encouraged to invest federal and local funds to ensure that every student has a digital device and, if needed, a mobile hotspot or other support for internet connectivity. In addition, schools, and districts are encouraged to provide internet accessible areas such as school parking lots or bus stops, to download information and assignments. Furthermore, printable learning materials should be offered, when needed and appropriate.

What if I can't afford PPE like masks for my child(ren)?
Schools will implement face covering requirement similar to a uniform policy. Families are asked to provide their own, but schools should provide a face covering to those who need them or for students who forget them. The NMDOH has additional mask-wearing guidance for children here. If you or your family needs a mask this summer, you can request a face covering directly from the state here or by calling 1-833-551-0518.

My child (or someone in our home) has an underlying medical condition. What can we do?
The state is working with vendors and schools to ensure that all students in the state have access to online learning options. Students with underlying medical conditions will have access to these programs. In addition, the PED will offer more specific guidance regarding support for students with underlying medical conditions in addition to students that will attend in-person programming.

What if there's a spike in cases?
The state will continuously monitor public health data. In the event of a spike, schools will need to shift into the Hybrid or Remote learning models until the spike in cases subsides.

What is a "surveillance and rapid response testing" program?
Surveillance testing means that a set of school staff will be tested for the virus each week. This allows for ongoing monitoring and fast isolation of anyone receiving a positive test. *Rapid response testing* means that when a case is

confirmed, health officials will work with schools to identify individuals who were exposed to the infected person and to test them for the virus.

If my child is engaged in distance, remote, or hybrid learning, how will they continue to receive their meals?
The PED will continue to work with schools and districts to ensure meals are made available through either a grab-and-go program or through meal delivery. Click here for meal sites and updates.

How will my child receive their special education services?
Special education services are expected to continue as stated in a student's Individualized Education Plan (IEP). If a school moves to a Remote or Hybrid model, schools are encouraged to allow small groups of students with disabilities to access the school building in order to receive small group or individualized in-person services. The PED will continue to provide guidance and publish additional resources soon. If you have additional questions about special education, please visit our FAQ on special education here.

Will we have an in-person back to school night?
Schools must follow the Public Health Order. Many schools will have to adjust back-to-school nights and provide a virtual option or a set of small group options.

What about school sports?
The PED is in conversation with the New Mexico Athletic Association (NMAA) and will continue to follow their guidance and recommendations. The NMAA recently published an update to their "Return to Play Guidelines." You can find that document here: https://www.nmact.org/2020/06/nmaa-guidance-for-return-to-play-phase-1-updated-to-include-use-of-weight-rooms/.

Contact Information

If you have additional questions, please reach out to our engagement team at Family.Engagement@state.nm.us or call our hotline at 1-833-415-0567.

Social Media

Twitter: @NMPED and @NMPED_Community

Facebook: @NMPublicEducationDepartment

Graduation Guidance

FOR ONLINE COURSES

DISTRICTS

VIRTUAL COURSE CREDITS:

- Students can earn course credits to be used toward graduation requirements using a district virtual curriculum.
- New Mexico Public Education Department (NMPED) sanctioned Advanced Placement Online courses are available for credit toward graduation requirements. Please contact the district for more information.
- Students can graduate from their current high school.
- Diploma will be issued by the district high school.

STATE CHARTERS

VIRTUAL COURSE CREDITS:

- Students cannot be enrolled in two different high schools concurrently therefore, students who choose to enroll in a virtual course at a state charter would be required to withdraw from their current district high school and enroll in the state charter.
- Students can earn course credits to be used toward graduation requirements using a state charter virtual curriculum.
- Students will graduate from the state charter.
- Diploma will be issued by the state charter.

VIRTUAL PROVIDERS

VIRTUAL COURSE CREDITS:

- Students cannot be enrolled in two different schools concurrently. Therefore, students who choose to enroll with a virtual online course provider would be required to withdraw from their current district high school and enroll as a home school student with the NM Public Education Department.
- Students can earn course credits to be used toward graduation requirements, as a home schooled student, using a virtual online curriculum provider.
- Based on district and state charter school's established policies and procedures, credits earned from a virtual online course provider may or may not be accepted if the student chooses to re-enroll in a New Mexico public high school or state public charter school.
- Please visit the NMPED website for more information about registering as a home school student.

Visit the NMPED website more information regarding graduation requirements.

Reentry Support Guidance

NEW MEXICO Public Education Department

FOR MORE INFORMATION CONTACT: Elaine Perea

ped.state.nm.us

Career & Technical Education

COVID-19 GUIDANCE

Career and Technical Education (CTE) emphasizes real-world skills and practical knowledge within a selected career focus to meet the needs of the local community. High-quality CTE programs provide opportunities for direct engagement between industry, learners, and instructors, often include leadership development and work-based learning experiences, and enable learners to earn credentials of value.

Leverage CTE Network for System Supports

What sets CTE apart is also what presents unique challenges in the COVID-19 (coronavirus) era as CTE leaders face a number of specific challenges to support the learners, partners, industries, and the communities they serve. As CTE teachers plan for either remote, hybrid, or full reentry instruction in accordance with the NMPED Reentry Guidance, we have the opportunity to leverage Chamber of Commerce, workforce, economic development, Career and Technical Student Organization (CTSO) alumni, and local industry partners to help think through key issues and maintain communication throughout our local networks.

Ensure CTE Remains a Priority

In addition to ensuring that learners stay on track and are working toward high school graduation and postsecondary completion, attention needs to be paid to ensuring that learners continue to make progress within CTE programs and can complete all relevant coursework, experiences, and credentials.

The Association for Career and Technical Education (ACTE) High-Quality CTE Planning COVID-19 Guide is a recommended resource for New Mexico programs to plan for the 2020–2021 school year. This comprehensive guide provides access to further resources aligned with the elements of the ACTE High-Quality Framework. The guide is intended to support CTE leaders and includes key issues; resources, tools, and examples; access and equity implications; and questions to consider.

Sample questions from ACTE High-Quality CTE Guide: Planning for a COVID-19-impacted School Year

	REMOTE	HYBRID BLENDED	FULL REENTRY IN-PERSON
Sequencing & Articulation	Will courses count for postsecondary credit when learning is happening all or almost all remotely?	How will schedules for students be aligned across institutions for blended learning?	Will enrollment caps impact student access to early postsecondary opportunities or courses needed for articulation/credit transfer?
Access & Equity	If learners must use specific technology or materials for a project at home, how will you fund and provide those materials?	If the blended scenario in your district or institution puts medically vulnerable and/or special population learners back on campus, how will you schedule and space these groups to maintain social distancing?	How can you support learners' access to and continuation along high-quality career pathways?
Assessment	What other aspects of industry credentials, such as seat time and work-based learning requirements will be impacted by remote learning, and how can business partners help you navigate these challenges?	Which standards within your program are best assessed in person, and which can be evaluated remotely?	How will you schedule performance assessment to maintain social distancing?
Engaging Instruction	How will you apply project-based learning to the remote environment?	How can you maximize in-person time by moving instruction and at least some demonstration to the remote space?	How can you design projects and group work with social distancing in mind?
Facilities, Equipment, Technology & Materials	Are there personal tools, supplies or manipulatives that could be made available to students learning from a distance? How will you distribute and collect, as well as sanitize, personal tools?	How will equipment and facilities be transported and deep cleaned between different groups of students?	How can you reduce the sharing of tools or equipment among students? Will learners be responsible for cleaning and sanitation before and/or after usage?
Business & Community Partnerships	How can you use virtual platforms for guest speaking, mentoring, industry tours and job shadows to continue to engage industry and community partners?	How will you schedule industry engagement opportunities to maximize access for learners, faculty and/or staff who are on modified schedules?	How can you host advisory board meetings with social distancing, either on campus or at another site?
Student Career Development	How can you stage mock interviews, provide resume assistance or help students apply for further education or jobs through synchronous or asynchronous tools?	How can you provide learners with access to career development resources both when they are at home and on campus?	How can you adapt interactions with business and community representatives, like industry tours, guest speakers and mock interviews, to maintain social distancing?
CTSOs	How can your current service projects or fundraisers be adapted to the virtual space? What new opportunities might be available?	If you have longer-term projects, how will you manage those without students on campus every day? Are there project roles that need to be reassigned or redistributed?	How will you schedule chapter meetings for social distancing and to maximize participation? Even if students return to campus, can you meet virtually?
Work-Based Learning (WBL)	How can you integrate WBL into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business? Can industry partners offer guidance, collaboration and evaluation remotely?	In School-Based Enterprises, how can you design school-based WBL projects and activities to accommodate limited time on campus?	If learners can be on worksites, what social distancing is required? How will you address liability? How will educators monitor the safety of students in those placements, as well as the desired learning outcomes?
Data & Program Improvement	How can you use data on virtual engagement to improve instruction in the remote space?	How can you compare performance data across the in-person and remote portions of the curriculum and use it to inform instruction?	If you are responsible for any health monitoring on your campus, do your processes align with FERPA, COPPA and HIPAA? How will you protect student health data?

Supporting Student Teachers

IN A HYBRID/ONLINE SETTING

The primary goal of student teaching is to provide student teachers with opportunities to make practical applications of knowledge, learning principles, and to implement instructional strategies with a supportive cooperating teacher in a classroom setting.

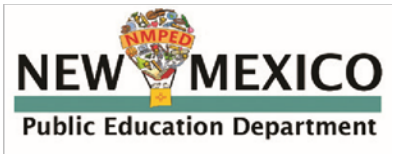
New Mexico Public Education Department (NMPED) is encouraging districts and charters to continue to support the student teaching process during the COVID-19 pandemic.

In order to support classroom needs, the NMPED Educator Quality Bureau is recommending the following guidelines for all student teachers:

- Adhere to the same staff **CDC guidelines** for student teachers (e.g. require them to wear a mask, monitor absenteeism, and provide training on Covid-19 sanitation procedures).
- If the student has underlying health conditions then allow the student teacher to teach exclusively in an online setting.
- Ensure your student teachers have the necessary equipment and training to teach in an online setting.
- Place student teachers with cooperating teachers who are willing to share their expertise and collaborate with the student teacher in an online setting.
- Provide the educator preparation program's university supervisor with access to the online classroom.
- Use your student teachers' technology skills to support teaching and learning in an online setting.
- Ensure your student teachers understand all school policies especially those that are related to COVID-19 policies.
- Share your school's comprehensive entry learning plan with student teachers.

NMPED urges districts and charters to continue to support student teachers during this challenging time and to be prepared to provide the student teachers with all school health policies such as testing policies and high-risk staff exceptions. Other considerations to provide support to student teachers:

- Have your student teachers apply for Educational Assistant's license or substitute license.
- Introduce your student teachers to parents and families.
- Collaborate with the educator preparation program leaders and university supervisors to discuss areas that the program can support the school by providing the student teachers with more training and guidance.



FOR MORE INFORMATION CONTACT: Seana Flanagan ped.state.nm.us

Equity Councils

TOOLS & SUPPORTS

The following guidance is offered for districts and charter schools to continue focusing on the critical efforts of the Equity Councils (EC) during a hybrid or remote learning environment.

Steps to Convene Equity Councils and Move Forward During the Health Order

1. Ensure your district or charter school has selected an Equity Council (EC) Lead
2. Work with your EC Lead to identify new Equity Council members or to reach out to existing members.
3. Ensure the EC Lead has access to technology and can use virtual meeting tools (web meetings, conference calls) to guide council in building relationships and defining equity.
4. With the support of the EC Lead, the Equity Council can explore the resources on the New Mexico Public Education Department (NMPED) Martinez and Yazzie Consolidated Lawsuit Equity Council webpage to support skill building and deep learning.

Meeting Virtually

- Use virtual meeting tools such as Zoom, Google Meets, etc.
- Use conference calling
- Use Google Folders to organize ideas and work
- Use Survey Monkey or Google Forms to collect information, take inventories, etc.

Troubleshooting Challenges

Smaller districts and charter schools may choose to partner with other small districts and charter schools to form a consortium in order to build an Equity Council that includes diverse membership, experience, and knowledge. Use the consortium form found on the Martinez and Yazzie Consolidated Lawsuit Equity Council webpage.

Some EC Leads and Members may need some support in building trust, skills, and relationships. EC Leads can reach out to neighboring districts for support as well as exploring the activities in the Equity Council Onboarding Workbook, the Equity Council Statewide Meetings documents on the Equity Council webpage, and the other tools mentioned below.

To-Do List for Equity Councils

1. The EC Lead guides the council through the Readiness Assessment.
2. The EC Lead guides the council in the design of an advisement package for the district or charter school leadership.
3. The EC supports with the design of the district and/or school-level Culturally and Linguistically Responsive (CLR) Frameworks.

NMPED Tools for Equity Councils

Resources Available on the Martinez and Yazzie Consolidated Lawsuit webpages:

- FAQ
- Equity Council Selection Rubric
- Equity Council Onboarding Workbook
- Equity Council Meeting Documents and Hands-on Tools
- Readiness Assessment
- CLR Framework Inventory
- CLR Framework: Schooling by Design Tool
- Visual Representations of CLR Frameworks (see the CLR Framework June Webinar)
- CLR Guidance Handbook- Located on the Language and Culture Division's webpage

Other Tools and Readings to Build Equity Council Efficacy during Remote and Hybrid Learning

- Leading for Equity: Opportunities for State Education Chiefs
- The School Reform Initiative Equity Protocol
- Norms for Engagement Courageous Conversation Protocol

Tips on Staying Connected During Equity Council Virtual Meetings

- Being on video can keep people more accountable and less likely to multi-task since they are visible to others.
- Practice active listening during a meeting by thinking about the content and contributing to the discussion.
- Encouraging members to take notes can be helpful to ensure engagement
- EC Leads should manage the meeting structure. The most productive meetings have a clear desired outcome, an established agenda, and clarity on next steps.

English Learners, Bilingual Multicultural Education Programs, & the State Seal of Bilingualism-Biliteracy

SCHOOL REENTRY GUIDANCE

Identification of Potential English Learners Who Are New to Public Education in New Mexico (Includes Students Entering Kindergarten)

The administration of the department-approved English language proficiency screening assessment, as well as parent notification, must occur within 30 days of the beginning of the school year. Students new to public education who registered in the spring during school building closures or those registering for the 2020–2021 school year (including all Kindergarten students), and who are potential English learners (ELs) based on the responses on the New Mexico Language Usage Survey (LUS) questions 1–7, must be administered the department-approved English language proficiency screening assessment (W-APT for Kindergarten and WIDA Screener Online for grades 1–12) when hybrid or full reentry models are implemented. This ensures that students receive all the instruction that they are entitled to as soon as possible. Thus, administration of the department-approved English language proficiency screening assessment must be prioritized when students are allowed in school buildings.

Identifying ELs and ensuring appropriate language services for students as soon as possible is a requirement so that students have meaningful access to all instruction. During the implementation of the remote model, schools can serve limited small groups of some K–3 students in person. This includes no more than five students per teacher and the prioritizing of students most in need of learning support. The decision, whether to prioritize administering the department-approved English language proficiency screening assessment (W-APT for Kindergarten and WIDA Screener for grades 1–3) to potential ELs, during the remote model implementation in the limited small groups of some K–3 students, would depend on the local context.

If a student is an EL based on the W-APT/WIDA Screener Online score results, parent notification must occur within 30 days from the beginning of the school year. Any communication with parents must be conducted in a language that the parents can understand. The district/school has to offer free and appropriate language assistance services to parents, including competent translators and interpreters.

Please Note: Appropriately identifying and serving ELs is required under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 for all districts and schools, including charter schools. Please document any variation in parent notification from the 30 days of the beginning of the school year, given the current COVID-19 Health Order.

Resources:

- W-APT/WIDA Screener Cut Scores
- Sample Parent Notification

Transfer Students

Students who transfer from a district/charter school in New Mexico are not given the LUS, nor are the students administered the English language proficiency screening assessment. Please follow guidance in the LUS Guidance Handbook, FAQ #21 on pages 31–32.

Students transferring to a school in New Mexico from another state: NM accepts the English language proficiency status (initially fluent English proficient, English learner, reclassified fluent English proficient) of the student as determined in the state from which the student transferred.

Provisional Screening for EL Programs & Services in Remote Model

For potential ELs who are not administered the department-approved English language proficiency screening assessment as described above (in limited small groups for some K–3 students), districts and schools use the WIDA Remote Screener to provisionally screen students for EL programs and services. The WIDA Remote Screener serves as a temporary solution for students new to public education who are potential ELs (based on Language Usage Survey responses), and only gives provisional guidance on the language supports the student may be entitled to; please ensure this information is shared with parents. As a result of administering the Remote Screener to a student, the test administrator (TA) completes a WIDA Remote Screener Student Score Sheet on which the TA gives one of the three recommendations.

1. **The student is a newcomer or beginner**—Student is a provisional English learner and is provided an EL program and services.
2. **The student demonstrates a developing level of English language proficiency but not in a way that clearly supports an identification decision**—Student is a provisional English learner and is provided an EL program and services.
3. **The student is fluent or highly proficient (equivalent to a monolingual English peer)**—Student is a provisional initially fluent English proficient (IFEP) student.

Please Note: The WIDA Remote Screener is not a department-approved English language proficiency screening assessment, per section 6.29.5.11 of the New Mexico Administrative Code (NMAC). Thus, the identification process is not complete until the hybrid or full reentry models are implemented, and the district/schools complete the full identification process by administering the department-approved English language proficiency screening assessment (W-APT for kindergarten and WIDA Screener Online for grades 1–12) to promptly ensure proper identification and placement for new English learners.

The WIDA Remote Screener is administered by experienced test administrators, who have previously administered the WIDA Screener or ACCESS for ELLs and have re-certified for the 2020–2021 school year. WIDA has provided a Test Administrator Manual, Test Administrator Script, and test materials for students taking the K–1 Remote Screener in addition to a training video showing an example test administration and a recorded webinar video on the K–1 Remote Screener. All materials are accessible in the WIDA Secure Portal by choosing the WIDA Remote Screener tile under Screener Test Materials & Training. Materials for grades 2–12 Remote Screener will be available by the end of July 2020. Please note: Students must have access to a hardcopy, printed student packet during the remote screening; WIDA recommends color printing whenever possible. Please work with your district/school to provide the packet to the student's household.

Communicating with Parents

Successful communication is part of building strong relationships between schools and families. Districts and schools have an obligation to meaningfully communicate with parents who are not proficient in English and inform them adequately of any program, service, or activity that is called to the attention of English proficient parents. This ensures that all families can make informed decisions about their child's education.

Any communication with parents must be conducted in a language that the parents can understand. The district/school has to offer free and appropriate language assistance services to parents including proper and competent translators and interpreters.

Expectations for English Learner Programs and Services

As part of learning academic standards, it is important that EL students are supported in the development of their English language skills. The table below shows the New Mexico Public Education Department (NMPED) guidelines. Consideration should be given to a student's English language proficiency level when implementing the recommended times.

The spring 2020 ACCESS for ELLs and Alternate ACCESS results can be used to support instructional decision making in the 2020–2021 school year to ensure English learners receive the appropriate language supports that they need and to which they are entitled. Students who receive a composite overall score of 5.0 or higher on ACCESS for ELLs or a composite overall score of P1 or higher on Alternate ACCESS, exit EL status and must be monitored for academic progress for two subsequent years. Please ensure each teacher has the W-APT/WIDA Screener Online scores for students new to public education. For students who are current ELs, please ensure each teacher has the scores for the spring 2020 ACCESS for ELLs/Alternate ACCESS results, including all of the domain scores. The results have been available in WIDA AMS starting on May 21, 2020. Districts/state charter schools will receive printed reports on September 8, 2020.

Resource:

- ELD Instructional Framework

English Language Development (ELD) Course/Block (dedicated course/block to develop English skills)

	REMOTE*	HYBRID	FULL REENTRY
K–1st Grade	Same proportion of instructional day as in full reentry	Same proportion of instructional day as in full reentry	45 min daily
2nd–3rd Grade			45 min daily
4th–5th Grade			45 min daily
6th–12th Grade			45 min daily

*How recommended ELD time is used within the week during Remote Learning depends on each teacher's weekly plan to ensure critical standards are met and that students have meaningful access to them.

State-funded Bilingual Multicultural Education Programs (BMEPs):

Expectations for content areas include that students continue learning the content in the language that is in the school's approved State BMEP Application for 2020–2021. Additionally, it is important to allow students to stay connected to language learning.

Resource:

- BMEP Requirements

Required Instruction in Bilingual Multicultural Education Programs

	REMOTE	HYBRID	FULL REENTRY
3-hour BMEPs (Dual Language Immersion, Heritage, Maintenance, Transitional models)	Students in 3-hour programs spend equal amounts of work and instruction in English and Spanish	Students in 3-hour programs spend equal amounts of work and instruction in English and Spanish	**Initial fluent English proficient (IFEP) and reclassified fluent English proficient (RFEP) students—**one hour of home/heritage language arts, and two content areas in the home heritage language **ELs**—one hour of home/heritage language arts, one hour of ELD, and one content area in home/heritage language
2-hour BMEPs (Heritage, Maintenance, Transitional, Enrichment models)	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction See guidelines for ELD above Continue teaching content areas in the language indicated in the approved BMEP application for 2020–2021	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction See guidelines for ELD above Continue teaching content areas in the language indicated in the approved BMEP application for 2020–2021	**IFEP/RFEP students—**one hour of home/heritage language arts, and one content area in the home/heritage language **ELs**—one hour of home/heritage language arts and one hour of ELD
1-hour BMEP (Enrichment, not for ELs)	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Same amount of time in home/heritage language arts instruction as in English Language Arts instruction	Home/heritage language arts class

Avant STAMP Language Proficiency Assessment for Students in a Spanish Language State-funded BMEP

Avant STAMP must be administered to all students who participate in a Spanish language state-funded BMEP until a student scores at the proficient level on this assessment. It is recommended that this assessment be administered around the same time each year to measure annual Spanish language proficiency growth for students. Please ensure that as the district and schools plan for re-opening, Avant STAMP administration is scheduled when school buildings are open (full reentry and hybrid) staggering schedules for taking the assessment.

Please note that Native American language revitalization BMEPs must provide language proficiency assessments as required by tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension.

Developing a Plan for Seniors to Earn the State Seal of Bilingualism-Biliteracy

Full Reentry/Hybrid Learning

It is important to plan how seniors intending to earn the State-Seal of Bilingualism-Biliteracy (SSBB) will be able to complete all requirements to earn the SSBB by the end of the school year. For the options that have an Assessment Component (options 2 and 4), please plan that students can take the required assessment throughout the school year when school building are open staggering schedules for taking the assessment as necessary.

Remote Learning

Completing the Assessment through Avant Online Remote Proctoring: High school seniors in need of testing for the SSBB are provided an online remote proctoring option. This option will be provided through the Avant Remote Proctoring Service and will enable students to take Avant STAMP or WorldSpeak tests at home.

Technology requirements: Students will need to have an internet connected computer and a headset with a microphone like they would require if they were taking the test at school. Additionally, test takers will need to have a smart phone and a web cam on their computer for testing. The online proctoring will work on a PC or Mac computer, but it will not work on iPads or Chrome Books. Due to the comprehensiveness of the home proctoring solution, test takers can expect to encounter more steps when logging in to test than they do in the classroom setting. An ID check and facial scan will be required, along with showing the testing room to ensure no outside resources are at hand. For further details, please contact Bonnie Buck at bonnie.buck@avantassessment.com.

Completing the Alternative Portfolio Process under Remote Learning: Students whose option to earn the SSBB includes the Alternative Process Portfolio, could conduct the alternative portfolio presentations through virtual resources like Skype, Zoom meeting, Google hangout, etc. Students can submit a copy of the portfolio a few days earlier than the actual virtual meeting to give enough time for the panel members to review the materials. Additionally, alternative portfolio panel members can have another short virtual meeting to discuss the student presentation.

Further information on the options and the SSBB may be found on the NMPED website.

Tribal Consultation During a Health Order

Tribal Consultation remains a requirement, district and charter school staff should practice the principles of social distancing while engaging with stakeholders. Engagement can be completed through conference calls, video conferencing, etc. As a friendly reminder, Tribal Consultation should take place as it pertains to federal program under ESSA as well as prior to an agency activity that impacts tribal interests related to educational resources, curriculum development, or the development, changes, and implementation of educational policies and procedures that address the unique educational needs of New Mexico's American Indian students.

Consider Nation, Tribe, and Pueblos' reopening plans, which may differ from state of New Mexico and NMPED guidance.

Educator Collaboration and Professional Development

During the school year whether remote, hybrid, or full reentry, providing office hours supports consistency and structure for students and families. Joint office hours with teams of educators, including ELD teachers, EL specialists, Native American Language and Culture teachers and special education teachers might work very well so that teachers begin to support one another and differentiated groups of learners dynamically in the instructional space. It would also encourage language teachers, special education teachers and other content teachers to collaborate to maximize efficiency in the delivery of instruction.

WIDA's free Self-Paced eLearning workshops provide flexible professional learning that is available when you want, where you want, and at your own pace.

Current eWorkshop offerings include:

- Foundational Concepts
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning Mathematics
- Doing and Talking STEM
- WIDA Writing Rubric
- Leading for Equity: Classroom Walkthrough

Learn more on the WIDA Self-Paced eWorkshops. Starting on September 1, 2020 some of the eWorkshops will be retired and new workshops added.

Below are some ways to maximize the eLearning opportunity:

1. Evaluate your school or district's needs and find an offering that meets your goals.
2. Create a professional learning community (PLC) or a learning cohort that meets online.
3. Use WIDA PLC-specific and collaborative learning resources in some of the Self-Paced eWorkshops.

Using Multiple Measures & Formative Practice to Identify Learning Needs

REENTRY GUIDANCE

Relationships First

School leaders and educators will be faced with many, immediate priorities as students start the academic year. Among those will be understanding new safety protocols, adjusting to new schedules, routines, and norms, incorporating technology more robustly as a day-to-day tool for instruction, and establishing academic baseline using formative assessments and multiple measures of student performance.

However, it is our belief that none of the above priorities can be accomplished without first attending to the social and emotional wellbeing of students. Strong, established, positive relationships with adults and peers allow for deep connections, critical thinking, and accelerated learning to occur. In this way, our students' emotional and physical safety is paramount.

Administering a test should not be a day one, week one, or even week two activity; New Mexico Public Education Department (NMPED) believes that local school leaders can best determine when to deploy the formative assessment tools that will assist with identifying their students' needs. When appropriate, this guidance document will assist schools in better understanding how to identify learning needs and the resources available for formative practices.

– **Dr. Gwen Perea Warniment,**
Deputy Cabinet Secretary
Teaching, Learning & Assessment

Identifying and Diagnosing Learning Needs

Many assessment products have been described as diagnostic and made to serve multiple purposes. However, NMPED understands that effective assessment practices require specific design and uses. As such, in order to support teachers in identifying and addressing student needs, New Mexico has engaged in a comprehensive, balanced assessment system. A balanced system of assessment provides students multiple opportunities to demonstrate learning and understanding. Comprising formative, interim, and summative assessments, each with a distinct purpose and use, this system of assessments informs teachers on student competency and learning gaps, provides feedback to students and families, and illuminates the need for broader support and policy action at the district and state levels.

As schools begin to prepare for student reentry in the fall, NMPED is dedicated to supporting teaching and learning through formative and interim assessments, available to all NM public schools, at no cost to the school or district. These tools, which are aligned to state adopted content standards, are also aligned with the state's summative assessments, allowing for consistent, streamlined information on student progress. **Additionally, these tools are available in multiple delivery formats (paper and online) and with flexible administration (number of items, time) to be adaptable to all reentry options: remote, hybrid, or in-person.** Together, the implementation and use of high-quality formative and interim assessments and practices illuminate student learning gaps and highlight targeted areas of focus for the upcoming school year.

Critical to the support and success of all NM students is a commitment to maintaining high standards and academic goals. Identifying and addressing student learning needs is a practiced skill for teachers, thus NMPED's primary aim is to leverage, support, and enhance those skills by providing tools and services that teachers may use to build capacity and address the needs of students in the fall.

Importantly, there is no single prescribed method, test, or tool that single handily works to "establish a baseline" for student learning. Rather, schools and educators must employ a toolkit of resources and supports to elicit student thinking, identify areas of need and misconceptions, and measure progress in relation to learning goals, all to target specific actions that accelerate learning. This is the work of taking back assessment as part of the teaching profession.

These actions require multiple measures of student understanding, including formative and interim assessment data, as well as leveraging longitudinal data, screeners, and critical, informal learning checks. Developing, selecting, and using the information from high-quality assessments works best when teachers can work together in groups such as professional learning communities (PLC).

Formative assessment practices are inseparable from instruction and provide in-the-moment feedback to students and to gain insight into student thinking so teachers can adjust instruction to best meet students' learning needs. These tools elicit student understanding and help identify misconceptions. NMPED provides assessment tools, aligned to NM content standards, which may be used formatively, to all schools. These resources are tied to key learning targets to provide specific information to educators on knowledge and skills that are still emergent or developing.

Formative Assessment Guidance by Reetry Category

REMOTE | **HYBRID** | **FULL REENTRY**

- Formative assessment tools are available for remote access schools
- Resources support specific learning targets, may also be individually selected or grouped by teachers to support specific uses

- A variety of delivery options including printable PDFs that may be distributed to students with limited internet connectivity
- Professional learning available to educators to support use of formative assessments in digital or remote learning environments.

As you monitor your students' progress, it is important to respond with both the data and acceleration in mind. Here are some responses that may be employed based on formative practices and interim performance.

- **Fewer than 25% of students perform below mastery on an assessment:** respond with targeted intervention for those specific students. Do not adjust whole-group instruction to meet this need.
- **Between 25–75% of students perform below mastery on an assessment:** analyze the standard and high-quality instructional material being used to determine:
  - If the material spirals into future units of instruction, then adjust your scope and sequence/pacing guide to offer embedded formative assessments to regularly monitor progress. Since the material spirals, you do not need to adjust the scope and sequence/ pacing guide to add instructional days. This is true for both priority and non-priority standards.
  - If the material does not spiral and it is a priority standard, then slight adjustments should be made to the instructional days in your scope and sequence/pacing guide. These adjustments should be as minimal as possible (one to three days) so as not to remove needed days for other standards. Adjustments should also be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - If the material does not spiral and it is not a priority standard, then no adjustments should be made to the instructional days in your scope and sequence/pacing guide. Adjustments should be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - **NOTE:** Strategies must be adjusted depending on where along the 25–75% continuum the class exists.
- **More than 75% of students perform below mastery on an assessment:** respond with targeted whole-group instruction to meet these needs. Analyze the standard and high-quality instructional material being used to determine:
  - If the material spirals into future units of instruction, then adjust your scope and sequence/pacing guide to offer embedded formative assessments to regularly monitor progress. Since the material spirals, you don't need to adjust the scope and sequence/pacing guide to add instructional days. This is true for both priority and non-priority standards.
  - If the material does not spiral and it is a priority standard, then slight adjustments should be made to the instructional days in your scope and sequence/pacing guide. These adjustments should be as minimal as possible (two to three days) so as not to remove needed days for other standards. Adjustments should also be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - If the material does not spiral and it is not a priority standard, then a small (one day) adjustment could be made to the instructional days in your scope and sequence/pacing guide. This should only be done if all students share a common misconception that could be address easily in one lesson. If this is not the case, adjustments should be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.

Formative Tools Available to All New Mexico Schools at No Cost

	SUBJECT AREA	RESOURCE/PURPOSE	PARTNER PROVIDER
K–Grade 2	English (ELA) & Spanish Language Arts (SLA)	• Computer adaptive ongoing progress monitoring tool • Identify needed intervention areas and determine within year summary growth	Istation's Indicators of Progress (ISIP)
K–Grade 2	Mathematics	• Computer adaptive ongoing progress monitoring tool • Identify needed intervention areas and determine within year summary growth	Istation's Indicators of Progress (ISIP)
Grades 3–8	Math, ELA, & STEM (Science)	• Comprehensive 6–10 question formative item sets[1] available in PDF and online • Intended to be used as part of a lesson or instructional unit	Cognia
Grades 3–8	Math[2] & ELA	• BOY, MOY, and EOY interim assessments to determine progress toward grade-level proficiency	Cognia
High School	Math & ELA	• Khan Academy for specific skill building and practice test (formerly operational exams), which can be used as BOY, MOY, and EOY interims	College Board
Grades 3–High School	Math, ELA, & Science	• Instructionally embedded formative assessments1 to be used to during the academic year to determine student progress toward IEP defined academic goals	Dynamic Learning Maps (DLM)

[1] Can be translated into other languages locally
[2] Spanish math in development

Here are some additional resources to support formative practices in the classroom.

- Formative Assessment Resources for Parents, Wisconsin Department of Public Instruction
- Formative Assessment Practices for Distance Learning, Wisconsin Department of Public Instruction
- Six Resources to Support Remote Instruction, Wisconsin Digital Learning Collaborative
- Classroom Assessment Learning Modules, Center for Assessment

ACT & SAT Testing

SUMMER/FALL 2020 WEEKEND DATES & GUIDANCE

The New Mexico Public Education Department (NMPED) does not oversee ACT or SAT weekend testing. Weekend testing sites are established and operate under separate agreements established between ACT and College Board and each local testing site.

Weekend testing centers in New Mexico should operate in compliance of the current social distance guidelines as well as guidelines provided by ACT and College Board.

NMPED extends the following links and to assist weekend testing centers in their planning:

- State of New Mexico Social Distancing Guidelines
- ACT Social Distancing Guidelines
- College Board/SAT

Please refer to the following websites for most current weekend testing dates:

- SAT Weekend Test Dates
- ACT Weekend Test Dates

Currently Scheduled Non-PED Sponsored Weekend Testing Dates
Dates may be subject to change

ACT SUMMER/FALL 2020	SAT SUMMER/FALL 2020
Saturday, July 18, 2020	Saturday, August 29, 2020
Saturday, September 12, 2020	Saturday, September 26, 2020
Sunday, September 13, 2020	Saturday, October 3, 2020
Saturday, September 19, 2020	Saturday, November 7, 2020
Saturday, October 10, 2020	Saturday, December 5, 2020
Saturday, October 17, 2020	
Saturday, October 24, 2020	
Sunday, October 25, 2020	

Sunday, September 27, 2020 ACT test date cancelled due to conflict with SAT.

NMPED-Sponsored SAT School Day Testing

NMPED is offering all seniors (class of 2021) an opportunity to take the SAT in the Fall 2020 for free since the SAT, as part of the state ESSA assessment was cancelled in Spring 2020 due to COVID-19.

Questions about SAT School Day testing should be directed to your student's local District or State Charter Test Coordinator (DTC).

PE, Elective Classes, Recess, & NMAA Sports & Activities

GUIDANCE FOR 2020–2021 SCHOOL REENTRY

Physical Education and Related Classes

Physical education (PE) classes and physical activity are important supports for students' physical, mental, and social-emotional health. Schools should continue to provide high-quality, standards-based PE programs, while being mindful of social distancing and good hygiene practices.

High-quality PE provides students with a planned, sequential, K–12 standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportspersonship, self-efficacy, and emotional intelligence. Regardless of modality (face-to-face, hybrid, or online), the goal of PE is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

For the 2020–2021 school year, students and staff are required to wear face coverings while at school, except when eating, drinking, or exercising. Though face coverings are not required during periods of exercise, students are required to wear face coverings during PE classroom instruction.

The reentry considerations for PE classes below are intended to guide administrators, staff, and teachers as they prepare for safe and supportive PE instruction.

New Mexico Public Education Department (NMPED) encourages districts and charter schools to consider:

1. Teaching PE outdoors or in well-ventilated areas;
2. Being creative and flexible in scheduling PE in the classroom;
3. Ensuring PE class sizes allow for social distancing;
4. Teaching personal hygiene such as handwashing as well as coughing and sneezing etiquette;
5. Postponing or adapting units of instruction that take place in weight rooms or swimming pools;
6. Encouraging students to come in clothing appropriate for PE class;
7. Closing locker rooms and eliminating any requirement for changing clothes for PE class;
8. Maintaining social distancing, including using cues, such as tape on the floor, to mark six-foot spacing;
9. Avoiding the use of equipment that is made of cloth or is porous and would be difficult to sanitize, as well as equipment that students are likely to put into their mouths;
10. Minimizing sharing of equipment;
11. Cleaning and sanitizing high-touch surfaces and equipment between classes;
12. Encouraging students and staff to bring water bottles rather than using water fountains; and
13. Focusing instruction on individual pursuits or skills such as dance, fitness, mindfulness, disc golf, track and field, throwing underhand, kicking, and target games.

For online and hybrid (online and in-person) instructional programs, teachers of PE should continue to provide standards-based instruction and learning activities for students to complete at home. PE classes, during periods of online and hybrid instruction, support the goal of having physically literate individuals and also support the national recommendation of 60 minutes or more of moderate-to-vigorous physical activity daily for children and adolescents ages six through 17.

Much of this section is adapted from The Society of Health and Physical Educators (SHAPE) America's 2020-2021 School Reentry Considerations: K–12 Physical Education, Health Education, and Physical Activity.

Other Classes with Unique Risks

In addition to physical education classes, there are other subject-area classes that may represent a heightened risk for transmission of the Coronavirus. Classes such as band, choir, theater, community internships, and others may represent unique challenges for reentry due to the intense respiratory nature of activities involved, the close contact required for classroom activities, or interfacing with the public.

Whether and how such classes meet is at the discretion of the district or charter school. The Centers for Disease Control (CDC) recommendations for youth sports may be useful when considering how to convene such classes safely.

During the 2020–2021 school year, for classes that present a heightened risk of Coronavirus transmission, NMPED encourages districts and charter schools to consider:

1. Providing related, alternative activities for classroom activities that exceed acceptable risk;
2. Teaching and practicing hand hygiene and respiratory etiquette;
3. Having students and staff use face shields in addition to, or instead of, masks, for activities such as singing, stage performances, or for community interaction;
4. For intense respiratory activities such as band, choir, and theater, practicing outdoors if possible, if not, practicing in well-ventilated spaces;
5. Maintaining regular cleaning and disinfection routines;
6. Prohibiting the sharing of apparatus including instruments, face shields, microphones, wigs, props, or other equipment;
7. Maintaining social distancing, including using cues, such as tape on the floor, to mark six-foot spacing;
8. Avoiding spectators when possible;
9. Screening spectators, having them maintain social distancing requirements, and having them wear face coverings;
10. Avoiding off-site competitions and performances;
11. Using video-conferencing applications or outdoor spaces for performances; and
12. Prohibiting concession stand sales.

For the 2020–2021 school year, students and staff are required to wear face coverings while at school, except when eating, drinking, or exercising. Intense respiratory activities, such as playing a wind instrument, are to be considered exercising.

Recess

The COVID-19 pandemic has limited the opportunities for students to develop and practice social skills through interactive, free play with classmates. Recess is an important educational opportunity for students to practice social skills. It also helps meet the recommended 60 minutes of physical activity for children and adolescents.

Recess supports the emotional needs of students, providing opportunities for students to reconnect with friends they may have been separated from during stay-at-home health orders. Recess also provides time and space for students to develop new relationships and support systems that may help them cope with difficult circumstances.

For the 2020–2021 school year, requirements for recess include:

1. Time for recess will not be reduced or eliminated,
2. Recess will not be withheld as a punishment, and
3. Students are to maintain social distancing requirements.

Additional considerations include:

1. Cluster students within a class into groups of no more than five individuals, and have them play within their clusters during recess;
2. Provide regular cleaning and disinfection of playground equipment;
3. Stagger recess times such that few classes are sharing the recess space;
4. Add additional spaces where classes may take recess to reduce the number of classes sharing the recess space;
5. Teach students games for recess that can be played while maintaining social distancing requirements;
6. Limit the use of shared recess equipment such as balls and frisbees; and
7. Maintain sufficient adult supervision during recess to monitor and enforce social distancing requirements.

In addition to traditional recess, for periods during which instruction is occurring online, consider implementing recess virtually, providing instructional breaks for groups of students to socialize through video-conferencing technology, or to participate in a menu of appropriate physical activities at home.

Much of this section is adapted from The Society of Health and Physical Educators (SHAPE) America's 2020–2021 School Reentry Considerations: K–12 Physical Education, Health Education, and Physical Activity.

Extra-Curricular NMAA Sanctioned Sports and Activities

Extra-curricular sports and activities can be an important part of the educational experience, helping to motivate and engage students as well as encouraging pride and comradery across a campus. NMPED and the New Mexico Activities Association (NMAA) are working together to ensure that NMAA sanctioned sports and activities continue in NM schools while maintaining student, staff, and spectator safety.

Requirements around NMAA sports and activities for the 2020–2021 school year continue to be revised based on changing conditions.

- Summer workouts for football, soccer, wrestling, and basketball are not permitted.
- There is a modified schedule for 2020–2021 sports seasons available at the following links:
  - Master Table of Athletic Events
  - Sports Calendar
- Overnight travel for NMAA sanctioned activity teams is not allowed.
- Tournaments for NMAA sanctioned activities are not allowed.

Comprehensive guidelines for convening practices and competitions for NMAA sanctioned activities in 2020–2021 are available through the NMAA's Return to Play Guidance.

The NMAA Guidance for Return to Play follows a three-phase approach. As of the release of this document, New Mexico is in phase one of return to play, which is described as, **"Individual skill development and workouts; no contact with others; minimal sharing of equipment; no games or scrimmages."**

For additional information, please see the NMAA's website.

As conditions change, the requirements for extra-curricular NMAA sanctioned sports and activities will continue to be updated.

School Emergency Drills

2020–2021 REQUIREMENTS

As of July 1, 2019, Senate Bill 147 (from New Mexico's 54th legislature) established new school emergency drill requirements for public and private schools.

The school emergency drill requirements are as follows:

- An emergency drill shall be conducted in each public and private school once a week during the first four weeks of the school year.

  Of these:
  - One shall be shelter-in-place that includes preparation to respond to an active shooter;
  - One shall be an evacuation drill;
  - Two shall be fire drills.
- During the rest of the school year, each school shall conduct at least four additional emergency drills, at least two of which shall be fire drills.

In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance during emergency drills for the purpose of giving instruction and constructive criticism.

For school year 2020–2021, schools will need to meet the emergency drill obligations while maintaining social distancing requirements. In advance of any emergency drills, students and staff will need to be taught and to practice how to participate in the emergency drills while maintaining social distancing. For fire drills and evacuation drills, social distancing requirements may necessitate new or additional evacuation locations. Emergency drills in preparation for an active shooter will also likely need amended to account for social distancing.

As New Mexico public schools will be participating in hybrid (in-person and online) instructional models at the outset of the 2020–2021 school year, only part of the student body will be on campus for any particular school day. The New Mexico Public Education Department (NMPED) encourages emergency drills be scheduled on alternating A/B schedules in order to provide all students opportunities to practice emergency operations and sufficiently prepare for potential emergencies.

Schools are required to document their executed drills in their Safe Schools Plans. Schools submit Emergency Drill Assurances to NMPED when their Safe Schools Plans are up for review, triennially.

FOR MORE INFORMATION CONTACT: Gregory Frostad ped.state.nm.us

cyfd
Children Youth & Families Department

Reporting Abuse

DURING THE COVID-19 CRISIS

Kids need schools to continue reporting abuse during the COVID-19 crisis.
Since schools have shut in New Mexico, child abuse reports have dropped nearly 50%.

You May Be the Only Person to Act

Remember, if something does not look safe, sound safe, or feel safe—make a report.

Signs of Concerns in the Virtual Environment:

- The child tells you they feel unsafe.
- Significant changes in the student's mood/behavior
- Looking disheveled (especially if this is new)
- Showing signs of worry (e.g. looking over their shoulder, wringing their hands)
- Not turning on camera or sitting in shadows
- Hiding parts of their body, (eg. hair or arm, blocking face)
- Repeated dressed in same clothing (especially if this is new)
- Changes in quality of work
- Lack of attendance/homework when they have virtual access
- No contact with the student/family after repeated attempts
- Note repeated late entries/abrupt departures

Here are Some Tips to Help:

- Log in early, log out late
- Have office hours, give email address
- Be available
- Build rapport
- Ask them to set-up a well-lit work area
- Speak with students privately
- Check in regularly with students and/or caregivers.
- Ask questions, be curious:
  - "Give me one word that describes how you feel today?"
  - "How is learning from home different from learning at school?"
- Pay attention to background noises, home environment, people
- Create assignments that pair students to foster creating connections
- Encourage online connections to others
- **Video Resource:** Recognizing & Reporting Child Abuse & Neglect During COVID 19

You can **be the ONE person** who makes all the difference! Be the voice they don't have.

If you suspect abuse and neglect, report it to Statewide Central Intake (SCI) (855) 333-SAFE or #SAFE from a cell phone.

Reentry Support Guidance

NEW MEXICO Public Education Department

RELEASED 07/08/20

FOR MORE INFORMATION CONTACT: Gregory Frostad ped.state.nm.us

Grades

NMPED GUIDANCE

Grades are deeply embedded into the culture and function of American education; they are used for state graduation requirements, military eligibility, community college transfers, and scholarship determinations. They are one of the chief mechanisms for linking high schools with colleges and universities. They communicate expectations and understanding of student performance for educators from one year to the next. Most importantly, grading is how we communicate information about learning with students and their families. Grades message to our students and their families how they are doing in preparation for pursuing their life goals. Parents and students depend on this information, and we must assure that what is communicated is accurate.

The New Teacher Project (TNTP) has published an intriguing study titled, **"The Opportunity Myth."** They poignantly chronical, **"While more students than ever before are enrolling in college, far fewer are succeeding once they get there. Nationwide, 40 percent of college students (including 66 percent of Black college students and 53 percent of Latinx college students) take at least one remedial course, where they spend time and money learning skills they were told they'd already mastered in high school."**

New Mexico Public Education Department (NMPED) guidance for districts and schools is to use reentry as an opportunity to consider the effectiveness of pre-established grading policies at various grade levels. Purpose and effectiveness should inform local decisions about grading policies moving forward. The process and decisions about both standards and grading have profound consequences on students, potentially deepening the opportunity gap and existing inequities. As TNTP explains, "In other words, ...millions of students across the country are working hard to get through school, only to find themselves ill-prepared to live the lives they hope for. They're planning their futures on the belief that doing well in school creates opportunities—that showing up, doing the work, and meeting their teachers' expectations will prepare them for what's next." When revising grading policies to respond to potential scenarios for Covid-19 Safe Operating Categories (full remote, hybrid or full reentry) it is important that policy and operational procedures support accurate information on student performance.

Districts and schools should examine how their decisions about grading policies affect student groups at various grade levels. Districts have an opportunity now to reframe their systems around culturally responsive and anti-racist practices, including how student performance is measured and communicated.

NMPED strongly encourages competency-based approaches, student portfolios, and standards-based assessment practices. While grades are an established tool that communicates proficiency, NMPED recommends districts and schools take the opportunity to reframe communication, emphasizing educator collaboration and interrater reliability that allows teachers to better understand student misconceptions. NMPED also recommends districts and schools promote deeper feedback for students and less emphasis on one-dimensional grades. Feedback should help students understand where they are in relationship to on-grade-level standards as well as help them see the roadmap of supports that teachers will provide to help them scaffold their learning. Offering students specific and timely feedback, opportunities for improvement and goal setting, and engaging in discussions around performance are much more substantial, cultivating both a growth mindset and student metacognition and should all be considered in grading policies. These practices also follow closely with improved, relevant, and culturally responsive educational tasks.

With these considerations, each district and school can approach grades as they find appropriate for their community. NMPED strongly recommends engaging parents and students to establish grading policy moving forward.

Pre-K–Preschool

REENTRY GUIDANCE

Preschool Programs operate on their regular in-school schedule.

Preschool children need interactions with adults and peers to build language and social skills. Pre-Kindergarten (Pre-K) programs must prioritize having all preschool children on-site. Preschool programs in public schools and in community programs will operate on their regular in-school schedule for the 2020–2021 school year unless changes in the public health order necessitate a more restrictive policy. New Mexico Pre-K programs are required to comply with the New Mexico PreK Program Standards and New Mexico Public Education Department (NMPED) FOCUS.

Pre-K American Academy of Pediatrics

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors. More information on COVID-19 Planning Considerations: Guidance for School Reentry is available from the American Academy of Pediatrics.

Ratios and Group Size

1. As of July 1, the New Mexico Early Childhood Education and Care Department (ECECD) has approved that four-year-old Pre-K/preschool ratios and group size may return to the FOCUS standard of 20 children and two adults. Mixed-age and three-year-old classrooms (Title 1) may never exceed 16 children with at least two adults. Special education classrooms will follow the ratio and group size guidance in FOCUS.
2. Half-day programs (450 hours) may choose to have children physically attend school two full days per week rather than four or five half-day sessions. For example, the AM group could physically attend Monday and Tuesday, with Wednesday for planning, remote learning, deep cleaning and sanitizing, and the PM group could physically attend Thursday and Friday. If 450-hour programs choose to operate as half-days, please ensure that sanitation occurs between sessions. This may require additional personnel to clean and sanitize the classroom for the next group.
3. Special education teachers and ancillary staff must also enter the classroom to provide services. Staff should not pull children out of the classroom for services to reduce cross-contamination. Adults should move, not children. Please see the Special Education Division Guidance.

Higher-priority COVID-safe Practices

1. Drop-off and pick-up times must be staggered for each small group to avoid a large number of people congregating outside or in front of the facility. Markers at pick up and drop off with at least 6 ft. apart can be set, including one-way routes to avoid exposure of children and adults at pick up and drop off whenever possible.
2. The number of people who enter the program must be limited to essential visitors (e.g., state or district staff, therapists, special education teachers, etc.). Limit non-essential visitors and ban volunteers.
3. Cohort classes (children and staff) to minimize crossover among children and adults within the school. Maintain the same groups from day-to-day and week-to-week, including outdoor time.
4. Use social stories to teach health practices, including the wearing of masks and hygiene practices.

   RESOURCES:

   - Autism Little Learners
   - Conscious Discipline
   - Families Together
5. Peer interactions and play are still a priority of Pre-K and critical for healthy social-emotional development, reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction. Concentrate on hand hygiene, cohort grouping and sanitize surfaces and toys between groups.
6. Implement Pyramid strategies to support social-emotional development.
7. Utilize outdoor spaces for learning activities and meals when possible.
8. Every day, a trained staff member should conduct a health check of each child that includes their physical and social-emotional well-being.
9. Practice frequent hand washing with soap and water for at least 20 seconds, and require handwashing upon arriving at the school, when entering the classroom, before meals or snacks, after outside time, before and after diapering, after going to the bathroom, and prior to leaving for home.

10. Help young children to ensure they are washing their hands effectively. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Supervise children when they use hand sanitizer to prevent ingestion.
11. Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.
12. Advise children, families, and staff to avoid touching their eyes, nose and mouth with unwashed hands.
13. Conduct Home Visits virtually, via phone or any other mutually-agreed safe arrangement.
14. Meals and snacks should be provided in the classroom to avoid congregating in large groups. If meals must be provided in a lunchroom, stagger meal times, arrange tables to ensure that there is at least six feet of space between groups, and clean tables between lunch shifts. Eliminate family-style meals; have employees (not children) handle utensils and serve food to reduce the spread of germs.
15. Staff must follow COVID testing requirements as defined by the Program's regulatory authority, this includes substitute staff.

Face Coverings in Preschool

1. Children must wear masks/face coverings of appropriate size except during nap, and when eating and drinking. A preschool classroom offers an opportunity to learn and practice self-care including hand washing, safe distancing and the use of protective equipment such as masks. If a child has a medical reason for not wearing a mask, the parent must provide a doctor's note. Follow Special Education Division guidance for children who receive special education services. Please utilize social stories to assist with acceptance of masks. (See #4 under Higher-priority Strategies for links.)
   a. **EXCEPTIONS:** Cloth face masks should not be placed on children under three years of age - nor on anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the cover without assistance.
   b. **NOTES:** Children between the ages of three and five must be supervised if they are wearing a mask. Teachers should use their professional judgment in deciding when to remove a mask if it is creating discomfort or resulting in a child touching their face frequently. If a child cannot remove the mask on their own, without assistance, even if they are over the age of three, they should not wear a mask. As always, providers should be aware of choking risks due to masks with ties.
2. Teachers may choose to use properly fitting clear face shields so that children can see their faces. This is particularly important during phonological awareness activities and when children are multi-lingual learners, deaf or hard-of-hearing. Please consult the Special Education Division Guidance for children with IEPs.

Limit Sharing

- Children in each group must have access to all interest areas (e.g. art, writing, manipulatives, blocks, science, literacy, dramatic play) within their designated group space. Ensure enough supplies and materials are present in each group to limit the sharing of materials between children.
- Keep each child's belongings separated from others' and in individually labeled containers or cubbies.
- Do not use water or sand/sensory tables.
- Limit item sharing. If items are being shared, remind children not to touch their faces and wash their hands after using these items.

Physical Distancing

1. Avoid getting close to children's faces when comforting them.
2. Children should practice physical distancing of six feet, where and when possible such as teacher-directed activities, circle time, etc.
3. Children should be placed six feet apart for naps, if possible. Mats or cots should be placed head to toe.
4. Incorporate additional outside time if possible. Stagger outdoor time and clean outdoor playground equipment in between groups of children.
5. Avoid gathering in larger groups for any reason. Increase the distance between children during independent table work. Minimize the time children stand in line, develop distance markers when lining up is necessary.
6. Plan activities that do not require close physical contact between children.
7. Open windows frequently as long as this can be done safely. Adjust the HVAC system to allow more fresh air to enter the program space. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows, using fans, or other methods. Do not open windows without screens and if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facility.

Safety Protocols and Rapid Response

Pre-K Programs must follow the COVID-19 Safety Protocols and COVID-19 Rapid Response Plans for positive cases as directed by their regulatory oversight entity. Please see page 21 of the NMPED Reentry Guidance.

Submitting Reentry Pre-K Plans

Pre-K Programs must submit their implementation plan pursuant to these guidelines to their Pre-K assigned program specialist at NMPED by July 27, 2020.

The Plan must include the following:

1. Schedule: Days and hours of Pre-K in-person implementation
2. Pick up and drop off plan, including schedule, measures for physical distance, avoiding congregation
3. COVID-safe adaptations to the environment and the daily schedule (e.g. two circle times to limit group size)
4. Implementation of COVID-safe meal time practices in accordance with the meal services authority in the setting
5. Sanitation Plan: daily and once per week
6. Plan for ongoing communication with families

Request for Modification of Pre-K COVID-19 Guidelines

Any modification to the established preschool COVID-19 requirements must be submitted for approval to the NMPED Early Childhood Director, Brenda Kofahl, brenda.kofahl@state.nm.us prior to implementation.

RESOURCES:

- NMPED Early Childhood Bureau webpage
- Preschool Canvas page (use a browser other than Internet Explorer)
- New Mexico Kids

Instructional Acceleration

NEW MEXICO GUIDANCE

This document is designed to accompany the New Mexico Instructional Scope (NM IS 1.0) which is a comprehensive curriculum guidance tool for supporting educators in leading all K–12 students in accessing the Common Core State Standards Math and English Language Arts (ELA) standards at grade level. **The entire NM IS 1.0 will be launched on July 16, 2020.**

A recent study done by NWEA shows that after the pandemic, students will likely experience learning loss at approximately 30% in ELA and 50% in math. While it is undeniable that students across the state have been supported by teachers, school systems, family members, and community members through school closures and that incredible efforts have been made to address student learning needs, it is nevertheless highly likely that the students of New Mexico will return in the fall of 2020 with missed learning and specific instructional needs.

For this reason, district leaders will need to provide strategic guidance to educators. Instructional choices for teachers will be critical in the design of a high-quality response to COVID-19 closures. This guide, along with the information in the Instructional Scope, was created to outline standards and instructional practices that will be needed to ensure all students in New Mexico receive grade-level work and have access to rigorous and equitable instruction.

New Mexico is exploring a myriad of scenarios for navigating safety and health guidelines during the upcoming school year. Regardless of scenario, however, New Mexico will leverage the New Mexico Instructional Scope in the 2020–2021 school year to address missed learning and instructional gaps through accelerated instruction. **The typical approach of remediation—teaching below grade-level standards—is not an effective approach to catching students up and will likely compound the problem. This approach of "meeting students where they are," though well intentioned, practically guarantees students will lose more academic ground and reinforces misguided beliefs that some students cannot do grade-level work.** The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.

Unlike remediation, acceleration is the idea of taking the most important grade-level standards students need to understand and prioritizing that learning in a strategic way, so all students have access to grade-level instruction. In virtual learning scenarios, district leaders can lean on this guide and the work encompassed in the Instructional Scope to prioritize content and design scaffolded learning opportunities strategically. These types of learning opportunities will ensure that virtual, hybrid, or in-person scenarios are characterized by instructional choices that reinforce the belief that all students deserve access to grade level appropriate content.

In other words, doubling down on typically utilized strategies for catching students up will only widen the opportunity gap or increase/expand needs. Instead, the focus on acceleration will lead to a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

FOR MORE INFORMATION CONTACT: Jacqueline Costales ped.state.nm.us

Core Tenets of Acceleration

These tenets are the set of values New Mexico believes should guide instructional decisions for the 2020–2021 school year.

1 Grade-level Content is the Academic Priority

Submit every idea to a simple test: Will this help every student get back to grade level? This does not mean ignoring social/emotional or other non-academic needs; addressing those are core to setting students up for success. More importantly, you should prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level.

2 Address Inequities Head-on

Losing so much of this school year has likely exacerbated existing inequities and opportunity gaps in your school. Ensure that all your instructional plans account for the academic and social/emotional supports students will need.

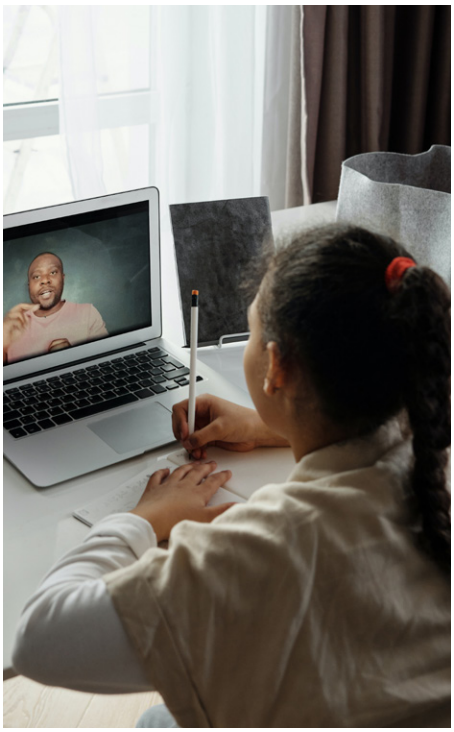
3 Support and Assume the Best of All Stakeholders

In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of your students, families, and fellow staff in the upcoming school year. Ensure that you have a strong plan to provide support for all stakeholders in this uncertain time.

Recommendations for Accelerating Student Learning

Assess the scenario for learning and proceed through these steps.

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject and grade level to reflect where teachers might need to provide acceleration support.
4. **Monitor your students' progress** on grade-appropriate assignments.
5. **Adjust your supports** for teachers and leaders based on student results. Consider how to address specific learning needs and where targeted intervention may be needed.



Connecting Acceleration to the NM Instructional Scope (NM IS) 1.0

The NM IS supports acceleration by providing detail and clarity around standards, best practices for instruction, and the most critical prerequisite skills and knowledge for math and literacy. Using the subject-specific pages in this guide in conjunction with the Instructional Scope should provide information on these details for use.

- Standards are defined as the most critical prerequisite skills and knowledge are **bolded**, so they stand out amongst the other standards. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. **The bolded standards are the priority standards and the others need to be integrated.**
- Information in the Instructional Scope will define all standards and instructional practices to consider when planning grade-level instruction for all students.
- Assessment information is provided to help guide instruction and support monitoring student progress on grade-level assignments.
- Guidance is provided on how to utilize high-quality instructional materials that best support the accelerated approach.

All of these components of the NM IS are meant to provide guidance for educators. This resource, when used in conjunction with high-quality instructional materials, will allow all students to receive an acceleration of grade-level work to ensure rigorous and equitable instruction occurs in all New Mexico classrooms.

Connecting Acceleration to Formative Assessment Practices and Tools

It is important to connect the work of acceleration to assessment performance to ensure that instructional time is maximized to prioritize standards for acceleration. To do this, teachers want to ensure they are utilizing multiple measures rather than a single assessment to gauge status of student knowledge and skills at the start of the school year. Multiple measures of student understanding include formative and interim assessment data, as well as leveraging longitudinal data, screeners, and other informal learning checks. Developing, selecting, and using the information from high-quality assessments works best when teachers can work together in groups such as professional learning communities (PLC). As student progress is monitored, it is important to respond with both the data and acceleration in mind. Here are some steps that could be taken based on formative practices and interim performance.

- **Less than 25% of students perform below mastery on an assessment:** respond with targeted intervention for those specific students. Do not adjust whole-group instruction to meet this need.
- **Between 25–75% of students perform below mastery on an assessment:** analyze the standard and high-quality instructional material being used to determine.
  - If the material spirals into future units of instruction, then adjust the scope and sequence/ pacing guide to offer embedded formative assessments to regularly monitor progress. Since the material spirals, there is no need to adjust the scope and sequence/pacing guide to add instructional days. This is true for both priority and non-priority standards.
  - If the material does not spiral and it is a priority standard, then slight adjustments should be made to the instructional days in the scope and sequence/pacing guide. These adjustments should be as minimal as possible (one to three days) so as not to remove needed days for other standards. Adjustments should also be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - If the material does not spiral and it is not a priority standard, then no adjustments should be made to the instructional days in the scope and sequence/pacing guide. Adjustments should be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - **NOTE:** Strategies must be adjusted depending on where along the 25–75% continuum the class exists.
- **More than 75% of students perform below mastery on an assessment:** respond with targeted whole-group instruction to meet these needs. Analyze the standard and high-quality instructional material being used to determine
  - If the material spirals into future units of instruction, then adjust the scope and sequence/ pacing guide to offer embedded formative assessments to regularly monitor progress. Since the material spirals, there is no need to adjust the scope and sequence/ pacing guide to add instructional days. This is true for both priority and non-priority standards.
  - If the material does not spiral and it is a priority standard, then slight adjustments should be made to the instructional days in the scope and sequence/pacing guide. These adjustments should be as minimal as possible (two to three days) so as not to remove needed days for other standards. Adjustments should also be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.
  - If the material does not spiral and it is not a priority standard, then a small (one day) adjustment could be made to the instructional days in the scope and sequence/pacing guide. This should only be done if all students share a common misconception that could be addressed easily in one lesson. If this is not the case, adjustments should be made to incorporate small opportunities for spiraling of content in practice found daily lessons or homework.

For more in-depth information on this topic, please read Using Multiple Measures and Formative Practice to Identify Learning Needs**.**

Attendance for Success Act

2020–2021 IMPLEMENTATION

Reporting Requirements

The Attendance for Success Act requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person or remote instructional programs, as provided by their school, each day.

Hybrid Learning Models

The Attendance for Success Act requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational activities at school and during periods of remote only instruction. For hybrid learning models in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, accurate attendance data for both must be documented. These district instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.

Remote Learning Models

For schools that enter remote-only instructional models as a result of an emergency such as the COVID-19 pandemic, the school's attendance policies, along with the Attendance for Success Act, shall provide the basis for how attendance is taken. Attendance during periods of remote-only instruction must continue to be taken and reported to the NMPED.

Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment, and support to participate in instructional activities remotely, others will not. School policies on attendance must account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students should have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum.

Attendance policies should be updated to include how attendance will be taken during periods of remote learning and the revised policies should be adopted by school boards or governing councils by September 30, 2020. Pursuant to the Attendance for Success Act (Section 6.D) schools will provide a copy of the attendance policy to all parents of students enrolled in the school, and the schools will publish the policy on the schools' website.

Online Schools and Optional Online Instructional Programs

Attendance for optional, fully online charter schools and instructional programs are required to report attendance to NMPED. These district schools/ instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.

VERSION 2 07/29/20 – **Attendance for Success Act guidance is revised from the earlier version such that:**

- The definition of attendance is removed
- Reporting attendance for remote-only learning and for remote-learning days of hybrid models is required
- Recording attendance for remote learning is to be based on school board/governing council policy
- Remote-learning attendance policies should consider equity
- Remote-learning attendance policies should be adopted by school boards/governing councils by September 30, 2020

FOR MORE INFORMATION CONTACT: Gregory Frostad ped.state.nm.us

Medical Absences

Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office.

Tiers of Support

The Attendance for Success Act requires school districts and charter schools to classify each student into one of four attendance intervention tiers, based on the percentage of class period and school day absences. The Act provides required interventions for students in each of the tiers. The Act also requires school districts to report, at each reporting period and the end of the year, for each student with an absence, the attendance intervention tier to which the student was assigned during the reporting period.

The four attendance intervention tiers are described below:

TIER 1: The Whole School Prevention Tier is for students who have missed less than five percent of classes or school days for any reason. Whole school prevention strategies are universal attendance supports and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others.

TIER 2: The Individualized Prevention Tier is for students who have missed five percent or more, but less than 10 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 2 elementary students, the attendance team shall talk to the parent/family and inform the parent/family of the student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. For Tier 2 middle or high school students, the attendance team provides the same interventions as for elementary students, and involves the student in their conversations with parent/family.

TIER 3: The Early Intervention Tier is for students who have missed 10 percent or more, but less than 20 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student's absenteeism. The notice shall include a date, time, and place for the parent/family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student's age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.

TIER 4: The Intensive Supports Tier is for students who have missed 20 percent or more of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences.

Student Referral to CYFD

Students who continue to have unexcused absences after written notification of excessive absenteeism, shall be reported to the judicial district in which the student resides (Attendance for Success Act, Section 12.B.), and schools are required to report for each reporting date and at the end of the year the students who were referred to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2).

To report students who have been referred to the CYFD for excessive absences in STARS, schools should provide the student with a discipline infraction code of: Referred to CYFD for Excessive Absenteeism (No Response Code Required). No response code will be required for the infraction.

Migrant Education Program

SUPPORTING GUIDANCE

The primary purpose of the New Mexico Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, to help them succeed in school.

In these unprecedented times, migrant students, families, and school systems are experiencing additional challenges as a result of the novel coronavirus (COVID-19) pandemic including but not limited to school closures. As the state of New Mexico Public Education Department (NMPED) provides guidance on school reentry and continuous learning, the MEP is dedicated to providing ongoing guidance and resources to support the continuation of supplemental educational opportunities for our migrant students.

Please note that the MEP is a supplemental program under Title I, Part C. Migratory students eligible to receive services and resources from other local, state, and federal resources must receive those services prior to receiving those resources under the MEP Title I, Part C. For example, special education and English Language development services must be provided by their respective programs before migrant education funds may be used to supplement any additional needs of the migrant student.

For information on how to apply for the Title I, Part C program, please visit the NMPED Migrant Education website.

Seven areas of concern and need have been identified nationwide for migratory students and it is important to consider these key areas while working with and providing services to migratory students and families.

The seven recommended areas of concern and consideration to potential barriers to academic and support services are:

1. Educational Continuity

a. The student may not have the opportunity to attend a full school year in one location.

b. The student may leave school early due to harvesting seasons.

c. The student may enroll in school late due to the harvesting season.

2. Time for Instruction

a. The student may need to work to support the family and/or household needs.

b. The student may not have time to study or be able to access online instruction.

3. School Engagement

a. The student may feel isolated and not focus on additional opportunities available to them, such as class participation, social or extracurricular activities.

b. The student may have a harder time adjusting the a school setting, making a connection with teachers and classmates.

NEW MEXICO Public Education Department

FOR MORE INFORMATION CONTACT: Laura Henry ped.state.nm.us

4. English Language Development

a. Learning materials may not be accessible in the student and families language.

b. Migratory students may have a home language other than English, migrant programs must find avenues to supplement these needs without supplanting Title III program activities.

5. Education Support in the Home

a. The student may not have the adequate space to learn.

b. There may be multiple families living in one home (see additional PED guidance for McKinney Vento).

c. Adults in the home may not have the ability to provide academic support.

6. Health

a. Families may not have health insurance.

b. Families face challenges with the ability to pay medical fees/co-payments.

c. Families often need assistance in addressing health problems that interfere with the students ability to learn.

7. Access to Services

a. There may be a need for child care.

b. Families may need assistance with food and access to additional nutritional programs and support such as WIC, SNAP and food pantries.

For more information on how to support migratory students in our state, please refer to the **New Mexico's Comprehensive Needs Assessment Plan**.

Practices to consider for continuous learning for migratory students (Title I, Part C)

Continuous learning should include the following understanding of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community
- All students have access to equitable and high-quality, meaningful instruction
- Instruction is culturally responsive, and student and family centered
- Instruction is structured to be accessed when the student is available

Resources to support the health and social service needs in continuous learning

- Food Pantries in New Mexico
- School/Summer meal sites in New Mexico
- Resources supporting migrant students, staff and families. Resources were compiled by the Consortium Incentive Grant (CIG) funded through the Office of Migrant Education within the U.S. Department of Education.

MEP Consortium Incentive Grants

- **GOSOSY: Graduation and Outcomes for Success for Out-of-School Youth** – Provides resources to build capacity in states with a growing secondary-aged migrant out-of-school youth population. www.osymigrant.org
- **IRRC: Identification & Recruitment Rapid Response** – Provides resources to improving the proper and timely identification of all migrant children. www.idr-consortium.net
- **MLN: Meeting Literacy Needs** – The Migrant Literacy NET provides teachers with supplemental resources and students with online instruction to develop individual literacy skills. www.migrantliteracynet.com
- **PI: Preschool Initiative** – Provides resources in helping to improve the school readiness of migrant preschool children and to strengthen parent engagement in early learning. www.preschoolinitiative.org

Checklist for Virtual Classroom Considerations

FOR REMOTE LEARNING PLANS AND CLASS SIZE WAIVER REQUESTS

With the phased reentry guidance, classrooms will be conducted in hybrid or remote learning models. Successful teaching will require creativity and maximization of skills and available resources. Successful virtual classrooms require personalization of instruction and socio-emotional connections. **Remote Learning Plans should demonstrate careful consideration of virtual classroom elements.**

Teaching in teams may be an effective way to provide remote learning. Doubling up on teachers in a classroom may require class size waiver requests. Class size waiver requests for remote learning also requires consideration of the below-listed virtual classroom elements. Class size waivers may be requested with the submission of a waiver form.

Effectively conducting a virtual classroom, within or in excess of statutory minimums, requires planning and consideration of at least the following elements:

- ☐ What will be the frequency and duration of the virtual classroom?
  - For each virtual class where the entire class is taught
  - For each check-in with students
  - For each check-in with families
  - For office hours when you are available for questions and additional assistance
- ☐ What is the level of teaching experience of the teacher/teaching team?
- ☐ What is the level of technology training and expertise of the teacher/teaching team?
- ☐ Will there be at least a second person assisting in the remote classroom, to run the technological aspects of the videoconference, to ask and answer questions in the chat box, and to help teach in breakout groups? The second person doesn't need to be a licensed teacher. The second person could be an educational assistant, a substitute teacher, a student teacher, or a classroom-experienced volunteer such as a retired teacher.
- ☐ What is the grade level of the students?
  - Additional instructional staff will be needed to teach in small breakout groups, especially in the younger age grades where autonomy cannot be presumed, in order to keep students engaged.
- ☐ Are student teachers available?
  - Many student teachers may have a higher degree of technical knowledge than some of our master teachers. Use your cohort of student teachers to support their master teachers while also learning from them.
- ☐ Have you created lesson plans and classroom management plans for virtual classrooms?
  - Have you built in opportunities for student interactions with instructional staff and other students during the virtual class?
  - Think about how you would deliver the face-to-face lesson, and write it in a similar manner; you want to provide an explanation of the topic, with examples and supporting details as appropriate for a comprehensive learning experience
- ☐ Have you planned the academic content and homework assignments for each virtual class?
  - Your instructions must be detailed and explicit in an online environment. The more thought you put into your instructions, the less students will email with follow up questions. To help you, consider what questions students frequently ask in class and factor those in as you prepare your instructions.

FOR MORE INFORMATION CONTACT: Gwen Perea Warniment ped.state.nm.us

- ☐ Have you planned your assessments?
  - Consider using assessments that assess multiple learning outcomes.
  - Consider using assessments that increase engagement and discourage sharing of answers
  - Develop detailed rubrics for all graded assessments that clearly explain what the expectations are for each assignment and how students will be assessed; consider sharing these rubrics with students if appropriate for their age
- ☐ Have you planned use of a whiteboard during the virtual class?
- ☐ Have you planned to accommodate students and families with slow or no internet connections by providing a call-in number and other accommodations?
- ☐ Have you planned and practiced with other educators the videoconference?
  - Will you Record and archive sessions so they can be:
    - *Uploaded to modules for review and learners who missed the session*
    - *Used to review for student participation*
    - *Shared for presentation/discussion playback*
  - Have you uploaded onto your desktop documents to share on your screen, for the virtual classroom to see?
    - *Several presentations can be loaded and switched between during a session*
    - *The presenter can also use the whiteboard drawing tools over any document to simulate mark up*
  - Have you mapped out the questions you might ask orally or in the chat box to further engage students?
  - Have you planned breakout groups (in videoconference breakout rooms)?
    - *Four to six students per room is ideal*
    - *Plan how to encourage students to work in together in the breakout groups*
    - *Consider having groups present back to the whole class*
- ☐ Have you planned for the possibility of receiving and incorporating feedback to improve your virtual classroom?
  - Based on feedback
  - Based on student questions
  - Based on your review of recordings of virtual classes (yours and peers')

Consider this graphic as you prepare your virtual classroom

RESOURCES:

There are many free online resources that address best practices for virtual learning. If these apply to grades you don't teach, they still may be modified for your purposes. Here is a short list of some of the virtual classroom best practices:

- Leading Successful Virtual Classroom Session from the Brightspace Community
- The Transition from Face-to-Face to Online Learning: Maintaining an Engaging Experience from the Brightspace Community
- Instructor Presence in the Online Environment: Fostering a Connection with Learners from the Brightspace Community
- Moving to Digital Learning Fast from the Brightspace Community
- Teaching Remotely from the Eastern Illinois University Faculty Development and Innovation Center

Special Education Services

REENTRY GUIDANCE

The health and safety of students, parents/guardians, and school personnel remain top priorities when considering school reentry for students. It is critical that student learning takes place in a safe environment. It is also important that students, families, and staff feel safe.

The New Mexico Public Education Department (NMPED) acknowledges the challenges that COVID-19 has made on our schools. The NMPED also recognizes that some families of students with disabilities will have concerns about the health and safety of their children and that some parents may choose not to have students participate in in-person learning. However, communication with school staff and parents of students with special education needs about learning during the COVID-19 pandemic is critical because mutual decisions may be made for remote learning to continue. The following are questions and answers concerning remote learning and special education needs that may help foster clear communication for all concerned.

Questions and Answers

Q1. What is the obligation of the schools under Individuals with Disabilities Education Act (IDEA) in transitioning students back to school buildings?

A1. Under the IDEA, the schools are responsible for providing a student with a Free Appropriate Public Education (FAPE). During this period of extended school closure and re-opening, the FAPE obligation includes:

1. Reviewing the appropriateness of the Individualized Educational Program (IEP) in effect when a change in service delivery model occurs or when student progress monitoring indicates a lack of progress; and
2. Addressing the need for compensatory education and/or recovery services if there is a loss of FAPE. Depending on the process adopted by the schools to re-open school buildings, these responsibilities may need to be revisited multiple times.

As a reminder, evaluations must continue. This is a student-centered process, driven by data and with the goal of continued learning for the student.

Q2. What are compensatory education and/or recovery services?

A2. Compensatory education is a remedy available under the IDEA for a denial of FAPE. Compensatory education services are traditionally awarded when schools have failed to meet their legal obligations.

In contrast, the impact of the school closure on the student's progress due to COVID-19 presents a different challenge because all students in the state were experiencing a different educational program regardless of disability.

NMPED recognizes that during this period of extended school closure and heightened health and safety needs, schools may not have been able to provide some specially designed instruction, related services, and supplementary aids and supports provided to students before the school closures. Although this may have occurred through

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no fault of the schools, the obligation to provide a student with a FAPE remains, and the student may require services to address the student's specific and unique needs. NMPED has chosen to refer to these services as "compensatory education and/or recovery services" to both acknowledge the uniqueness of the situation, but also to remind the schools that the compensatory education determination process remains the same.

Q3. How should the schools prepare to make determinations about the appropriateness of the IEP in effect and the need for compensatory education and/or recovery services?

A3. Special education under IDEA is centered on the individual strengths and needs of the student with a disability. All decisions related to the special education programming for the student should be driven by data. This means that schools should review data on the student when making a determination about whether the IEP in effect is appropriately written (or needs to be amended/revised), or if the student may be entitled to compensatory education and/or recovery services. The schools should look at data gathered, prior to the extended school closure, during the period of extended school closure, and during the re-opening of schools. Data may take the form of grades, progress reports, classwork, informal/formal assessments, teacher/related service provider observation(s), parent feedback, and comparison to the progress of all students. The schools are encouraged to work with their instructional specialists and special education teachers to identify assessment tools that will be used for all students as they return to the building. They also need to use tools that more appropriately capture changes over shorter periods of time.

In some circumstances, these data sources will provide the IEP team with enough information to determine the student's current needs. In some circumstances, however, it may be necessary for the student to have an updated formal evaluation that may include formal and informal assessments, observations, etc. The schools should follow standard procedures for obtaining and documenting parent consent to perform these evaluations.

Q4. How do the schools determine whether the IEP in effect is appropriate?

A4. The schools are responsible for ensuring that the student's IEP in effect is written and implemented to enable the student to make progress in the general education curriculum and on their IEP goals. In making this determination, schools should consider the following two questions:

1. Can the IEP in effect be implemented as written through the new service delivery model(s)?
2. Are there any new student and/or family-specific needs to be addressed resulting from the new service delivery model(s)?

As the schools' service delivery models change, the schools must then ensure the student's IEP remains appropriate and can be implemented as written. If the IEP cannot be implemented as written, then the schools will need to convene the IEP team and revise the IEP or amend the IEP without a meeting with permission and input from the parents. This continues the process that the school followed in the initial move from face-to-face instruction to complete virtual and/or distance learning.

Under normal circumstances, the schools must review and revise, as appropriate, the IEP to address any lack of expected progress or information about the student's needs. Each school is responsible for ensuring that progress monitoring continues throughout this evolving situation. If the student data indicates that the student has new, additional, or different needs as a result of the extended school closure and changing service delivery model, then the IEP should be amended/revised to address those needs.

For example, a student who has Autism may engage in escalating behaviors when their schedule changes significantly. For that student, the IEP team should consider whether there are new, additional, or different services necessary to address those behaviors when the student re-enters the school building. Similarly, a student with an Emotional Disorder may be experiencing an increase in anxiety attacks related to the pandemic. The IEP in this case should consider how to address that anxiety in the educational context.

Q5. How do the schools determine if compensatory education and/or recovery services are required?

A5. As was shared at the outset of the closure of school buildings, the IDEA does not provide for a waiver of a FAPE during the COVID-19 pandemic.

Important information for the schools to collect and consider, includes:

- Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data may take the form of grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, and comparison to the progress of all students.
- Data on the student's ability to recuperate skills and make progress on IEP goals upon the return to school.
- Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the schools were unable to provide during the extended school closure and re-opening of school.
- Length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

The schools must consider what compensatory education and/or recovery services can be provided to the student. They must be individualized to each student's needs and designed to remediate the loss of skills. The compensatory education and/or recovery services award will not always reflect the same services (nature, amount, frequency) that were missed. Decisions about the individual student's compensatory education and/or recovery services award should be made collaboratively with the parent. Identifying compensatory education and/or recovery services will be necessary and may include the scheduling and delivery of services through an extended school day, weekends, and/or summer.

Q6. How must the determination of the need for compensatory education and/or recovery services be documented?

A6. Schools may use the same documentation processes they have traditionally employed to capture determinations of compensatory education and/or recovery services. However, it is important to ensure that there is documentation that the parent and those responsible for implementing the compensatory/recovery services have been informed of the decision so that it will be implemented. Documentation may include:

- Holding an IEP team meeting to make the determination and documenting in the Prior Written Notice (PWN);
- Discussing with the parent outside of the IEP team meeting and, with parent agreement, documenting in writing; or
- Discussing with the parent outside of the IEP team meeting and, if the parent disagrees, documenting in the PWN.

If an agreement cannot be reached, either inside or outside of the IEP team meeting, the parent must be provided with Prior Written Notice that clearly outlines the data used to make the decision and the decision made, so the parent has the opportunity to exercise the procedural safeguards to resolve any dispute.

Q7. How long do schools have to consider the need for and to provide compensatory education and/or recovery services?

A7. Decisions about compensatory education and/or recovery services should be made as soon as reasonably possible based on the availability of data. As valid data on student performance is necessary to make determinations regarding whether compensatory education and/or recovery services are owed to a student, NMPED/schools recognize that the timing of these determinations may vary. Each school should exercise its discretion in ensuring there is both appropriate data to make thoughtful decisions and no unreasonable delay in serving students.

Q8. Can students be provided with Extended School Year (ESY) services to satisfy the requirement for compensatory services? Will all students with disabilities be provided ESY services?

A8. No and no. The purpose of ESY services and compensatory/recovery services differ. The ESY determination is individualized to the student and the purpose of ESY services is to ensure that the student maintains the critical life skills growth achieved during the regular school year in the following school year.

IEP teams should plan to make individualized determinations regarding whether or not compensatory education services may be needed for a student. Educational need can be measured by assessing whether or not the student continued making progress or maintained skills in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals, and/or if any regression occurred during the period of school closure.

Q9. What happens if a parent disagrees with an offer of compensatory education and/or recovery services?

A9. If an agreement cannot be reached with the parent regarding compensatory education and/or recovery services, the IEP team must document the determination, and the parent must be provided with PWN of the decision and the data upon which that decision was made, so that the parent has the opportunity to exercise the procedural safeguards to resolve any dispute.

Q10. Can parents require the schools to enroll students who received a New Mexico High School Diploma at the end of the 2019–2020 school year or who will turn 21 before the start of the 2020–2021 school year in another year of school because they experienced a loss of FAPE during the extended closure of school buildings?

A10. No. A parent cannot require the schools to re-enroll a student who has graduated with a New Mexico High School Diploma or "aged out" of special education. A student's eligibility for FAPE under the IDEA terminates if a New Mexico High School Diploma is awarded or the student exceeds the age for provision of IDEA services, which in New Mexico is the end of the school year in which the student turns 21.

Q11. What happens if a student graduated with a New Mexico Certificate of Completion at the end of the 2019–2020 school year?

A11. A certificate of any type does not end a student's right to a free appropriate public education (FAPE), however, FAPE will terminate for the student upon reaching the age of 21 prior to the start of the 2020-2021 school year. If the student receives a certificate it should have a follow-up plan of action that allows for assistance with accessing adult services, seeking and maintaining employment, or pursuing post-secondary training with assistance. The follow-up plan of action must be in the form of a continuing or transition IEP.

Q12. Can schools use funding available under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) in providing compensatory education and/or recovery services?

A12. Yes. In addition to traditional special education funding sources, additional monies included in the Elementary and Secondary School Emergency Relief Fund component of the CARES Act may also be used for special education costs incurred to prevent, prepare for, and respond to the coronavirus pandemic. Schools may use these funds for the following expenses:

- Activities to address the unique outreach and service delivery needs of students with disabilities.
- Planning for and coordinating during long-term closure to ensure special education services continue to be provided consistent with federal, state, and local requirements.
- Educational technology (including hardware, software, and connectivity) for students with disabilities who are served by the LEA that supports regular and substantive education interaction between students and instructors (which may include assistive technology or adaptive equipment).
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months to address the needs of students with disabilities.

Please refer to your local district/plan.

Q13. What do we do about masks for students with disabilities?

A13. The use of masks may be a barrier for some students with disabilities for a number of reasons, including deafness or other hearing impairment, sensory differences, respiratory and other medical conditions, and emotional conditions.

All staff and students must wear face coverings or masks at all times, with the exception of those who are documented that it is not safe to do so because of age, medical condition, disability impact, or other health or safety considerations. Schools need to rethink breaks while using masks during the day. The schools need to support students to prevent misunderstandings because of face coverings. Students may show heightened anxiety due to those wearing masks and may have difficulty not to be able to understand others' intentions well. NMPED encourages districts and charters to be a resource for individual families that may be having a difficult time when it comes to facial coverings.

We will be living with COVID-19 for a while and this may be one area that we need to plan for students as they enter into the community. Those with severe respiratory or other medical needs may need to consult with medical practitioners for alternatives. Face shields (clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face) may be an alternative for people who cannot wear masks due to medical or other conditions. The use of a face shield instead of a facemask protects the wearer and allows visibility of facial expressions and lip movements for speech perception. Parents will be responsible for providing students with face shields or masks. Schools must have backup disposable masks available for students who need them.

Using speech-to-text apps, or writing notes on paper or mobile devices, may be effective. Clear masks are an option. The Hearing, Speech and Deaf Center website has tips on making or purchasing clear masks. See their webpage, How to make an Accessible, Deaf-Friendly Face Mask.

Note: Students between the ages of three and five must be supervised if they are wearing a mask. Teachers should use their best judgment on when to remove a mask if it is creating discomfort or resulting in a child touching their face frequently. Please contact the family if you have concerns.

Cloth face coverings should:

1. Fit snugly but comfortably against the side of the face
2. Be secured with ties or ear loops
3. Include multiple layers of fabric
4. Allow for breathing without restriction
5. Be able to be laundered and machine dried without damage or change to shape

Suggestions to help children become more comfortable with wearing a mask:

1. Show children pictures of other children wearing masks
2. Draw a mask on a favorite book character
3. Discuss how masks help keep everyone healthy
4. Create social stories
5. Practice wearing a mask for short periods of time.

Q14. What do we do with students who need close contact?

A14. Students are those who require close contact. Students with disabilities may include those who need support that includes assistance from staff with feeding, toileting, academic readiness, manipulating academic materials, using communication devices, etc. In order to provide the direct contact needed for these students, the following steps should be taken:

1. Identify students for in-person services and communicate with families regarding the plan for their child.
2. Identify, hire, and train appropriate staff (related service providers [RSPs]).
3. Identify and purchase necessary protective equipment. Additional PPE may be needed depending on the student needs in the classroom.
4. Develop situation-specific protocols meaning modify any existing health and safety plans and/or school protocols as needed due to COVID-19.
5. Develop a training plan that includes identification of the staff needing to be trained, procurement of resources and trainers, and a system to confirm all necessary training is completed.

Q15. When can we meet with our students?

A15. Once in-person instruction is available for all students, in-person services might include individual or small group instruction or therapies.

Q16. In addition to the reentry guidance, what else do we need to look for in our schools?

A16. Additional information about symptom screening and other facility operations will be provided through the NMPED Reentry Guidance. Please use that document while planning for reentry.

In-person instruction should begin for students in a modified or limited way per their discussion and planning with the families. In-person services might include individual or small group instruction or therapies. Continue to provide remote services. Remote services for such students should remain in place until in-person learning commences. If the required staffing, protective equipment, safety protocols, and training cannot be established during the summer, the school or district must continue to provide services to the high-priority students remotely. As with special education services that were delivered remotely at the end of the 2019–2020 school year, parents must receive written notification describing how services will be provided, if different than described in the student's IEP.

Q17. How should we plan to conduct initial evaluations and reevaluations?

A17. Consistent with previous guidance, schools are obligated to continue with child find activities for children ages three through 21 with known or suspected disabilities. This means that evaluation teams need to consider the most appropriate way to conduct evaluations in a manner that is consistent with the current NMPED guidance regarding school services.

At least until August 3, 2020 schools have been advised that face-to-face, in-person interactions with students are not permitted. When schools are open in a remote (virtual and/or online) model, teams are encouraged to continue to conduct evaluations remotely using tools and strategies that minimize face-to-face, in-person interactions. When schools are open in a hybrid model, students and staff must maintain 6-foot social distancing. When schools are fully reopened, students and staff must maintain social distancing as much as possible and should generally be no closer than three feet apart if both people are wearing masks.

This distancing requirement poses challenges to some types of formal assessments, so schools are encouraged to continue to use virtual assessments when possible and appropriate. In addition, schools are reminded to use a variety of data sources, including formal assessments, informal assessments, observations, interviews, and existing information consistent with the New Mexico Technical Evaluation and Assessment Manual (NM TEAM). Much of these additional types of data can be readily gathered while maintaining compliance with social distancing guidelines. Schools are encouraged to minimize the time that a child is removed from the classroom for evaluations if the child is in a remote or hybrid learning model that limits their instructional days at school. All precautions outlined in this document and NMPED Reentry Guidance should be followed and materials should be appropriately sanitized after each use.

Schools are encouraged to review the NMPED webinar on Conducting Virtual Evaluations During the COVID-19 Pandemic.

We will continue to follow the guidelines set forth which would allow six feet to be maintained. This currently includes diagnostician evaluations. We must follow all precautions with sanitizing in between evaluations. We will continue to do virtual evaluations as well.

In addition, included below are links to some of the communication released by publishers on remote assessment that address 34 C.F.R. § 300.304(c)(1)(5) requires that "assessments and other evaluation materials used to assess a child under this part … are administered in accordance with any instructions provided by the producer of the assessments."

- Q-Interactive, Pearson's 1:1 iPad Based Assessment
- Riverside Insights
- Riverside Insights Tips for Remote
- Assessment Using Riverside Insights Clinical Products
- Pearson Letter of No Objection
- Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of Woodcock-Johnson IV Cognitive and Achievement Tests by A. Jordan Wright, PhD, ABAP
- Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of the Reynolds Intellectual Assessment Scales-Second Edition by A. Jordan Wright, PhD, ABAP

Q18. As a direct service provider, how can I protect myself and the students I work with?

A18. As a Direct Service Provider, your risk of exposure will depend on factors including the setting you work in, the number of people you provide services to, and the spread of COVID-19 in your community. Schools and districts must purchase and procure the appropriate protective equipment to meet the health and safety needs of students and staff. Schools and districts must provide appropriate protective equipment to all direct service providers. The Centers for Disease Control and Prevention (CDC) recommends that guidance for healthcare providers be followed for direct services providers including related service providers, educational assistants, school nurses, health office staff, and any other staff who must come into close contact (6 feet or closer) with students with disabilities. Check with your school for any specific policies and procedures related to COVID-19 and practice everyday prevention actions when working with students without suspected or confirmed COVID-19. In addition:

- When possible, keep at least 6 feet of distance.
- Wear a cloth face covering when you are at work. We must follow all precautions with sanitizing in between working with students.
- Encourage your students to wear a cloth face covering. Wearing cloth face coverings may be difficult for people with sensory, cognitive, or behavioral issues, our school teams should support students in developing the skills to tolerate face coverings whenever possible. Cloth face coverings are not recommended for students who have trouble breathing or otherwise unable to remove the covering without assistance.
- If there is potential that you may be splashed or sprayed by bodily fluids during your work, use standard precautions. Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.
- Wash your hands with soap and water or hand sanitizer before/after working with students.
- Wear disposable gloves when working with a student that needs support with toileting and feeding and handling tissues. Safely dispose of gloves after use. As noted above, wash your hands before and after taking off disposable gloves. If gloves are unavailable, wash hands immediately after working the student or handling their belongings.

Toileting Protocols:

- Staff must change students' clothing and their own clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned and disinfected after each use.
- **NOTE:** Cleaning and disinfecting are two separate tasks:
  - **CLEAN:** To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
  - **DISINFECT:** To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
- Signage should be kept simple and in multiple languages, if needed.
- Posting the multistep procedure may help direct service providers maintain the routine, which is designed to reduce contamination of surfaces.
- Train all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- To reduce contamination, wash the student's hands after the toileting/diaper change.

ADDITIONAL RESOURCE:

- Caring for Children in Group Settings During COVID-19

Physical Intervention and Restraint Protocols:

Physical Restraint and COVID-19: These guidelines are to be used in conjunction with New Mexico regulations. Direct service providers should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment could create anxiety in students. Use a student-centered approach and offer reassurance throughout interactions. All efforts should begin with de-escalation.

ADDITIONAL RESOURCES:

- Resources for Implementing Trauma Informed Care
- Crisis Prevention Institute: De-escalation Tips in Light of Coronavirus Anxiety

Transportation Protocols:

In order to reduce the risk of transmitting COVID-19, districts should work collaboratively with families to determine their ability to transport their child(ren) to and from school.

The guidelines described transporting students with disabilities.

Develop a Transportation Plan

Schools and districts providing transportation must develop a written transportation plan following appropriate health and safety protocols. Additional requirements are as follows:

- Social distancing and group size requirements must be maintained to the extent possible while embarking, disembarking, and in transit.
- Because close seating on vehicles makes person-to-person transmission of respiratory viruses more likely, programs providing transportation to and from educational programs must maximize space between riders and follow requirements for wearing masks or face coverings.
- In cases where social distancing cannot be maintained (e.g., students who need to be buckled in, transferred in and out of wheelchairs, etc.), drivers and/or monitors should wear the appropriate protective equipment.

Communicate with Families

Schools, districts, and/or transportation providers should provide clear, timely information to families to let them know what processes are to be used to promote students' safety when they travel to and from school. To convey this information, schools should use multiple languages and multiple means of communication (e.g., mail, email, text messages, school website announcements, phone calls, etc.). In addition, NMPED encourages schools and districts to institute a system to ensure that families can communicate transportation questions or concerns to the school.

Information provided to families regarding transportation may include:

- The conditions under which transportation will not be provided for students and why.
- How frequently buses and vans are cleaned and disinfected and types of products used.
- How infection control strategies will be implemented during transportation, including during boarding and disembarking.
- How physical distancing and hand hygiene practices, especially for students with disabilities who require significant assistance, will be maintained and implemented.
- How protective equipment for students, drivers, and bus monitors will be provided and used.
- How the transportation of sick, symptomatic, or exposed students will be addressed.

ADDITIONAL RESOURCE:

- National Association for Pupil Transportation

Q19. How do I prepare for instruction while living in a COVID-19 environment?

A19. Education and training is essential. It is essential that staff training be provided before in-person instruction to students with disabilities can be conducted. In addition, it is equally important to educate and train students on health and safety considerations, as well as newly adopted routines and protocols. The following section provides guidance in these areas.

Training Plan

- Identify staff who will need to be trained and what that training should address.
- Determine who will provide the training and what materials will need to be procured for the training. Ensure trainers are qualified to conduct associated trainings and utilize resources from accredited organizations when possible.
- Develop a timeline for training needs including what trainings need to be conducted prior to the start of in-person instruction and what trainings need to be provided as ongoing support.
- Develop a system for monitoring staff completion of required trainings and identify staff responsible for ensuring all staff have met the training requirements prior to beginning in-person work.
- Consult current vendors and/or affiliated health and safety organizations to determine what resources are readily available.
- Consult with other districts and Regional Educational Collaborative (RECs), to share resources related to training.
- Develop a mechanism for staff to communicate additional training needs.
- Determine what training, if any, may be needed for families of students with disabilities.

Staff Training

- Training must be provided by qualified professionals.
- Training must include all staff who have contact with students, including but not limited to educators, support and related services staff, administrators, clerical staff, custodial staff, and food service providers.
- Training for staff must include the following but should not be limited to:
  - Safe and effective use of protective equipment (putting on and taking off protective equipment and disposing and/or washing protective equipment);
  - General information related to COVID-19 from the CDC;
  - How COVID-19 is spread;
  - How to prevent the spread of COVID-19;
  - Symptoms of COVID-19; and
  - When to seek medical assistance for students or staff who exhibit symptoms or become sick.

ADDITIONAL RESOURCE:

- Guidance for Child Care Programs that Remain Open

Education for Students on Safety Protocols

- Students should be provided with training through direct instruction and/or embedded content in lessons and activities, as developmentally appropriate.
- Training content must include general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practices, such as routines for entering and exiting the school, snacks/meals, assembling, passing in hallways, being transported via bus or van, and accessing the bathroom.
- Students must be explicitly trained on how to use protective equipment, as appropriate. Training should include how to put it on, take it off, dispose of it, and where it should be placed in instances where it needs to be cleaned by staff.
- Social stories, visual cues, and other appropriate developmental strategies should be used to reinforce these new concepts and protocols.

Guidance for Specific Populations

Parents/guardians should be encouraged to consult their child's health care provider to discuss the appropriateness of students with high-risk medical conditions attending in-person instruction. These include students who depend on mechanical ventilation and children with tracheostomies. School health professionals should work with parents who work with primary care providers to identify alternatives to nebulizer treatments in the school setting, such as metered-dose inhalers (MDIs) with a spacer. A collaborative approach should be used to inform decision-making relative to how the student can safely access in-person instruction. The following should be considered when working with students who are deaf or hard of hearing (DHH):

- Consider the needs of students who must be able to see the lips of the speaker.
- Purchase clear masks or shields for staff and students.
- Account for an interpreter in the classroom for deaf or hard of hearing students and determine the logistics of social distancing.

ADDITIONAL RESOURCE:

New Mexico Guidance for Reopening Schools

- NMPED Reentry Guide

General Guidance for Re-Opening Schools

- Interim Guidance for Administrators of K–12 Schools and Child Care Programs
- CDC decision tree for school re-entry
- CDC Considerations for Schools
- American Academy of Pediatrics: Returning to In- Person Education in Schools

Cleaning Disinfecting

- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
- CDC cleaning/disinfecting decision tool
- OSHA guidance on workplace preparation
- CDC cleaning and dis-infecting facilities

Training/Professional Development for Staff

- CDC information on use of cloth face coverings
- CDC using protective equipment
- CDC ASL Video Series: COVID-19
- Feeling Sick: Coronavirus social story

Providing Meals

GUIDANCE FROM THE STUDENT SUCCESS & WELLNESS BUREAU

School Year (SY) 2020–2021 District/School Requirements

- Provide meals to all students including remote students. Use the remote guidelines and provide meals to those students who are doing remote learning on any given day.
- Operate and return to National School Lunch Program (NSLP) at the start of SY 2020–2021. This means if you are a Community Eligibility Provision (CEP) or Provision 2 (P2) school, all students will eat for free. Standard schools that collect applications will need to begin the application process for SY 2020–2021 and categorize students as free, reduced, and paid. Those schools that are P2 and need to re-establish their base year for SY 2020–2021 will be required to collect new applications.
- Eligibility for free, reduced, and paid procedures should follow the USDA Eligibility Guidelines Manual.

Meal Service District/School Requirements

- 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 personal protective equipment (PPE) to participating staff.
- Utilize proper United States Department of Agriculture (USDA) meal counting and claiming procedures.
- Use food handling processes and procedures and maintain proper food temperatures.
- Employee Safety Guidance for meal service programs

Meal Service Considerations

- Consider use of disposable plates, utensils, etc. to minimize spread of COVID-19.

If serving meals in the cafeteria:

- Mark spaced lines to enter the cafeteria and serving lines; designate entrances and exit flow paths.
- Schedule longer meal periods for staggered meal delivery.
- Maximize social distancing to space seating and utilize outdoor seating as practicable and appropriate.
- Conduct cleaning of cafeteria(s) and high-touch surfaces throughout the school day and between staggered meal services.

If serving meals in classrooms:

- Consider pre-packaged boxes or bags for each student instead of traditional serving lines.
- Avoid sharing foods and utensils.

Remote Learning Considerations

- Reduce and minimize contact by delivering a week's worth of meals during a designated time (Ex: delivering a week's worth of meals every Monday).
- Distribute supplemental instructional materials and printed district/school communications along with meals.

NEW MEXICO Public Education Department

FOR MORE INFORMATION CONTACT: Michael Chavez ped.state.nm.us

New Mexico USDA Approved Five Waivers for SY 2020–2021

All waivers can be utilized until June 30, 2021

Waiver forms will be sent to the School Food Authority (SFA) to opt-in to waivers and provide detailed information.

WAIVER 1: Meal Pattern Flexibility

- Schools should do their best to follow the USDA meal pattern requirements unless it is not feasible (Ex: certain meal components not available or substitutions made to meal patterns).
- Schools must let New Mexico Public Education Department (NMPED) know how they will utilize this waiver along with details of any substitutions made.
- You can claim breakfast or lunch meals for reimbursement that do not meet the meal pattern, as long as a waiver is submitted for each instance.

WAIVER 2: Meal Times Waiver

- Waiver provides flexibility for both NSLP and School Breakfast Programs. Breakfast does not need to be served at or near the beginning of the school day. Both breakfast and lunch may be served at the same time and do not need to be served between 10am and 2pm.
- Schools must let NMPED know how they will provide meals along with dates and times of meal service and any bus routes if applicable.
- Recommend multiple serving times to increase social distancing of students and minimizing spread of COVID-19.

WAIVER 3: Non-Congregate Feeding

- Children do not need to be served or consume the meal on the school campus.
- All meals must be claimed under NSLP program not Seamless Summer Option (SSO) starting in August or beginning of SY 2020–2021, which means schools will go back to free, reduced, and paid percentages.

WAIVER 4: Guardian Pick up

- A parent or guardian, without the child being present, may pick up a meal(s).
- Schools must opt in and notify the NMPED of plans and modifications they intend to implement. SFAs will need to submit a plan to NMPED to ensure accountability and Program integrity.
- Schools must provide a plan for program integrity and provide assurances they will run the program appropriately according to USDA NSLP regulations.

WAIVER 5: Offer vs. Serve

- "The Centers for Disease Control and Prevention has recommended that schools serve individually plated meals in classrooms instead of in a communal cafeteria. Schools attempting to adhere to this guidance may be unable to also effectively adhere to offer versus serve requirements."
- This is required in high schools but is now waived because of the need for pre-packaged meals.
- This allows schools to provide food in a fast, safer manner for students.
- This also allows schools to provide meals in the classroom or transferred on buses.

ADDITIONAL INFORMATION ON HOW TO UTILIZE MULTIPLE WAIVERS AT ONCE:

- Home delivery (meal times + non-congregate)
- Multiple meals at once (meal times + non-congregate)
- Parent or guardian can pick up multiple meals per child at once for consumption at home (meal times + non-congregate + parent/guardian pickup)
- Providing food items in bulk as long as individual meals are easily identifiable as a reimbursable meal (meal times + non-congregate)

For more information, please contact your assigned Health Educator.

Homeless & Housing Unstable Students

LEGAL OBLIGATIONS & BEST PRACTICES FOR SCHOOL REENTRY

Districts and schools have special legal obligations to students experiencing homelessness as defined by 42 U.S.C. § 11434a(2) in subtitle VII-B of the McKinney-Vento Homeless Assistance Act. These obligations extend to students in unstable living situations (doubled up with other people, couch surfing, in motels, homeless shelters); inadequately housed students (those without utilities or in substandard housing); and unaccompanied youth.

Definition of Homeless Children & Youth

Under McKinney-Vento,[1] homeless children & youth:

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C)1 of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

These students' needs and rights are unique and should not be conflated with the needs of economically disadvantaged, special education and ESL students. Given a likely dramatic increase in the number of students meeting the definition of homeless since the COVID-19 pandemic, districts and schools must make affirmative and aggressive efforts to identify newly homeless children.[2] Once identified, districts and schools must ensure equitable access to education for students experiencing homelessness as they prepare for the new school year.[3]

This guide serves as a framework for basic legal compliance, as well as best practices. At a minimum, districts and schools should:

- Identify a Homeless Liaison.[4]
- Ask each student their housing status during the enrollment process.
- Provide legally required services and waivers for fees related to birth certificates, class materials, extracurricular activities, field trips and before-/after-school programming to identified students.[7]
- Ensure that any distance learning offered is available to identified students. If learning requires devices and wifi access, both must be provided.[6]

[1] 42 U.S.C. § 11434a(2)
[2] 42 U.S.C. §§ 11432(g)(6)(A)(i)
[3] 42 U.S.C. §§ 11432(g)(6)(A)((ii)
[4] 42 U.S.C. §11432(g)(1)(J)(ii)
[5] 42 U.S.C. § 11432(g)(1)(I)
[6] 42 U.S.C. § 11432(g)(1)(F)(iii)-(J)(i)

Designating a Homeless Liaison and Preparing for Success

Per federal law, each LEA must ensure there is a Homeless Liaison currently in place with adequate capacity to identify McKinney-Vento students and ensure their enrollment, full participation, and equitable access to services.

- Use a simple tool to assess liaison capacity, such as the assessment developed by School House Connections. **(Copy can be found in Forms and Resources.)**
- Use COVID-19 relief funding (CARES Act funds), Title I, Part A funding, and any McKinney-Vento sub-grant funding to increase liaison capacity. This money can be used to specifically fund the costs of services outlined in this guidance.
- Designate school site-level liaisons to increase the districts' and schools' overall capacity to respond to homelessness.
- Many schools and districts are reporting increased staff turnover due to COVID-19 and economic stressors.
  - Please contact the Education of Homeless Children and Youth (ECHY) State Coordinator, Dana Malone, dana.malone@state.nm.us for the required online training available to ensure new liaisons are adequately prepared to for their duties.
  - There are many great on-line resources to support training for school staff or community partners. All staff including teachers, coaches, bus drivers, maintenance workers, administrators and cafeteria staff can be instrumental in identifying students eligible for McKinney-Vento services. **(See Forms and Resources for link to School House Connection for training resources.)**

CASE STUDY: ESPAÑOLA SCHOOL DISTRICT

School Site-Level Liaisons: Helping Students Experiencing Homelessness Succeed in Schools

In Española, NM, Anna Vargas Gutierrez, the District HOPE and Children, Youth, and Families Department (CYFD) Liaison for the Student Services and Wellness department oversees the McKinney-Vento program.

Since she took over the program a couple of years ago, identification of students experiencing homelessness went from about 10 per year to over 100 per year. Prior to her taking over the program, "kids were not being identified," she said.

To help support students and families experiencing homelessness and increase identification, Ms. Vargas Gutierrez applied for and was awarded a McKinney-Vento sub-grant from PED. She has used these funds to support stipends for five people who were already employed in the district.

The folks receiving the stipends are social workers or staff who know the kids and commit to doing extra work off school hours.

Between the five staff, they cover all the schools in the district. Expectations include checking in with students every week, helping ensure families are accessing resources, and providing case management.

Most of the students in Española experiencing homelessness are living "doubled-up". That means they have moved in with other families. Currently, there aren't any homeless shelters in Española. Some students experiencing homelessness may be served by organizations in Taos and Santa Fe, but students prefer to stay in the Española valley and sleep on couches of friends, neighbors or family members.

With the help of the extra staff, identification of students experiencing homelessness within the district has increased and more children experiencing homelessness are getting the supports they need to succeed in school. This utilization of funding also supports long term sustaining of the program and assurance that training and this service to students continues.

Identifying Students Eligible for McKinney-Vento Services

The Homeless Liaison and other school staff must reach out to known or suspected McKinney-Vento students now, to help them prepare for reentry during the next school year.

Districts and schools should identify as many homeless students as possible by using school registration as an opportunity to ask questions about housing status. The following question added to online and printed registration materials would not only ensure maximum identification of homeless students, but help districts and schools better support the unique needs of those students.

Where do you sleep at night?

Please check ALL the boxes for places you have slept over the past year.

- ☐ Staying temporarily with friends, relatives or other people ("couch-surfing") WITH a parent
- ☐ Staying temporarily with friends, relatives or other people ("couch-surfing") NOT with a parent
- ☐ At a shelter, WITH a parent
- ☐ At a shelter, NOT with a parent
- ☐ In transitional housing or an independent living program, WITH a parent
- ☐ In transitional housing or an independent living program, NOT with a parent
- ☐ At a motel or in a camper or 5th wheel, WITH a parent
- ☐ At a motel or in a camper or 5th wheel, NOT with a parent
- ☐ In a car, tent, park, bus or train station, abandoned building, shed, chicken coop, or other public place, WITH a parent
- ☐ In a car, tent, park, bus or train station, abandoned building, shed, chicken coop, or other public place, NOT with a parent
- ☐ At my home, in my bed

Given the challenges of mobility, deep poverty, and trauma, keeping in touch with students and families experiencing homelessness can be a challenge in the best of times. With schools and early childhood programs closed, and students and families moving even more frequently due to COVID-19, maintaining connections is even more difficult.

The following offers some strategies that liaisons, schools, and early childhood programs should use to keep in touch.[7]

- Augment the local educational agency homeless liaison's capacity to do outreach.
  - Increase liaisons' dedicated hours to homeless-related activities, such as through increasing the Title I, Part A homeless set-aside.
  - Enlist other school staff, such as counselors, principals, paraprofessionals, social workers, and teachers, to reach out to students experiencing homelessness.
- Use all available means of communication to reach families and students: Email, phone, texting, regular mail, Facebook, Twitter, Instagram, Snapchat, GroupMe, home visits, etc.
- When families and students don't respond, don't give up. Reach out to emergency contacts and other students to ask if they have updated contact information, or if they can find students on social media and urge them to contact the school. Be mindful of the Family Educational Rights and Privacy Act (FERPA). A student's status as eligible for McKinney-Vento is confidential.
- Once you connect with a parent or youth, stay in touch on a regular schedule. Use "check-in" forms to guide weekly conversations with students and families. Begin by telling students they're missed, and then inquire about supports they might need to stay safe, healthy, and engaged in school.
  - Use the weekly check-in form **(found in Forms and Resources)** to guide the conversation.
- Set up a phone hotline for assistance with any needs or connect families with existing hotlines.

[7] Keeping in Touch with Students and Families Experiencing Homelessness During School Closures from the SchoolHouse Connection

- If delivering food, supplies, or learning packets, ask about other needs and encourage families and students to keep in touch. Let them know they are missed, and that schools and early childhood programs are ready and able to help them.
- Provide parents and youth with the technology they need to stay in touch, such as pre-paid cell phones.
- Be sure to inform students and families of their rights to:
  - Stay in their school of origin, whether school opens in the fall only online, or a combination of online and in-person.[8]
  - Immediate enrollment if they do seek to enroll in a new school.
  - Access to free school meals, as well as assistance with accessing distance learning, and transportation to their school of origin if schools are open full- or part-time.

Useful Phone Numbers

CORONAVIRUS

- **Coronavirus Health Hotline**—call for any health-related questions about the Coronavirus: 1-855-600-3453
- **Coronavirus Information Hotline**—call if you have any questions about school closures, job issues, eviction notices, etc.: 1-833-551-0518

HOUSING

- **Mortgage Finance Authority (MFA) Emergency Housing**: 1-800-444-6880

FOOD ASSISTANCE HOTLINES

- Seniors who need groceries should call: 1-800-432-2080
- If you need assistance obtaining food for school-age children call: 1-505-827-6683
- **SNAP Benefits**: 1-800-283-4465
- **Special Supplemental Nutrition Program for Women, Infants, and Children**–questions on food or formula availability: 1-505-469-0929
- **Special Supplemental Nutrition Program for Women, Infants, and Children**—general questions: 1-866-867-3124

CASE STUDY: DEMING PUBLIC SCHOOLS

Connecting to Families Where They Are

Deming, like other rural communities in New Mexico, has its own unique challenges when it comes to meeting the needs of their students. This district located in the U.S./Mexico border region has strong ties to their neighbors in the south. The district boasts a culturally diverse population that includes international and migrant students and their families. After the coronavirus pandemic hit, Glenda Sanchez, Homeless Liaison for the Deming School District, and her team started to think of ways they could connect and help families in need. They knew many families in their community used an online shopping site to buy and sell various items, so they posted messages in Spanish about the McKinney-Vento and migrant program on the local sites. About 90 people responded to her initial message. Her team was able to interview and qualify families for these programs over the phone. Through this simple yet creative method, they were able to qualify an additional 40 students for the McKinney-Vento program.

When school is in session, her team goes to every school in the district to introduce themselves and present an informational workshop for all staff. In the workshops, they provided examples/conditions that staff can look and listen for to make a referral to their department. She also asks each school to include information about the McKinney-Vento (homeless) program in their school newsletter. They also reach out to parents currently in the program to refer families as well.

[8] 42 USC § 11434a(2)

Returning and Newly Eligible McKinney-Vento Students

Make sure there are systems in place to identify returning McKinney-Vento students, as well as students who are newly experiencing homelessness.

- Current levels of unemployment suggest imminent increases in homelessness among families who have never experienced it before, and who lack familiarity with available services and systems. As always, sensitive, trauma-informed outreach will be essential. (See "Forms and Resources" to learn more about creating trauma informed systems.)
- Embed questions and information about homelessness in all school or district outreach efforts, including: enrollment materials (see "Eliminating Barriers to Enrollment" for more recommendations on enrollment) food pick-up or delivery; mailing of learning packets; emails or other communications to all parents/students; school/district automated calling systems; and the school/district website, Facebook page, and other social media.
- Ensure that trained staff are available to connect with McKinney-Vento families and over the summer.
- Post flyers, brochures, and posters in the community where students and parents might see them, even if those locations are different due to COVID-19. For example, while campgrounds, motels, libraries and laundromats may continue to be important places to post information, grocery stores and pharmacies might be even more essential locations for such information at this time **(see Forms and Resources for sample flyers)**.
- If your school is doing meals, post flyers in an area where families picking up meals can see them and include a flyer or brochure in to-go meals.
- Ask community partners to use an online referral form, that can be completed and submitted via a Google Doc or email, to connect families and youth to McKinney-Vento liaisons and early childhood programs for education-related needs (see "Forms and Resources" for sample referral form).
- Make sure all school, district, and program communications, including websites and social media, regularly share information about services for students and families experiencing homelessness. Many new families and youth are likely to fall into homelessness due to current economic stressors. It is more important than ever to ensure that all parents and youth know about McKinney-Vento and related rights.
- Create user-friendly websites and Facebook pages with clear information about community resources, food distribution, and distance learning, including how to obtain devices and internet connectivity.
- Many families may not self-identify as homeless or understand that living doubled-up may qualify them for services. Be creative with the questions that can help identify students and families experiencing homelessness in the COVID-19 context. Questions may include:
  - Have you had an eviction deferred, and if so, when will the eviction moratorium end?
  - Have you had rent, or utility payments deferred, and if so, when will those payments resume?
  - Do you have a steady income? Has your work schedule been reduced?
  - Do you have a working stove and refrigerator?
  - Have you had utilities shut-off?
  - How long have you been where you are staying currently, and how long do you think you will be able to stay there?
  - Have you recently had to move in with family or friends because of financial circumstances?

Eliminating Barriers to Enrollment

Make sure the districts or schools and enrollment systems, whether online or in-person, accommodate the needs of families and youth experiencing homelessness.

COVID-19 has laid bare the inequities in access to technology of students of color, low-income students, and students experiencing homelessness. As they attempt to enroll through online systems, families and youth experiencing homelessness struggle with limited access to technology and connectivity, as well as basic enrollment barriers such as lack of information about the McKinney-Vento Act, lack of a pathway to enroll without documents, and inaccessible language. Students and families for whom English is not their first language, and those unfamiliar with online platforms and processes, will be disproportionately impacted by these barriers.

Online enrollment must not present barriers to immediate enrollment for students experiencing homelessness.

- Ensure that students experiencing homelessness are enrolled immediately, as required by the McKinney-Vento Act, whether school is online, in-person, or a hybrid model.
- Provide registrars and other enrollment personnel adequate training on the McKinney-Vento Act.
  - With the anticipated increase in children and youth experiencing homelessness, training staff is more important than ever!
- Ensure online enrollment systems are accessible and understandable to parents and youth experiencing homelessness, with information about the McKinney-Vento Act. Online systems must provide a way for parents and students to enroll without typically required documents, such as proof of residency, health records, or guardianship, and an internal mechanism to refer potentially homeless students to the liaison.
- **Remember the right to remain in the school of origin!**
  - Enrollment in a new school may not be in the best interest of students experiencing homelessness, despite changes in their living situation. It is critical that schools inform youth and families of their right to remain in the school origin and receive transportation, and of the importance of school stability, whether instruction is being provided in-person, online, or via take-home packets.
- Place McKinney-Vento information prominently on the front page(s) of the enrollment website. Use descriptive terms such as "staying temporarily," "staying in someone else's home," or "in transition," rather than labels like "homeless" that families and students may not identify with or understand.
- Explain that McKinney-Vento students can enroll without the usual documents, and provide an easy and immediate avenue for that enrollment.
- Display McKinney-Vento enrollment information and forms prominently.
- Provide contact information for the Homeless Liaison and other school staff trained on enrolling students experiencing homelessness.
- Make sure the enrollment website provides an easily accessible pathway for students experiencing homelessness to enroll without proof of residency, a parent or legal guardian, and other documents.

CASE STUDY: MCKINNEY-VENTO NW NEW MEXICO FACEBOOK PAGE

Using Facebook to link San Juan County Families to Services

If you visit the **McKinney-Vento NW New Mexico Facebook page**, you will find a large array of resources that include job listings, what to do if you cannot afford your rent due to COVID-19 reduction in pay, and where to find food assistance, free wifi, and information on relevant community events that support families' success.

"Housing is a vaccine. People cannot heal, quarantine themselves, comfortably telework, or provide safety for their children and loved ones if they do not have a secure and affordable home. People who are currently experiencing homelessness are at the greatest risk of infection because they are often exposed to unsanitary conditions or sleeping in shared spaces. People experiencing homelessness also have extremely limited access to medical care." (Post from 3/13/20)

- Ask about students' living situations among the first questions asked of all students in both online and paper enrollment processes.
- Design online enrollment forms and processes to accommodate McKinney-Vento situations, allowing students to enroll without proof of residency or a parent/guardian's signature.
- Set enrollment forms to automatically provide the Homeless Liaison with contact information for students who indicate possible homelessness.

Make sure the enrollment website, including McKinney-Vento information, is written in a manner understandable to all families and students and is available in multiple languages.

Keep enrollment instructions as brief as possible, and the process as simple as possible. Once the student is in school, additional follow-up can occur as needed.

- Ensure that the reading level of enrollment systems, and school and district websites overall, are at a level that allows parents with less than a high school education, and students themselves, to navigate the system easily.
  - Use a free online readability checker.
- Offer an option for registrants to proceed without requesting a PIN or code.
- Create a secure page for students in homeless situations to enter information.
- Enlist bilingual school staff to assist with both online and in-person enrollment.
- Partner with community organizations that serve students and families of color and immigrants, and train them in online enrollment processes, so they can support families and students.
- Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

Make convenient alternatives to online enrollment available for students and families who cannot access the online format, or who need personal assistance to complete the enrollment process.

- Allow in-person enrollment at school sites as an alternative to online enrollment. As needed, in-person enrollment can follow social distancing and other safety measures that may be in place.
- Institute enrollment options by phone if schools are closed due to a pandemic.
- Ensure that online enrollment forms include simple instructions for accessing in-person or telephonic enrollment.
- Complete the student's enrollment in one visit, recognizing that finding the time and transportation to visit the school can be challenging for families and students experiencing homelessness.
- Ensure that all posters, brochures, and other materials that discuss enrollment of students experiencing homelessness include information about in-person enrollment, in addition to the web site address for online enrollment.
- Meet with students and families at community agencies like shelters, meal sites, and motels, to help eliminate transportation and other enrollment barriers.

Safety and Health Considerations

Ensure all schools are prepared to address barriers to enrollment and retention in school, including ensuring access to COVID-related supplies such as personal protective equipment (PPE), hygiene supplies, clothing, and laundry.

- Prioritize students experiencing homelessness for resources that will be provided to all students, or to low-income students. Deliver or mail resources to students who lack transportation to pick them up.
- Expand the amount and uses of the Title I, Part A homeless set-aside as needed, to ensure it is adequate to address new barriers and increases in homelessness created by COVID-19.
- Target COVID-19 relief funding to students experiencing homelessness. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), H.R. 748 includes several new funding streams to support early care and education.
  - Allowable uses of funds specifically include activities authorized under the education subtitle of the McKinney-Vento Act, and activities to address the unique needs of students experiencing homelessness, including how outreach and service delivery will meet their needs. Examples of allowable uses include:

- Planning for and coordinating how to provide meals and technology.
- Purchasing educational technology [a] including hardware, software and connectivity) for students.
- Mental health services and supports.
- Ensuring access to summer learning and supplemental after-school programs for students experiencing homelessness.

Ensure McKinney-Vento students have equitable access to all school activities, whether online or in-person. As schools begin to explore options for traditional or remote learning, careful consideration should be made to provide equitable access and support for a variety of student learning needs. Care should be taken not to exacerbate existing gaps in student achievement. Achieving equity in remote learning requires leaders to be intentional about ensuring support for student populations that often already have reduced opportunities for academic success in our traditional in-person education model.[9]

Mental Health

Have plans in place at each school to respond to increased trauma caused by extended shelter-in-place orders in unsafe living situations and increased economic stress.

- Screen for trauma when school restarts, either in person or online. Simple, well-researched instruments include UCLA's COVID-19 Screen for Child/Adolescent PTSD and the Structured Trauma-Related Experiences and Symptoms Screener.
- Invite community mental health providers to support students virtually and/or on-site at schools.
- Implement trauma-informed training and practices available from the National Child Traumatic Stress Network, ACES Aware, or similar resources. A recent review of programs with proven track records, many of which offer free tools and free online training, can help schools get started.
- Adopt positive school discipline practices school- and district-wide.
  - Traditional, punitive discipline practices include detention, suspension, and expulsion. These approaches are based on the assumption that punishment will compel students to change their behavior. In practice, they contribute to the "school-to-prison pipeline" and further isolate children who often are in dire need of positive relationships and support.[10] They also have civil rights implications, as students of color are disproportionately subjected to punitive discipline, particularly African American and Native American students.[11]
  - In contrast, positive school discipline adopts a trauma-informed approach to strengthening the capacity of both school staff and students to reduce and prevent inappropriate and disruptive behavior. It recognizes that seeking to uncover and address the root causes of a student's behavior is more effective than punishment. Positive school discipline is integrated into school policies, programs, and practices and applied system-wide. It often includes restorative justice practices that focus on repairing harm through inclusive processes that engage all stakeholders. (See Forms and Resources for link to School House Connection's Tips for Implementing Positive School Discipline for Students Experiencing Homelessness.)

Create robust community collaborations so families and students can receive additional services that support educational success.

- Connect with community agencies providing food, health care, mental health care, shelter, and housing to families or youth, to find out what is available and how your students and families can access it.
- Use referral forms that can be completed and submitted online, or emailed to the liaison, for providers to connect families and students with liaisons.
- Utilize current resource guides or create an on-line resource list that families and youth can access on a mobile device, and that community partners can update directly, such as through a Google Doc.

[9] Virginia Department of Education Return to School Plan

[10] School House Connections, Positive School Discipline Practices for Students Experiencing Homelessness, (2018), Source: Thalia González (2012). Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline. 41 J.L. & Educ. 281.

[11] School House Connections, Positive School Discipline Practices for Students Experiencing Homelessness, (2018), Source: Status and Trends in the Education of Racial and Ethnic Groups, Indicator 14: Retention, Suspension, and Expulsion

Useful Phone Numbers

- **AGORA NM Crisis Center:** 505-277-3013
- **Alcoholics Anonymous:** 505-266-1900
- **Child Abuse Hotline:** 505-841-6100 or dial #SAFE from a mobile phone (note: #SAFE cannot receive text messages)
- **Domestic Violence Hotline:** 1-800-773-3645
- **Gambling Addiction:** 1-800-522-4700
- **National Child Abuse Hotline:** 1-800-24-ACHILD
- **National Child Abuse Prevention Line**: 1-800-CHILDREN
- **National Domestic Violence Hotline:** 1-800-799-SAFE (7233)
- **National Domestic Violence Hotline (Español):** 1-800-942-6908
- **National Domestic Violence Hotline**—TTY, text telephone for deaf, hard of hearing, or speech-impaired): 1-800-787-3224
- **National Hopeline Network:** 1-800-SUICIDE
- **National Runaway Switchboard:** 1-800-637-0701 Ext. 118
- **National Sexual Assault Hotline:** 1-800-656-HOPE
- **National Teen Dating Abuse Help:** 1-866-331-9474
- **Native American Professional Parent Resources:** 505-345-6289
- **New Mexico Crisis and Access Line:** 1-855-662-7474 or 1-855-227-5485 (TTY)
- **New Mexico Healthcare Worker and First Responder Support Line:** 855-507-5509
- **New Mexico Legal Aid**: 505-633-6694
- **New Mexico Rape Crisis Center:** 505-266-7711
- **New Mexico Substance Abuse Helpline:** 1-855-505-4505
- **Poison Control:** 1-800-222-1222
- **Pull Together:** 1-800-691-9067
- **Sexual Assault Nurse Examiners:** 505-883-8720
- **Spanish-Language Suicide Hotline:** 1-866-331-9474
- **Suicide 24/7 Emergency Line:** 575-758-1125
- **Suicide Text Line:** 741741
- **University of New Mexico Mental Health:** 505-272-2800

- In rural areas in particular, connect with faith communities, civic organizations, and youth groups that might be able to share McKinney-Vento information with families and offer support or funding for basic needs and distance learning equipment.

Access to Distance Learning

If distance learning will be part of reopening, schools must be prepared to ensure students experiencing homelessness can access the internet, devices, meals, academic support, and adult mentorship.

- Prioritize students experiencing homelessness for devices and connectivity that will be provided to all students, or to low-income students. Deliver devices with meals or via U.S. mail when families and students cannot reach pick-up locations.
- Provide students with unlimited high-speed data, including through hotspots and cellphone data and minutes, to ensure students can complete all assignments and stay connected with liaisons, teachers, mentor Prioritize students experiencing homelessness for resources that will be provided to all students, or to low-income students. Deliver or mail resources to students who lack transportation to pick them up.
- Expand the amount and uses of the Title I, Part A homeless set-aside as needed, to ensure it is adequate to address new barriers and increases in homelessness created by COVID-19.
- Target COVID-19 relief funding to students experiencing homelessness.
- Ensure McKinney-Vento students have equitable access to all school activities, whether online or in-person.
- Plan to meet learning challenges beyond basic connectivity and devices, such as providing portable chargers for students without access to electricity; offering in-person or virtual supplemental academic support; and maintaining mentorship relationships with youth experiencing homelessness without a parent or guardian, in particular.
- Provide insurance for devices provided to McKinney-Vento students, recognizing the increased risk of theft and breakage due to unstable and unsafe living situations.

Make sure your schools are ensuring that families and students have access to electronic devices and internet connectivity.

- Extend the practices that became common with school closures by providing students with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. Title I, McKinney-Vento, and other funds can help meet those costs. Many corporate foundations and philanthropic organizations also are offering grants for technology assistance.
- Coordinate with community agencies to provide on-site computer stations and assistance with both online and in-person enrollment.
- Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods; buses can park in areas where homeless families and/or unaccompanied youth are concentrated.

Forms and Resources

- Schoolhouse Connection: connect to training, documents, and relevant news about students experiencing homelessness and their families.
  - Back-to-School Training Resources
  - Positive School Discipline Practices for Students Experiencing Homelessness
- The National Center for Homeless Education (NCHE): operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
  - Homeless Liaison Toolkit
  - Training, Webinars, Materials, and Issue Briefs
  - For assistance with an issue related to the education of a child or youth experiencing homelessness, contact the NCHE homeless education helpline toll-free at (800) 308-2145 or homeless@serve.org.
- The National Child Traumatic Stress Network: learn more about trauma and trauma-informed care
  - Trauma-Informed Care
  - Creating Trauma-Informed Systems
  - Schools Support for Traumatized Children
- Aces Aware: an initiative led by the Office of the California Surgeon General and the Department of Health Care Services to give medical providers training, clinical protocols, and payment for screening children and adults for Adverse Childhood Experiences (ACEs).
  - ACEs Training
  - General Information, Policy Guidance, Materials
- International Society for Traumatic Stress Studies (ISTSS): clinicians and researchers from advocating for the field of traumatic stress.
  - UCLA Post-traumatic Stress Disorder (PTSD) Assessment Tool, Brief COVID-19 Screen for Child/Adolescent PTSD (Spanish and English)
- New Mexico Human Services Department, Behavioral Health Services Division: mental health and substance abuse state authority
  - Isolation, Grief, Loss and Trauma During COVID-19
  - Network of Care for Behavioral Health
- NMPED Forms
  - McKinney-Vento Liaison Assessment (see pg 11)
  - Education for Homeless Children and Youth (EHCY) Program Weekly/Bi-weekly Check-in Form
  - Referral Form for Community Partners

Assessing the Capacity of Districts'/Schools' McKinney-Vento Liaisons for Children & Youth Experiencing Homelessness[12]

Under the McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015, every local educational agency must designate a liaison for homeless children and youth. Liaisons must be "able to carry out" 10 specific duties[13].

The U.S. Department of Education Non-Regulatory Guidance states that districts and schools "should allocate sufficient time for… liaisons to do their jobs effectively and should support them in fulfilling their duties as outlined in the law and in making timely decisions." To determine the time needed to carry out the liaison's duties, the Department directs districts and school administrators to review the legal requirements for the position.

The chart below outlines the 10 legal requirements of McKinney-Vento liaisons[14].

It is intended to serve as a quick self-assessment of the extent to which of these duties currently are able to be carried out, and a plan for building the capacity to carry them out in the future. This chart is not intended to substitute for a comprehensive needs assessment. Rather, it is a simple tool to help Districts and schools quickly identify and prioritize areas where greater capacity is needed to carry out the law.

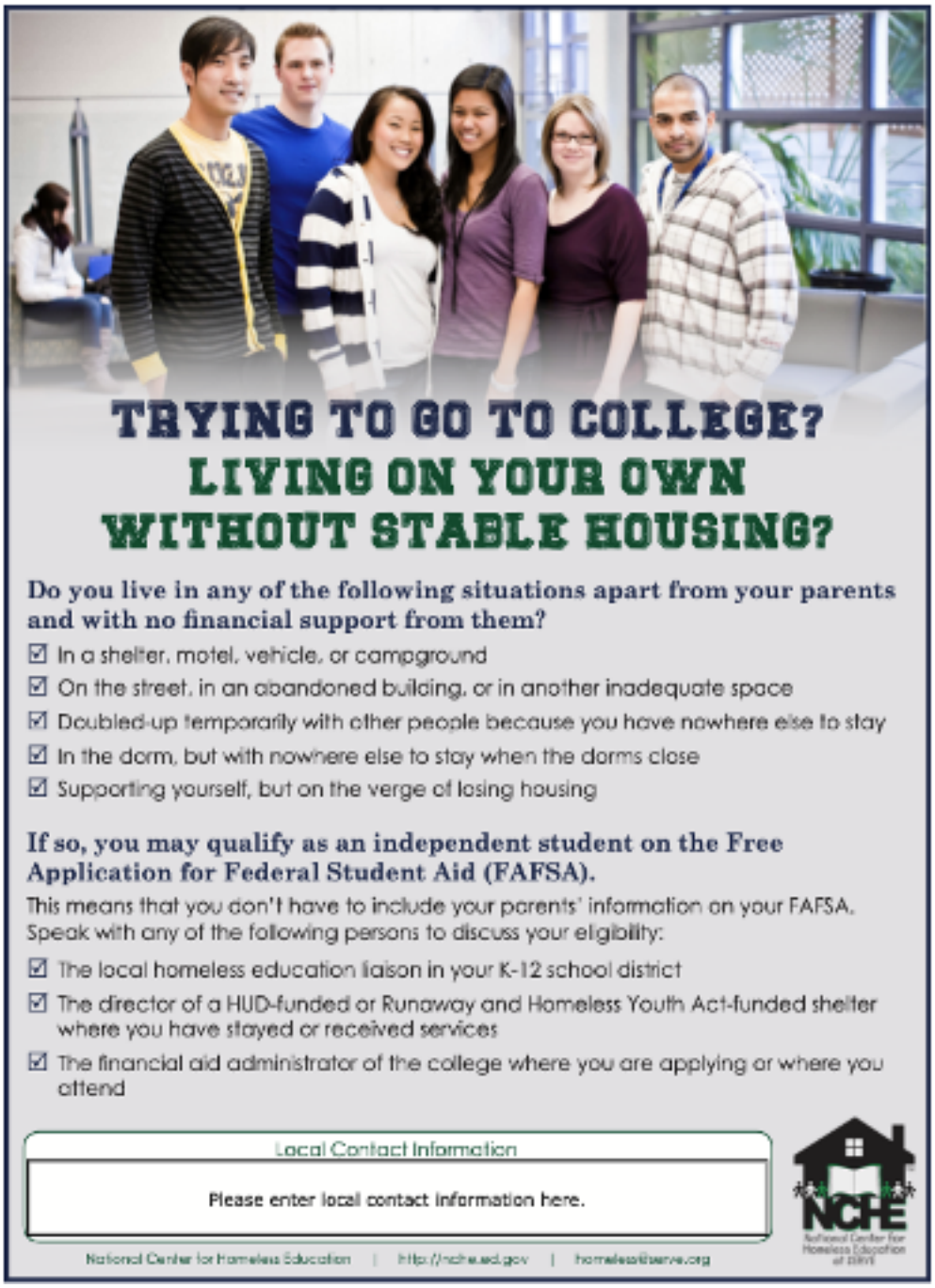
LEGAL DUTY	SELF-ASSESSMENT	PLAN FOR LIAISON CAPACITY	
McKinney-Vento liaisons must ensure that…	**0 = Not able to carry out 5 = Fully able to carry out DK = Don't Know**	**What Needs to Happen?**	**Who Needs to be Involved?**
1. Homeless children and youth are identified by school personnel through outreach and coordination with other entities and agencies.			
2. Homeless children and youth are enrolled and have full and equal opportunity to succeed in school.			
3. Homeless families, children and youth receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C), and preschool programs administered by the district/school.			
4. Homeless families, children, and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.			
5. Parents and guardians are in-formed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate.			
6. Public notice of homeless students' rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner and form.			
7. Enrollment disputes are mediated.			
8. Parents, guardians and unaccompanied youth are informed of and assisted in accessing transportation services, including transportation to the school of origin.			
9. School personnel providing McKinney-Vento services receive professional development and other support.			
10. Unaccompanied youth: a) are enrolled in school; b) have opportunities to meet the same challenging academic standards as other children and youth, including through receiving partial credits; and c) are informed of their status as independent students for the FAFSA and receive verification of that status.			

[12] School House Connection [13] 42 U.S.C. 11432(g)(1)(J)(ii) [14] 42 U.S.C. §11432(g)(6)(A)

Sample Flyers

Free copies of the following flyers may be downloaded from the National Center for Homeless Education.

Higher Education: Parent Poster (English)



TRYING TO GO TO COLLEGE?
LIVING ON YOUR OWN
WITHOUT STABLE HOUSING?

Do you live in any of the following situations apart from your parents and with no financial support from them?

- ☑ In a shelter, motel, vehicle, or campground
- ☑ On the street, in an abandoned building, or in another inadequate space
- ☑ Doubled-up temporarily with other people because you have nowhere else to stay
- ☑ In the dorm, but with nowhere else to stay when the dorms close
- ☑ Supporting yourself, but on the verge of losing housing

If so, you may qualify as an independent student on the Free Application for Federal Student Aid (FAFSA).

This means that you don't have to include your parents' information on your FAFSA. Speak with any of the following persons to discuss your eligibility:

- ☑ The local homeless education liaison in your K-12 school district
- ☑ The director of a HUD-funded or Runaway and Homeless Youth Act-funded shelter where you have stayed or received services
- ☑ The financial aid administrator of the college where you are applying or where you attend

Local Contact Information

Please enter local contact information here.

National Center for Homeless Education | http://nche.ed.gov | homelessedserve.org

NCHE

Parent Poster (English)

INFORMATION FOR PARENTS

IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

In a motel or campground due to the lack of an alternative adequate accommodation

In a car, park, abandoned building, or bus or train station

Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
  - If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.

Local Liaison	State Coordinator

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education:
1-800-308-2145 • homeless@serve.org • http://nche.ed.gov

Youth Poster (English)

INFORMATION FOR SCHOOL-AGE YOUTH

IF YOU LIVE IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

In a motel or campground due to the lack of an alternative adequate accommodation

In a car, park, abandoned building, or bus or train station

Doubled up with other people due to loss of housing or economic hardship

You may qualify for certain rights and protections under the federal McKinney-Vento Act.

Eligible students have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference.
  - If the school district believes that the school selected is not in his/her best interest, then the district must provide the student with a written explanation of its position and inform the student of his/her right to appeal its decision.
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to the students' needs.

If you believe you may be eligible, contact the local liaison to find out what services and supports may be available.

Local Liaison	State Coordinator

If you need further assistance with your educational needs, contact the National Center for Homeless Education:

1-800-308-2145 • homeless@serve.org • http://nche.ed.gov

Parent Poster (Spanish)

INFORMACIÓN PARA LOS PADRES

SI SU FAMILIA VIVE EN CUALQUIERA DE LAS SITUACIONES SIGUIENTES:

En un albergue

❖

En un motel o un sitio para acampar debido a la falta de una alternativa adecuada

❖

En un auto, un parque, un edificio abandonado, o una estación de trenes o de autobuses

❖

Compartiendo la vivienda de otras personas debido a la pérdida de su casa o a una dificultad económica

Sus hijos de edad escolar podrían calificar para recibir ciertos derechos y protecciones bajo la ley federal McKinney-Vento.

Sus hijos elegibles tienen derecho a:

- Recibir una educación pública gratuita y apropiada.
- Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción.
- Inscribirse y asistir a clases mientras que la escuela obtiene los documentos necesarios.
- Inscribirse en la escuela local; o continuar asistiendo a la escuela de origen (la escuela a la cual su hijo asistió cuando tenía una residencia permanente, o la última escuela en la cual estaba inscrito), si esto es su preferencia.
  - Si el distrito escolar cree que la escuela escogida por usted no es la mejor para sus hijos, el distrito tiene que darle a usted una explicación escrita de su posición e informarle de su derecho de apelar su decisión.
- Recibir transporte a/de la escuela de origen, si usted lo pide.
- Recibir servicios educacionales comparables a los que están provistos para otros estudiantes, según las necesidades de sus hijos.

Si usted cree que sus hijos podrían ser elegibles, contacte al oficial para la educación de los niños y jóvenes sin hogar de su distrito escolar para averiguar los servicios y ayudas que podrían estar disponibles. También puede haber apoyo disponible para sus hijos de edad preescolar.

Oficial para la educación de los niños y jóvenes sin hogar	Coordinador estatal

Si usted necesita ayuda adicional con las necesidades educacionales de sus hijos, contacte al Centro Nacional de Educación para los Niños y Jóvenes sin Hogar:
1-800-308-2145 • homeless@serve.org • http://nche.ed.gov

Instructional Hours

GUIDANCE FOR 2020–2021 SCHOOL REENTRY

State statute provides the following requirements for instructional hours and the corresponding development of your academic calendar.

22-2-8.1. School year; length of school day; minimum

A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

(1) KINDERGARTEN, for half-day programs: **two and one-half hours per day or 450 hours per year or, for full-day programs: five and one-half hours per day or 990 hours per year;**

(2) GRADES ONE THROUGH SIX: **five and one-half hours per day or 990 hours per year; and**

(3) GRADES SEVEN THROUGH 12: **six hours per day or 1,080 hours per year.**

The New Mexico Public Education Department's (NMPED's) options for reentry instructional models—full reentry, hybrid, and remote learning—all fall within the bounds of a school-directed program. Because of this, face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency. Districts and schools should submit their calendar to fiscal programs as usual.

Please see the NMPED Reentry Guidance for the 2020–2021 school year for more information on each instructional model: full reentry, hybrid, and remote.

Guiding Rules

- The NMPED will not be waiving instructional hours unless the public health conditions order requires NMPED to consider this. Students' right to an education given all safety considerations and precautions is paramount.
- Instructional hours should focus on accelerated learning. Please see NMPED Guidance on Instructional Acceleration.
- Instructional hours in the remote setting shall include school-directed programs.

School-directed programs include the following suggestions—this list is not intended to be exclusive or exhaustive:

- One-to-one check-ins between teachers and students (for example, office hours);
- Targeted intervention, remediation, and tutoring; and
- Remote learning activities (with or without technology) such as the following examples:
  - Online learning (synchronous or asynchronous)
  - Reading assignments
  - Writing assignments
  - Math problems
  - Lab reports
  - Research Projects
  - Paper-based assignments and packets or other independent work
  - Project-based learning and place-based learning

FOR MORE INFORMATION CONTACT: Gwen Perea Warniment ped.state.nm.us

Guidance for Remote Instruction

ATTENDING TO INSTRUCTIONAL HOURS

The New Mexico Public Education Department's (NMPED's) options for reentry instructional models—full reentry, hybrid, and remote learning—all fall within the bounds of a school-directed program. Because of this, face-to-face instructional hours and remote instructional hours shall be considered equivalent during the public health emergency School schedules must meet instructional hour requirements of 5.5 hours for grades K–6 and 6 hours for grade 7–12. Please see **NMPED Guidance on Instructional Hours** for more information. This document lists several suggestions for what can count as instructional time during remote learning such as:

- One-on-one check-ins
- Synchronous and asynchronous online interaction
- Reading and writing assignments
- Place-based learning
- Projects
- Tutoring
- Independent work
- Physical exploration

Design and Scheduling

Districts and schools should consider the following factors when developing scheduling for remote instruction:

- How do daily schedules impact families? The more detailed the schedule, the more difficulty families might have navigating competing and differing classroom expectations. It is important to provide regular and consistent scheduling, while also providing space for families to navigate competing and differing classroom expectations.
- How does age-appropriate direct instruction, whole group instruction, small group instruction, and intervention factor in your schedule?
- Younger children may require support from adults at home or childcare, especially when learning new content. How do your schedule and instructional delivery methods account for the need for adults to support students and access instruction and materials?
- How might a block scheduling approach support core content, remediation time, and creative time where specials might be integrated?
- How does the schedule prioritize dedicated time to support social and emotional wellbeing? Does the schedule include brain breaks, social emotional learning (SEL) instruction, class meetings, and time for students to meet with counselors?
- How can districts and schools work with their librarians to ensure students have access to books to allow for breaks from digital screen time and alternate activities throughout the day—whether reading, research, or vocabulary/language activities?
- Teachers should conduct daily check-ins with students, similar to what happens naturally in a classroom. How can districts and schools incorporate video conferencing or phone-based office hours as an element of the day, and what policies and procedures related to privacy and appropriateness are in place? Check-ins can be organized as general office hours or one-on-one time.

FOR MORE INFORMATION CONTACT: Gwen Perea Warniment ped.state.nm.us

- How does your schedule ensure accessibility for all students is in place, and what additional assistive technology will the district or school need to include?
- For students who might have trouble accessing online resources or instruction, how will schedules include time to work on downloaded content or distributed content, reading, and leveraging community or home resources?
- How could project-based learning play an integral part in scheduling?
- For more considerations on planning remote instruction, please see the NMPED Checklist for Virtual Classroom Considerations, including applying for a waiver on virtual class size.
- Consider the National Standards for Quality Online Teaching.

A note on assessment: Ask students to submit writing samples, samples of mathematics written work, and use teleconferencing or online conferencing to leverage formative assessment practices. Some tools will be available online, and for more information, see the NMPED Guidance on Using Multiple Measures and Formative Practice to Identify Learning Needs.

Sample Schedules

1. **Teaching Lab** presents a distance learning plan that uses an Open Educational Resource (OER) called EL Education for elementary English language arts (ELA). It also presents a lesson planning guide for distance instruction.
2. **Opportunity Culture** provides a model that leverages teacher leaders in a creative way. These educators play a role in shifting how school is organized by using multi-classroom teams. This can support more creative scheduling and small group instruction or intervention. It also supports educator professional learning. Click here for the brief.
3. **ERS** provides guidance for COVID comeback school models that help school and system leaders develop locally relevant models. Strong components of the guidance include daily virtual or telephonic community circles, a care team organized to respond to the needs of the students and families who have been most adversely impacted by COVID-19, and content-focused collaborative planning time built into the schedules. Click here for the website that provides comprehensive strategies.

Family Support

During Continuous Learning for spring 2020, the Engage NM project found the top barrier for student success in remote learning was **lack of structure and accountability**. Consequently, the number one intervention for students that led to success in remote learning was **accountability for engagement**. This intervention included daily check-ins from a coach/teacher/counselor and consistent progress monitoring. These are problems normally solved through observation of and access to a teacher in a face-to-face environment.

1. **Turnaround for Children** provides a Remote School Routines and Procedures Checklist that is intended to help families organize their planning for household schooling routines and procedures. Administrators might use this to meet with parents and guide them through how to approach the 2020–2021 school year.
2. **Future Ed** provides a comprehensive Attendance Playbook that provides strategies for reducing chronic absenteeism. Among the guidance is a section on effective messaging and engagement for families.
3. **EveryDay Labs** provides a Family Insights Toolkit that helps districts and schools stay connected with families and identify the types of supports and information families might need.

Learning Management System

NMPED will provide the Canvas Learning Management System (LMS) to any district or school that elects to use it for remote learning. The Canvas LMS is designed to be an all-inclusive platform that allows teachers to create and organize content, students to access coursework and grades, and parents to track assignments and student performance. Reporting, resource sharing, discussion, feedback, grading, and content creation are all supported by the LMS. However, the LMS is not a cure-all, and it does not replace the teacher. A teacher must still create, deliver, and manage their content—just as they do in the physical classroom. For further information, please go to the NMPED learning management system webpage.

Small Groups of In-Person Instruction

During Remote Instruction, NMPED will still permit small group or one-to-one, face-to-face instruction for students with disabilities or any students within the PreK through third grade span. Districts and schools should consider when planning for small group instruction:

- Prioritizing at-risk students
- Prioritizing students who might need social emotional support
- Prioritizing students with connectivity issues or who are struggling with remote instruction scheduling at home
- Organizing students based on tiered interventions
- Thinking about location and procedures, including minimizing transitions and exposure to others
- Working with staff who are best positioned to offer intervention and accelerate learning for students who may need targeted support for English instruction or specific content

When working with small groups, or in a hybrid environment, how might the typical lesson plan be spread out over the course of the A/B model? Generally, educators will want to assure new material is introduced while the students are at school, and schedule independent practice for when the students are at home.

Example in an "I do, we do, you do" format:

- I do direct instruction: teacher modeling and mini-lessons on new content is done while the students are at school
- We do guided practice: could happen while the students are at school or at home (ex./ while on Zoom)
- You do independent practice: is done at home and submitted paper and pencil when the students return to school or electronically

Another example of this for inquiry-based instruction might be:

- Engage (students are engaged with a challenging scenario or essential question): done at school
- Explore (students investigate the phenomenon): can be done at school or home or both for a rich experience, especially leveraging community resources and experiences
- Explain (students explain the phenomenon and new knowledge that is acquired): can be drafted at home and shared at school
- Elaborate (students apply their knowledge to new situations or deepen knowledge): can be done at school or home
- Evaluate (students reflect on their knowledge and the learning process assessment): should be done at home and shared at school for feedback and to cultivate a growth mindset

Comprehensive Resources List for Remote Instruction

PRIORITY INSTRUCTIONAL CONTENT

- NMPED Instructional Scope and Acceleration Guide: A comprehensive tool aligned to NM Standards that provides a strategy for assuring a guaranteed, viable, and equitable curriculum for all students. NMPED strongly encourages districts and schools to leverage this tool.
- 2020–2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics, from Student Achievement Partners
- School Practices to Address Student Learning Loss, from Annenberg Institute for School Reform at Brown University and Results for America
- Disciplinary Core Ideas, Crosscutting Concepts Science and Engineering Practices, from NextGenScience

CURRICULUM AND INSTRUCTION

- Curriculum Publisher Information to Support Learning during COVID, from Collaborative for Student Success
- Recommended Support for 2020–2021 Math Instruction, from Navigator
- Important Prerequisite Math Standards to Support 2020–2021 Planning, from ANet
- Sample Pacing Guide for Tier 1 Instruction, from Instruction Partners
- Strong Start Instructional Materials Guidance, from the Louisiana Department of Education
- Teaching About Race, Racism, and Police Violence, from Teaching Tolerance
- 15 Classroom Resources for Discussing Racism, Policing, and Protest, from EdWeek
- Supporting Students Through Coronavirus, from Teaching Tolerance
- How Teachers Are Integrating COVID-19 Crisis Into Their Lessons, from neaToday
- COVID-19, Coronavirus, and Pandemics—Math Resources: Teaching and Using Mathematics to Understand our World, from NCTM
- The Coronavirus in Light of Other Pandemics in History: Also Lesson Plans and Resources for Further Research, from Democracy & Me
- Family engagement for underserved and multilingual families, from Talking Points
- FASTalk, from Family Engagement Lab
- Fair Grading Practices, from Stand For Children
- Instruction Partners' Guidance for Accelerating Student Learning, from Instruction Partners
- Reviews of K–12 instructional materials, from EdReports
- Addressing Unfinished Learning in the 2020–2021 School Year, from Council of the Great City Schools
- Progressions Documents for the Common Core State Standards for Mathematics, from Student Achievement Partners
- EQuIP PRP-Reviewed High-quality Science Examples, from NextGenScience
- Next Generation Science Standards (NGSS) Design Badged Units, from NextGenScience
- NGSS Bundles, from NextGenScience
- EdReports Middle School Science Reviews
- NGSS Lesson Screener, from NextGenScience
- EQuIP Rubric for Science, from NextGenScience
- NextGen TIME, from BSCS Science Learning, WestEd, and Achieve
- Learning in Places, from Seattle Public Schools, tilth Alliance, University of Washington, Northwestern University, and National Science Foundation
- Getting Started with Universal Design for Learning, from Understood
- Distance Learning: 6 UDL Best Practices for Online Learning, from Understood
- Academic Supports for Students with Disabilities, from Annenberg Institute for School Reform at Brown University and Results for America
- Accommodating Student Individualized Education Program (IEP) & 504 Plans in K–12 Education, from Quality Matters
- Supporting Teachers with Accommodations & Modifications in Distance Learning Environments, from Marshall Street Initiatives, a division of Summit Public Schools

Resources for Remote Instruction continued

- Accessibility Tip Sheet, from Dr. Yue-Ting Siu
- Guidelines for Distance Learning for Students with Significant Support Needs, from Amy Hanreddy
- Resources to Support Distance Learning for Students with Significant Support Needs, from Amy Hanreddy
- Designing for Accessibility with POUR, from the National Center on Accessible Educational Materials
- Creating Accessible Documents and Slide Decks, from the National Center on Accessible Educational Materials
- Features for Customizing Students' Reading experience, from the National Center on Accessible Educational Materials
- Getting started with EPUB, from the National Center on Accessible Educational Materials
- Making Math Notation More Accessible, from the National Center on Accessible Educational Materials
- Representing Math in an Accessible Manner, from the National Center on Accessible Educational Materials
- Creating High-quality, Engaging Video, from the National Center on Accessible Educational Materials
- Creating Accessible Video, from the National Center on Accessible Educational Materials
- Teaching with Accessible Video, from the National Center on Accessible Educational Materials
- Signing Math & Science, from TERC
- Kids Stories in American Sign Language (ASL) from The Sign Language Channel
- Free online library and Learning at Home resources for educators and parents, from Bookshare
- Remote learning resources, from the Described and Captioned Media Program
- Tools and techniques for students on the autism spectrum, from the Texas Autism Circuit
- Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators, from the Louisiana Department of Education
- Supports for Students with Significant Cognitive Disabilities, from Arkansas Division of Elementary and Secondary Education
- Key Principles for English Language Learner (ELL) Instruction, from Understanding Language
- Curriculum Guidelines & Specifications for English Learners (ELs), from English Learners Success Forum
- Analyzing Content and Language Demands for Math, from English Learners Success Forum
- Analyzing Content and Language Demands for English Langauge Arts (ELA), from English Learners Success Forum
- Re-envisioning English Language Arts and English Language Development for English Language Learners, from Council of the Great City Schools
- A Framework for Re-envisioning Mathematics Instruction for ELs, from Council of the Great City Schools
- Language, Literacy, and Learning in the Content Areas, from the Understanding Language Conference
- Classroom Talk: Supporting ELs Oral Language, from Aída Walqui and Margaret Heritage
- Self-guided history exploration, from the Big History Project
- Four Dimensions of Instructional Materials That Put Students First, from ANet

DISTANCE AND ONLINE LEARNING

- Lesson Planning Guide for Distance and Hybrid Learning, from Teaching Lab
- Distance and Online Learning Example: Teaching Lab's Distance Learning Plan Based on EL Education's 2nd Edition K–5 Language Arts Curriculum, from Teaching Lab
- Recommendations for District Policies for At-Home Teaching and Learning, from Opportunity Culture: An Initiative of Public Impact
- Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era, from FutureEd and Attendance Works

Resources for Remote Instruction continued

- How Can Educators Tap Into Research to Increase Engagement During Remote Learning?, from EdSurge
- Instruction Partners' Math Guidelines for Distance Learning Models, from Instruction Partners
- Less is More in Math Distance Learning, from EdWeek
- Moving Forward: Mathematics Learning in the Era of COVID-19, from National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics
- Instruction Partners' ELA Guidelines for Distance Learning Models, from Instruction Partners
- Supporting Students with Disabilities in K–12 Online and Blended Learning, from Michigan Virtual Learning Research Institute
- Distance Learning for ELLs: Planning Instruction, from Colorín Colorado
- 6 Key Considerations for Supporting English Learners with Distance Learning, from Sobrato Early Academic Language
- Guidance to Plan and Provide Remote Learning for English Learners, from Massachusetts Department of Education
- Enhanced Reports with Key Technology Information Template, from EdReports
- Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric, from the National Institute for Excellence in Teaching
- Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services, Marshall Street Initiative, a division of Summit Public Schools
- Taking School Online with a Student-Centered Approach, from Facing History and Ourselves
- Accountability and Feedback Online: One Big Question is 'When?, from Doug Lemov's Field Notes
- "I See You. I Care. How Can I Help You Grow?", from Charter School Growth Fund
- Keeping the teacher-student feedback loop intact during distance learning, from Partnership Schools
- Best Practices: Online Pedagogy, from Harvard University
- Distance Learning Going Forward, from Annenberg Institute for School Reform at Brown University and Results for America (Expected July 2020)
- Continuing Science at Home with Science Notebooks, from Council of State Science Supervisors and National Science Education Leadership Association (NSELA)
- Supporting Equitable Home-based Teaching and Learning During COVID-19 School Closures, from Council of State Science Supervisors
- 5 Ideas to Engage K–2 Students in Math Remotely, from Student Achievement Partners
- 3 Recommendations for Supporting Early Elementary Students Remotely, from Student Achievement Partners
- Remote Learning Resource: Discourse, from OpenSciEd, inquiry Hub, and NextGen Science Storylines
- Remote Learning Resource: Leading an Anchoring Phenomenon, from OpenSciEd, inquiry Hub, and NextGen Science Storylines

ASSESSMENT

- Assessing Basic Fact Fluency, from National Council of Teachers of Mathematics
- Guidance for Accelerating Student Learning, from Instruction Partners
- Restart & Recovery: Assessment Considerations for Fall 2020, from the Council of Chief State School Officers.
- 3 Principles for Assessments During Instructional Recovery and Beyond, from ANet
- Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020–2021 School Year, from the Center on Positive Behavioral Interventions & Supports
- Formative Assessment for ELs in Remote Learning Environments, from Understanding Language

Resources for Remote Instruction continued

- Use of Formative Assessment Data for ELs, from the National Center for Research on Evaluation, Standards, & Student Testing
- Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic, from the Center on Reinventing Public Education

PROGRAMMING AND SPECIAL EDUCATION SERVICES

- Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak, from the U.S. Department of Education
- IDEA Best Practices During the COVID-19 Crisis, from the Council of the Great City Schools
- Virtual IEP Meeting Guidance, from Marshall Street Initiatives, a division of Summit Public Schools
- Sample Virtual IEP Meeting Agenda, from the Center for Parent Information & Resources
- Supporting Inclusionary Practices During School Facility Closure, from the Washington Office of Superintendent of Public Instruction released
- Continuous Education for Students with Disabilities: Direct Services, from the Louisiana Department of Education
- FAQs on Special Education & COVID-19, from the Colorado Department of Education
- Guide to Delivering High-Quality IEP Services During School Closures, from the Diverse Learners Co-Op
- Occupational and Physical Therapy Home Program Activities, from The Inspired Treehouse
- Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities, from the U.S. Department of Education
- State Contacts, from the U.S. Department of Education

PROGRAMMING AND ELD SERVICES

- Assessing Language Proficiency during Extended School Closures, from Council of the Great City Schools
- English Learner Toolkit, from the U.S. Department of Education, National Center for English Language Acquisition
- Fact Sheet: Providing Services to English Learners During the COVID-19 Outbreak, from the U.S. Department of Education

PROFESSIONAL LEARNING

- Accessing Teacher and School Leader Surveys for Self-Assessment on Critical Skills, from the Council of Chief State School Officers
- Identifying System Professional Learning Priorities, from the Council of Chief State School Officers
- Identifying School Professional Learning Priorities for Teachers, from the Council of Chief State School Officers
- Sample Professional Learning Scope and Sequence, from the Council of Chief State School Officers
- Professional Learning Scope and Sequence Template, from the Council of Chief State School Officers
- Professional Learning Partner Guide, from Rivet Education (available by the end of August)
- Professional Development Essentials for Educators of Multilingual Learners, from Understanding Language
- Forward Together: A School Leader's Guide to Creating Inclusive Schools, from National Center for Learning Disabilities and Understood
- High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders, from the Council for Exceptional Children and CEEDAR Center
- Toolkit: Connected Professional Learning for Teachers, from Education Resource Strategies
- Collaborative Teaching Virtual Instruction Tips, from the Florida Inclusion Network
- Common Planning Time Note Catcher, from Council of Chief State School Officers
- Tactical Ideas for Virtually Coaching Your Newly Virtual Teachers, from Edthena

Supporting Native American Education

REENTRY GUIDANCE

In alignment with the Indian Education Act, the following is guidance for districts and charter schools during remote or hybrid situations:

1. Ensure equitable and culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials for Native American students enrolled in public schools.
   - **a.** Any form of educational services that are provided to students should include an equity lens for Native American students. These educational services can include virtual/online, instructional calls, face-to-face, books, textbooks, workbooks, worksheets, email, television, laptops, or phones.
   - **b.** Parent engagement via technology will be of utmost importance, along with support for access to the internet.
   - **c.** Ensure that Tribes are notified of all curricula development for their approval and support.

2. Ensure maintenance of Indigenous languages.
   - **a.** The integration of language- and culture-based instructional strategies, methods, and practices helps to support the learning of Native American students along with their Indigenous language for the educational success of these students.
   - **b.** Native American Language and Culture (NALC-520 Certificate) Certified Staff shall continue to be utilized.

3. Continue Tribal consultation.
   - **a.** Actively solicit input and participation from Tribes.
   - **b.** Encourage cooperation in reaching an agreement with Tribal representatives on the best possible decision for those involved, and particularly Native American students.
   - **c.** Allow for an open, timely, and free exchange of information among the parties to lead to a mutual understanding and comprehension.
   - **d.** Whether or not consensus is reached, consider others' perspectives and concerns and honor a Tribe's sovereignty.
   - **e.** Develop an understanding of the true educational concerns of the Tribal communities.
   - **f.** Most importantly, conclude consultations with documentation and shared agreements that seek and find solutions and alternatives as applicable.
   - **g.** Prepare protocols for when Tribal communities are closed.
   - **h.** Collaborate with Tribes to prioritize Native American students for in-person instruction based on individual needs.

The Indian Education Act grants are made available to tribal departments of education, districts, and charter schools serving significant numbers of Native American students for purposes that align with New Mexico's Indian Education Act (NMSA 1978 Section 22-23A-1 through 22-23A-8). Tribes, Nations, Pueblos, districts and charter schools may be able to use this funding to meet the needs of Native American Students in light of the current Health Orders. Please contact the Indian Education Division at Indian.Education@state.nm.us.

NEW MEXICO Public Education Department

FOR MORE INFORMATION CONTACT: Rebecca Reyes ped.state.nm.us

Waivers for Teacher Licensure

REENTRY GUIDANCE

While there are no changes to educator certification requirements, waivers may be requested in the case that educators in high risk categories may need to work from home and therefore teach in a grade level or subject area for which they are not currently licensed.

Waivers may also be considered for educators who are teaching in person and may need to be available to cover grades and subjects outside their current license area.

Waiver Request Process

There is a two-step process:

1) Since each situation for an individual educator may require different types of solutions, please complete the form at this link. Locate the tab for your district or charter school at the bottom of the spreadsheet.

2) In addition, please send an email to jessica.green@state.nm.us so she may review and expedite the request.

Educator Evaluation System

TEST DRIVE ELEVATE NM FOR SCHOOL YEAR 2020–2021

Elevate New Mexico (Elevate NM) is a new educator evaluation system developed during the 2019–2020 school year that will be "test driven" by all New Mexico educators during the 2020–2021 school year. The formal implementation of this system will not take place until the 2021–2022 school year. The New Mexico Public Education Department (NMPED) would like to receive feedback on the new system throughout the 2020–2021 school year and will provide many opportunities to do so.

The intention for Elevate NM is to support and uplift both the morale of New Mexico educators and their teaching skills through a system that provides feedback in three different ways:

1. Teachers' personal reflections through their Professional Development Plans (PDPs);
2. Feedback from administrators on the PDPs; and
3. Classroom observations and feedback from families and student surveys.

Research shows that the most effective educators are those who engage in reflective practice. Elevate NM was designed to put the educator at the center of the system with the expectation that when a teacher is provided with feedback and directs his or her own professional learning he or she will be empowered to reflect on his or her teaching and be actively involved in a continuous cycle of improvement. NMPED believes that when New Mexico educators feel supported and are provided with quality feedback upon which to reflect, then students will be supported in their learning and a positive learning environment will be created for all.

What is Elevate NM?

- Elevate NM was constructed from recommendations made by the Teacher Evaluation Task Force during the 2019–2020 school Year.
- Elevate NM has taken elements from the previous evaluation and reworked them to create a tool that will help administrators provide support and feedback for educators and empower teachers to guide their own professional learning.

What Makes Up Elevate NM?

- The new system is made up of three components that at first glance may look familiar, because it is based on the Danielson framework. But the system has been redesigned to support both the educator and evaluator with greater clarity of expectations:
  1. Educator Professional Development Plan
  2. Observation and Scoring Rubric comprised of the four domains based on Charlotte Danielson's Framework for Teaching Evaluation Instrument:
     - **Domain 1:** Planning and Preparation
     - **Domain 2:** Creating an Environment for Learning
     - **Domain 3:** Teaching for Learning
     - **Domain 4:** Professionalism
  3. Surveys
- There are four levels of performance on the Observation and Scoring Rubric:
  1. Not demonstrating
  2. Developing
  3. Applying
  4. Innovating

What is Expected of the System"Test Drive" for the 2020–2021 School Year?

Expectations for the Educator: Engage with Elevate NM as your educator evaluation system: develop your PDP (this might mean you have a personal goal and a school goal); anticipate your principal doing informal observations known as walkthroughs; familiarize yourself with the Observation Rubric that will be used for at least one formal observation during SY2020–2021; and issue surveys when the time comes.

IMPORTANT: During the test drive year, NMPED will not generate summative educator evaluation reports. Educators will be held harmless. The only report that will be generated will be from the local school district or charter school as an end-of-the-year summary available through Frontline. This report will provide all the feedback as well as scores from the four domains.

Expectations for Administrators/Evaluators: Spend time training your staff on Elevate NM. Support your educators reflecting on their practice from last year to help them think about what areas they want to focus on for this year in their professional learning. Encourage early formative assessments so that the teachers have data to help guide their PDP. Motivate educators to set professional development goals that are related to: teaching in a remote or hybrid environment, familiarizing themselves with technology, and supporting the social and emotional well being of students. NMPED expects that each quarter you will be in classrooms and give quality and actionable feedback to your teachers. The table below illustrates what is expected and what you will upload into the Frontline Platform.

PERSON	ELEMENT	DUE DATE IN FRONTLINE PLATFORM
Admin	Walkthrough/ Informal Observation	September 25, 2020
Teacher/Admin	Self-Assessment Beginning of Year PDP	First 40 Days of Instruction/ Mid-October depending on your start date
Admin	Walkthrough/ Informal Observation	December 11, 2020
Admin	Domain 1	February 26, 2021
Admin	Formal Observation (Domain 2 & 3)	March 12, 2021
Admin/Teacher	Domain 4 & End of Year PDP	April 30, 2021
Admin	Walkthrough/ Informal Observation	May 7, 2021
Admin	End of Year Summary	May 14, 2021