

Gadsden ISD Reentry Plan for 2020-2021

**GADSDEN
ADMINISTRATIVE
COMPLEX**



"Children First"

Gadsden ISD Reopen Committee

July 2020

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Our Mission

Gadsden Independent School District will ensure that all students will learn by putting education first. The district will provide quality educational opportunities conducive to learning that will facilitate students' individual goals.

DRAFT

Message from the Superintendent

The COVID-19 pandemic has fundamentally changed education, our lives, and our communities. The start of the 2020-2021 school year is one that many of us will never forget as the shift to education has taken on a new way of learning and teaching. As we shift to welcoming our students back to our campuses, we must keep safety, wellness, and student education in mind. Provide quality instructional options focused on student needs in a safe environment are top priorities. The following Reentry Plan is built upon the guidance from New Mexico Public Education Department (NMPED), New Mexico Department of Health (NMHOD), Center for Disease Control (CDC), and many other federal and state agencies. As we continue to learn and develop throughout the pandemic, the Gadsden ISD Reentry Plan will evolve due to the changes and recommendations from federal and state. Visit the listed websites and the [Gadsden ISD website](#) to stay up to date with the changes.

Key Objectives

Safety of students & staff

- [New Mexico Department of Health Orders](#)
- [Centers for Disease Control and Prevention](#)
- [Summary of Health and Safety Practices](#)

Quality Instruction

- [LFC Report](#)



Decision for Reopening Schools

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider reopening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



**ALL
YES**

Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



**ALL
YES**

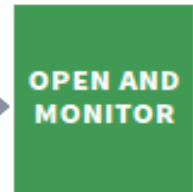
Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO

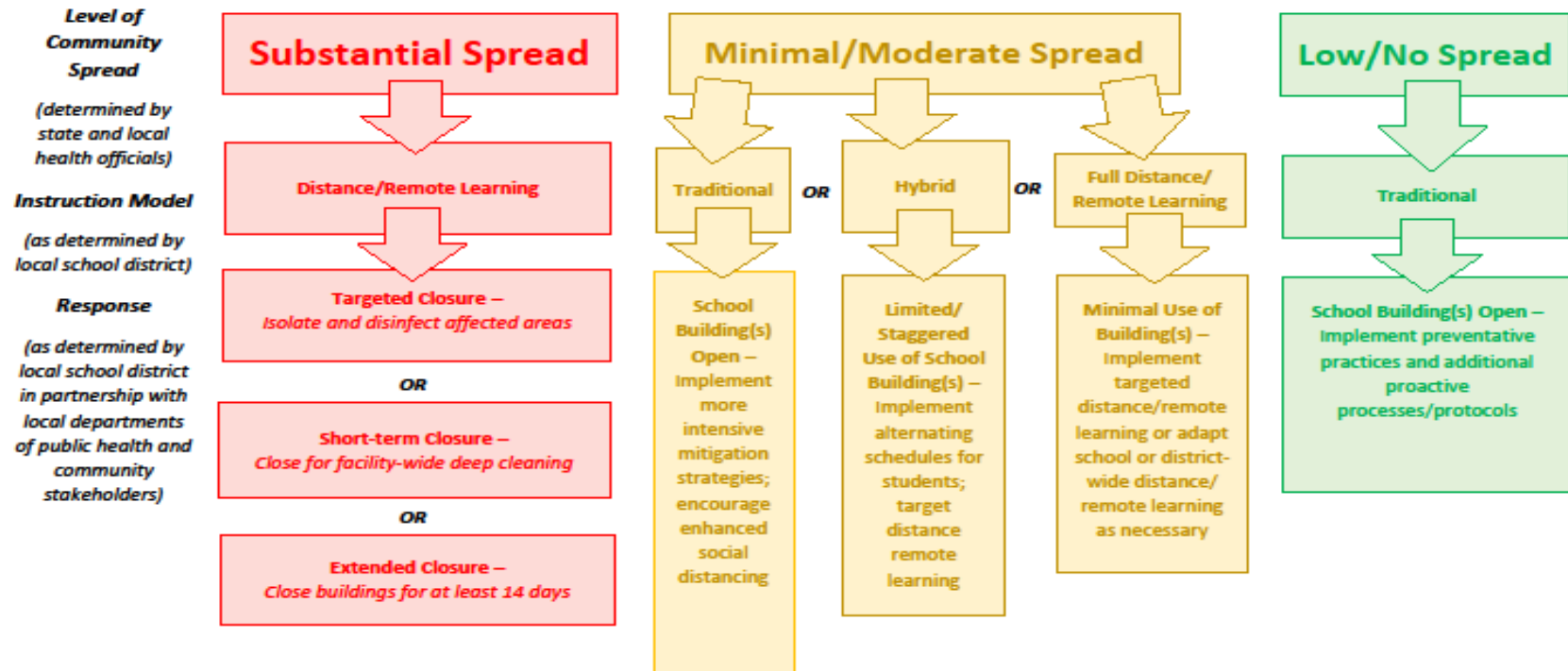


**ALL
YES**



Gadsden ISD: Levels of Action:

Gadsden's Path to Recovery for K-12 Schools



Gadsden ISD: Health & Safety School Reentry Plan



The following resources and links are threaded within this document.

Resources:

1. [CDC Guidance \(Masks\)](#)
2. [CDC Considerations for Schools](#)
3. [CDC Coping with Stress](#)
4. [CDC Drinking Water](#)
5. [CDC Hand Hygiene Recommendations](#)
6. [CDC Handwashing: Clean Hands Saves Lives](#)
7. [CDC What Bus Operators Need to Know](#)
8. [Head Lice](#)
9. [NM Department of Health Coronavirus Updates](#)
10. [NM Environment Dept. Resources for COVID-19](#)
11. [NMDOH Immunization Requirements](#)
12. [NMDOH: Exemption from Immunization Information/Form](#)
13. [NMDOH: New Mexico Immunization Authority Letter](#)
14. [NMDOH Mask Guidance for Youth and Children](#)
15. [NMPED Reentry Guidance](#)
16. [OSHA Guidance on Preparing Workplaces for COVID-19](#)
17. [The New 3 R's: Helping Children Thrive During the Pandemic and Beyond](#)

Forms:

1. [GISD Employee Flow Sheet](#)
2. [GISD Reentry Communication Plan](#)
3. [GISD Facilities Reopening](#)
4. [GISD Transportation Plan](#)
5. [PreK-2nd Grade Touching Base](#)
6. [3rd-6th Grade Touching Base](#)
7. [7th-12th Grade Touching Base](#)
8. [GISD Student COVID-19 / Travel Reporting Form](#)
9. [GISD Staff Survey June 2020](#)
10. [GISD Employee Health Screening](#)
11. [GISD Employee Self-Reporting COVID-19](#)
12. [GISD Employee Self Reporting Travel or Visiting Guest Related to COVID-19](#)



13. GISD SPED Reopening Scenario B1

Overview

The Gadsden I.S.D. (GISD) Nursing and Health Services Department provides recommendations and best practices to ensure a safe and successful re-entry to the school system. During this time of pandemic, the GISD Nursing Staff understands collaboration and coordination between GISD, NMDOH, and NMPED while utilizing best practice models can mitigate and slow the spread of COVID-19 to reduce potential transmission to students, families, and staff.

The GISD will follow the recommended guidelines and protocols established by NMDOH and NMPED based on CDC recommendations. Guidance provided to students, family, and staff will follow these guidelines. There will be times when students and staff will exhibit the signs and symptoms of COVID-19 during the school day or an individual may report exposure or a positive COVID-19 test. When these instances occur, the Director of Nursing and Health Services and/or Coordinator of Nursing will be informed of the situation and recommended guidelines will be adhered to.

“It is impossible to avoid all risk 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.” Ryan Stewart, ED.L.D., Secretary of Education, State of New Mexico

The GISD Nursing Department will be the bridge between the academic, social & emotional effects and the health and safety of students and staff.

June 28, 2020



Topic	Recommendations
<p>NMPED Reentry Guidance - Health Requirements for Reentry</p>	<ol style="list-style-type: none"> 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 daily, 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. <p>NMPED Reentry Guidance (p. 5)</p>
<p>Communication and Collaboration with NMDOH</p> <p>Communication within the School and District related to COVID-19</p>	<ul style="list-style-type: none"> ● Dr. Gene Marciniak, NMDOH Southwest Region Medical Officer ● Melissa Limon, Border Health Epidemiologist <p>NMPED Requirements for Reentry #1, p. 5</p> <p>Communication in GISD related to COVID-19 will use the GISD Reentry Communication Plan.</p> <p>GISD Reentry Communication Plan</p>
<p>Communication with Parent/Guardian</p>	<p>Information will be posted on the GISD website:</p> <ul style="list-style-type: none"> ● Specific school information ● District updates ● Health and Safety ● COVID-19 related information Parent/ guardian education ● COVID-19 (PPE, Masks, Social distancing) ● When should your child remain at home due to illness? ● Resources ● Handwashing vs hand sanitizer ● What should your child bring to school (mask, full water bottle, hand sanitizer, school supplies)



	<p>GISD will use REMINd for two-way communication with parents and Instant Messenger for one-way communication, such as:</p> <ul style="list-style-type: none"> ● Specific information related to a school <ul style="list-style-type: none"> ○ COVID-19 <ul style="list-style-type: none"> ■ Updates related to classroom/ area/ school closure ■ Reported cases impacting a classroom/area/school ○ Meetings with parents ○ School information
<p>Visitors / Volunteers</p>	<p>A visitor is defined as an individual, who is not a student, staff, contracted related-service provider, an employee of GISD, or a member of the La Clinica de Familia (LCDF)- School Based Health Center Staff (SBHC).</p> <ul style="list-style-type: none"> ● GISD Employees not assigned to the building must continue to sign in or call the campus upon arrival. Please carry your own pen to sign in. ● Campus visits should be limited to essential school business. ● When visits require face-to-face interaction only one (1) individual will be permitted to conduct the business. ● Parents arriving to pick up their child will be required to use the designated area for student pick up. <p>Parent/Guardian visits to the School</p> <ul style="list-style-type: none"> ● When a parent / guardian is called with a request to pick up their sick child from the school, the parent/guardian will be asked to: <ul style="list-style-type: none"> ○ Provide identification. ○ Provide answers to a series of health-related questions, via the phone, to determine the possibility of a COVID-19 infection in their child or a member of the family. <ul style="list-style-type: none"> ▪ Parents of students presenting with signs and symptoms of COVID-19 / Influenza or other Infectious disease <u>will not</u> be allowed to enter the school campus. Parents will be asked to call the office on arrival and remain in their car for further instructions. The student will be brought to the parent by a staff member or the parent will be asked to meet the staff member at the school door. <p>Signage: Stating one parent/ guardian will be permitted. Call the office upon arrival and please wait in car with school phone number</p> <ul style="list-style-type: none"> ● Parents wanting to visit the school: <ul style="list-style-type: none"> ○ All visits should be conducted online to the greatest extent possible.

- When a face-to-face meeting is necessary prior administrative approval and scheduling will be required.
- The parent/guardian will be required to answer a series of health-related questions, on the phone, to determine the possibility of COVID-19 infection.
 - Parents of students presenting with signs and symptoms of COVID-19 will not be allowed to enter the school campus.
- Must provide identification.
- MUST WEAR A MASK and use hand sanitizer upon entering the school or district office.
- Meet with the designated school employee in the school/district lobby area.
- Parents wanting to pick-up their child will be provided instructions to wait in the car or be instructed to meet their child in the designated pick-up area.
- **Campus Internship / Interagency collaborators**
 - Include: Student Teachers, Student Nurses, Related-Service Provider Interns, NMDOH Dental Hygienist, Lions Vision Screening, Outside Agency Mental Health Providers, Law Enforcement Officers, CYFD personnel, etc.
 - Must be pre-approved by GISD Administration with proper notification to School Administrator.
 - Campus Visitors who have received approval must follow GISD Protocols and Guidelines related to COVID-19 and must wear appropriate PPE.
 - Face masks must be worn while on the campus.
 - Student Cadets per CDC / NMDOH guidelines.
- **Volunteers**
 - Volunteers in the school setting will not be permitted during the COVID-19 Pandemic.

Student Pick Up

At the end of the school day:

- Parents will be required to wait in their vehicles when arriving to pick up their child at the end of the school day.
- Parents WILL NOT be permitted to enter the building, unless approved by the Campus Administrator.

Parents wanting to pick up students early for outside appointments must submit a request to the front office staff.



	<ul style="list-style-type: none"> • Parents will need to call the school office to notify the staff of their arrival. • Parents will need to wait at the front entrance OR pick up their child at the designated student pick up area.
<p>Transportation Boone Transportation</p>	<p>Student Transportation Plan NMPED Requirements for Reentry #7, p. 5 CDC What Bus Operators Need to Know</p>
<p>Facilities</p>	<p>GISD Facilities Reopening</p>
<p>Health Education</p>	<p>Students: On day 1 and 2 of the School Year <u>all students</u> will receive the following, age appropriate, health-related trainings:</p> <ol style="list-style-type: none"> 1. Hand washing / hand hygiene 2. Airborne Particles (covering cough, sneeze) 3. PPE (what it looks like, why it is used, wearing a mask) 4. How to ride the bus and wear a mask 5. COVID-19 signs and symptoms 6. Staying home: When sick or a member of the household is sick 7. Isolation vs Quarantine 8. How to use the student daily health assessment tool / Touching Base 9. Learning how to recognize your physical needs 10. Recognizing social and emotional health needs 11. Who do I talk to when I need help or am afraid? 12. Taking Responsibility: Everybody is responsible for picking up and cleaning up after themselves 13. Adequate hydration: Drinking water. 14. Grieving: What have we lost <p>Staff: All Staff will receive the following health related trainings to be completed the first week of the contract year:</p> <ol style="list-style-type: none"> 1. Blood-borne pathogens 2. Hand washing / hygiene protocol and frequency 3. Airborne Particles (covering cough, sneeze) 4. PPE – what is appropriate for my job and why do I need to wear a mask, gloves, gown, shield 5. Recognizing the signs and symptoms of COVID-19 6. Staying home when you are sick, or a member of the household is sick 7. Employee contact tracing: isolation vs quarantine (when and why) 8. Employee Health Screening: how, when, and why 9. Recognizing the physical needs or limitations of our students



10. Recognizing the social and emotional health needs (fear, stress, grieving, anxiety, suicidal etc.) of our students
11. Suicide Prevention Training
12. Resources for students and families in need: Procedures for getting my student assistance. What type of assistance is available?
13. Responsibility for your space and classroom (cleaning up after yourself)
14. Process for and when to send a student to the health office
15. Recognizing signs and symptoms of child abuse (Neglect, Physical, Emotional, and Sexual Abuse)
16. Grieving: How does it affect our students, classroom, and school
17. See Something Say Something (Rosa Hood has scheduled)
18. Nursing Specific:
 - a. How to safely work in both the clean and contaminated areas.
 - b. Donning and doffing PPE
 - c. Keeping yourself safe while working with COVID-19.
 - d. Diabetes Management
 - e. Google training

Social Distancing

Schools must adhere to the social distancing requirements of their designated category. [NMPED Requirements for Reentry #3, p. 5](#)

At times, students and staff may not be able to maintain social distancing due to student specific needs.

- Students and staff will make every effort to maintain 6 ft or greater from each other. This means when in line, spacing between desks, talking among peers, and eating meals.
- Mass gatherings are prohibited in NM. Guidelines will continue to change as the guidelines are relaxed.
 - Currently, groups may not congregate for training and activities.
 - Schools should avoid large group gatherings. [NMPED Requirements for Reentry #4, p. 5](#)

**Option 1: Cardboard dividers (students could decorate their divider and it could be sprayed lightly with a disinfectant spray at the end of each day)

Option 2: Students will be seated to optimize social distancing.

K-2 teachers Physical Plant is looking for

- Face shields
- Clear masks

GISD will follow the guidelines established by the NMDOH / CDC for social distancing to the best of our ability.



- In a school setting, social distancing may not always be possible. Teachers and staff will work with the students to help them maintain adequate social distance.
 - Schools are social by nature and interactions among students and with staff has been part of the educational process; social distancing is new for many students, especially our younger population.
 - **Social distancing will be difficult for many of our students. The health, safety, and educational needs of the students may require times when maintaining social distancing is not possible.**
- Teachers and staff are requested to:
 - Phone/text/radio/e-mail the front office staff or the Nursing office staff prior to sending a student or visiting these areas
 1. The purpose of this is to ensure adequate social distancing and to safely assist students and staff.

Contact Tracing for GISD Employees

Human Resources Dept., Finance Dept., and Nursing and Health Services Dept.

Family and Medical Leave Expansion Act (FMLA):

- Expands coverage to caring for a child under age 18 whose school or childcare provider is closed or provider unavailable due to COVID-19 and the employee is unable to work or telework. (includes a child over 18 incapable of self-care because of mental or physical disability)
- Eligible employees – employed for 30 days
- Qualifying indicators to determine who qualifies as a childcare provider (refer to act)
- If spouse or other care provider also at home – employee not eligible if there is suitable individual to provide care
- First 10 days is unpaid – employee may elect to use accrued leave
- After 10 days through 12 weeks, receive 2/3 of regular rate up to \$200/day – Max \$10,000
- Leave paid by employer – not employee’s accrued leave
- Right to employer to require use of accrued annual/general leave or comp time (flex time) to supplement pay to full earnings – employer choice (not employee)
- Employees, if foreseeable, provide the employer with notice “as is practicable.” (use current procedure)
- If employee has utilized some FMLA, eligible for remainder of 12 weeks
- If employee utilized all FMLA, not eligible (we have been using fiscal year)
- Exceptions to act: Emergency Responder & Health Care Provider (see act)



Emergency Sick Leave Act (ESLA):

- All employees -immediate qualification
- Applies to:
 - Employee quarantined or isolated by order
 - Employee's health care provider recommends self-quarantine for COVID-19 concerns
 - Employee has COVID-19 symptoms & is seeking treatment/diagnosis
 - Employee caring for someone under Bullet 1 of FMLEA
 - Employee caring for son or daughter under age 18 whose school or childcare provide is closed or unavailable due to COVID-19
 - Employee has substantially similar condition

Paid benefits

- Full-time employees - 80 hours for 2 weeks
- Part-time - average hours worked for 2-week period
- Bullet 1-3 under "Applies" \$511/day and \$2000 total
- Bullet 4-6 under "Applies" 2/3 of pay, max \$200/day -\$2000 total - employer option can supplement accrued leave

Remaining week of FMLA (employee has used FMLA during school year)

- Regular FMLA, if applicable
- Used all FMLA, employee is still entitled to 2 weeks of Emergency Sick Leave
- FMLA to care for child school closure or childcare closed - 2/3 pay up to \$10,000 (\$12,000 max)
- Employer option can supplement accrued leave
- Employee right to this leave first before imposing other accrued leave

Both acts require documentation like FMLA

Under Americans with Disability Act (ADA) - Confirmed with D. Holcomb

- Employer right to take temperature of employee - ensure confidentiality
- Employer right to ask if experiencing symptoms of COVID-19
- Employer right to require employee to stay home if experiencing COVID-19 symptoms or returned from travel to specified location.
- Employer right to require return to work release

Intermittent Leave - under expansion:

- Allowable if employee and employer agree (This will be time consuming to track if we approve)
- Must also agree on increments (of leave)
- Flexibility with telework
- Limited to leave to care for son or daughter
- Not applicable to employee taking leave for any other reasons under expansion when employee is also reporting to the worksite due to high risk of spreading COVID-19

When an individual has reported possible exposure to COVID-19, positive (+) test for COVID-19 the following will be used.

- [GISD Employee Flow Sheet](#)
- [GISD Employee Self-Reporting COVID-19](#)
- [GISD Employee Self Reporting Travel or Visiting Guest Related to COVID-19](#)
- [NMPED Requirements for Reentry # 2, #6, p. 5](#)

Employees

Employees will be required to assume responsibility for:

- Completing GISD Staff Survey June 2020 [GISD Staff Survey June 2020](#)
- Not coming to work ill
- Completing the GISD Employee Health Screening prior to entering the school building. [GISD Employee Health Screening](#) ; [NMPED Requirements for Reentry #6, p. 5](#)
 - The Principal and the School Nurse will have access to the information provided on the Health Screening
- All staff will be required to have their temperature taken prior to arriving at the school setting. Temperatures must be recorded in the GISD Employee Daily Health Assessment Form.
 - Staff with a temperature of 99.9 °F or arriving sick will not be allowed to enter the school building and will be sent home immediately.
- Reporting COVID-19 symptoms using GISD Self-Reporting Form on the [GISD Website](#).
[GISD EMPLOYEE SELF REPORTING Self-Quarantine or Pending Results of Covid-19](#)
- Travel 100 miles or greater outside district boundaries using GISD Self-Reporting Form on the GISD Website. [GISD EMPLOYEE SELF REPORTING Travel or Visiting House Guest-19](#)
- Practicing COVID-19 safe practices (social distancing, not eating in groups, handwashing)
- Wearing Face Masks following NMPED/NMDOH guidelines [NMPED Requirements for Reentry #5, p. 5](#)
- Wearing additional PPE as appropriate for work setting
- Completing mandated trainings



	<ul style="list-style-type: none"> ● Teachers and Staff will NOT be allowed to congregate outside their assigned areas in groups of more than two. <ul style="list-style-type: none"> ○ Social distancing must be followed when meeting with another individual (student or staff) and a mask must be worn. (This includes eating together, visiting, working together, helping another.) NMPED Requirements for Reentry #4, p. 5 ● Per NMPED Reentry Guidelines, “schools must participate in a surveillance and rapid response testing program for all staff.” Random COVID-19 testing will occur for GISD staff in coordination with NMDOH and LCDF - SBHC. NMPED Requirements for Reentry #2, p. 5
<p>Employee Health General</p>	<p>When there is a health-related concern at the GAC, or other outlying area contact the nearest school nurse. If the situation is a medical emergency immediately call 911. When in doubt, call 911.</p> <p>Possible Exposure to COVID-19/ Positive Test Result of COVID-19/ Travel or visitors outside 100-mile area</p> <ul style="list-style-type: none"> ● Contact Nursing Department Office ● Complete Employee Health Questionnaire related to illness or travel ● Reporting COVID-19 symptoms using GISD Self-Reporting Form on the GISD Website. GISD EMPLOYEE SELF REPORTING Self-Quarantine or Pending Results of Covid-19 ● Travel 100 miles or greater outside district boundaries using GISD Self-Reporting Form on the GISD Website. GISD EMPLOYEE SELF REPORTING Travel or Visiting House Guest-19
<p>Personal Protective Equipment PPE</p>	<p>Employees who may be exposed to bodily fluids will be provided PPE to meet the needs of their level of exposure:</p> <ul style="list-style-type: none"> ● N95 Face Masks ● Face Shields ● Gowns ● Nitrile / strong gloves <p>All employees must wear:</p> <ul style="list-style-type: none"> ● Face Masks NMPED Requirements for Reentry #5, p. 5 ● PPE as per job requirement <p>Students must wear:</p> <ul style="list-style-type: none"> ● Face masks NMPED Requirements for Reentry #5, p. 5 <p>Individuals on the school campus must:</p> <ul style="list-style-type: none"> ● Wear a face mask NMPED Requirements for Reentry #5, p. 5 ● Complete a health survey related to COVID-19
<p>School Cleaning & Sanitizing</p>	<p>District buildings and schools will be cleaned and sanitized following:</p> <ul style="list-style-type: none"> ● GISD Protocols following CDC/OSHA guidelines <ul style="list-style-type: none"> ○ CDC Considerations for Schools ○ NM Environment Dept. Resources for COVID-19



	<ul style="list-style-type: none"> ○ OSHA Guidance on Preparing Workplaces for COVID-19 ○ GISD Facilities Reopening ● Specific campus needs as it pertains to Special Education Needs ● Special attention paid to high contact areas <p>**PPD will provide cleaning supplies for each area</p> <p>Staff and Students</p> <ul style="list-style-type: none"> ● Participate in daily cleaning and sanitizing personal areas as part of the daily routines and transitions <p>**Students are requested to bring hand sanitizer and Clorox type disinfectant wipes</p>
<p>Multi-use office and Equipment Use</p>	<p>Each employee is responsible for:</p> <p>Cleaning/wiping down common school equipment/materials before and after each use</p> <ul style="list-style-type: none"> ● Practicing social distancing when waiting in line to use a piece of equipment/material; maintain a 6 ft or greater distance ● Utilizing the phone to call/text or email for communication purposes with front office personnel, administration, or other staff. <ul style="list-style-type: none"> ○ Do not come to the office area without making prior arrangements.
<p>School Safety Drills</p>	<p>The NM Legislators passed a bill in 2019 relating to the "School Safety Drill Requirements". Senate Bill (SB) 147 has two versions attached for your information.</p> <p>Schools are required to run a drill once a week for the first four weeks, each school shall conduct one shelter in place with explanation of preparation to respond to an active shooter (lock down or "Run, Hide, Fight"), one evacuation drill and two fire drills.</p> <p>During the rest of the school year, each school shall conduct at least four more emergency drills, at least two of which shall be a fire drill.</p> <p>Due to the COVID 19 situation, we will be doing the following for drills starting in August 2020, until further notice, since the main purpose is to get the students and staff to a safe location in case of a fire in a controlled manner.</p> <p>No evacuation drill will be conducted this year. If an evacuation becomes necessary, each site will follow last year's plan.</p> <p>The fire drills will be done on a schedule put together by the School Administration.</p>

	<p>The teachers will conduct the fire drill as scheduled and go through the process of how to exit, where to exit, and how to re-enter the building.</p> <p>Week 1: Shelter in place (once for each group) Week 2: Fire drill (once for each group) or Shelter in place (once for each group), depends on number of teachers at your site Week 3: Fire drill (once for each group) Week 4: Fire drill (once for each group)</p>
<p>Signs / Posters for Schools and GISD Buildings</p>	<p>COVID-19 related signage</p> <ul style="list-style-type: none"> ● Department of Health / CDC signs should be placed in highly visible locations that promote everyday protective measures and disease prevention behaviors ● Common Areas Restricted at This Time <ul style="list-style-type: none"> ○ No admission ● Visitor <ul style="list-style-type: none"> ○ Please call the front office upon arrival ○ Remain in your car ○ Stating one parent/guardian may enter
<p>Student Health</p>	<p>Students and Parents/Guardians, we need your assistance and request the following:</p> <ul style="list-style-type: none"> ● DO Not send students to the bus stop or school when they are sick <ul style="list-style-type: none"> ○ If your child has allergy, cold or flu-like symptoms: <i>cough; congestion' runny nose; body/muscle aches; new loss of taste or smell sensation; fatigue; vomiting; diarrhea, or a temperature greater than 99.9 °F</i> keep your child at home. Parents/Guardians should contact their primary provider or nurse hotline to discuss these symptoms. ● Report student or family related COVID-19 symptoms to the school nurse or using the GISD Student COVID-19 / Travel Reporting Form ● Report student travel greater than 100 miles outside district boundaries or travel to another country using the GISD Student COVID-19 / Travel Reporting Form ● Performing a health-related self-assessment prior to arriving on the school campus. <ul style="list-style-type: none"> ○ PreK-2nd Grade Touching Base ○ 3rd-6th Grade Touching Base ○ 7th-12th Grade Touching Base ○ NMPED Requirements for Reentry #6, p. 5 <p>Face Masks NMPED Requirements for Reentry # 5, p. 5</p> <ul style="list-style-type: none"> ● 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. CDC Guidance



	<ul style="list-style-type: none"> ● Children between the ages of 3 and 5 must be supervised if they are wearing a mask. Providers 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. If a child cannot remove the mask on their own, without assistance, even if they are over the age of 3, they should not wear a mask. All students who are able will wear a mask; exceptions may include students with: <ul style="list-style-type: none"> ○ Sensory issues ○ Respiratory impairments, such as: asthma, excessive drooling, tracheotomy, etc. ○ Orthopedic issues ○ Intellectual disabilities that have difficulty comprehending the importance of the mask ○ Intermittent behavioral issues ○ Students who do not have the ability to put on and take off a mask should not wear a mask ○ Any other condition, where wearing a facial mask, would impede their ability to participate in the educational setting ● NMDOH Mask Guidance for Children and Youth ● Practicing COVID-19 safe practices (social distancing, not eating in groups, handwashing) ● Complete student trainings
<p>Handwashing & hand sanitizing</p>	<p>Handwashing and hand sanitizing are an essential component to mitigate COVID-19 infections. Handwashing/hand sanitizing should occur numerous times during the school day to include, but not limited to (Time allotted throughout the school day, Soap / water, and Hand sanitizer):</p> <ul style="list-style-type: none"> ● Upon arrival to the school campus ● Every sixty (60) minutes throughout the school day ● Before and after meals ● After recess or play ● After coughing, sneezing, or picking up trash ● After using the restroom <p>When soap and water is not readily available hand sanitizer is a viable alternative.</p> <p>CDC Hand Hygiene Recommendations CDC Handwashing: Clean Hands Save Lives</p>
<p>Water</p>	<p>Water is an essential component to the health and wellness of students and staff. Students will be allowed and encouraged to:</p> <ul style="list-style-type: none"> ● Bring a bottle of water from home ● Take water breaks and encourage hydration as needed ● Water bottles can be refilled from faucet <ul style="list-style-type: none"> ○ Extra water bottles will be available at each campus if a child forgets their bottle.



- SNP will provide 1 bottle of water with lunch

****Water fountains will not be available.**

[CDC Drinking Water](#)

Student Nutrition Program

Sanitary guidelines will be followed based on the NM Environmental Department and PED Student Wellness.

GISD will follow the guidelines established by NMPED. [NMPED Serving Meal Guidance, p. 15](#)

Options may include:

1. Meals will be served and eaten in classrooms
 - a. Lunch
 - b. Delivery to classroom or student pick-up will be determined by each Campus Administrator to meet the needs of each campus.
 - i. Data entry clerk / attendance clerk will provide student numbers to the cafeteria manager daily.
 1. 9:00 Elementary
 2. 10:00 Secondary
 - ii. Teachers responsible for classroom rosters of meals
 - iii. Large trash cans for designated areas. Classrooms will bag and carry waste to designated trash cans.
 - iv. Teachers, Instructional Assistants, and students will be responsible for cleaning up their space
 - v. Frequent and on-going communication between cafeteria manager and Principal/ Assistant Principal

OR

2. Meals will be served:
 - Modified cafeteria dining for those eating in the school
 - One direction pathway
 - Students eat facing the same direction
 - Spacing 6 ft apart
 - Middle/High school students may eat in an outside eating area, providing social distancing is maintained and school staff are available to supervise.
 - Grab-n-Go lunches for those participating in online education
[NMPED Serving Meal Guidance, p . 15](#)
 - Pre-K
 - Adult must serve, students will no longer be able to serve themselves, due to possible utensil contamination.
 - Social distancing must be maintained while eating with a minimum distance of 6 ft apart.
 - Alternative meal distribution may be provided, such as take-home lunches



- Individuals will remain isolated until leaving campus.
- Students: Parent/guardian of student will be notified immediately with a request for immediate pick up from the school setting.
- Staff: Campus Administrator will be notified immediately for immediate release from the school campus.
- Personal belongings will be brought to the Nursing Office for the individual.
- School Nurse will gather COVID-19 contact information related to the school setting.
- School Nurse will recommend COVID-19 testing or stay at home isolation based on NMDOH/CDC guidelines.

Students & Staff tested for COVID-19 must receive NMDOH clearance to return OR have isolated for the appropriate time and be without signs & symptoms following NMDOH guidelines.

[NMPED When...becomes sick at school, Reentry Guidelines, p. 21.](#)

Case or Outbreak of COVID-19 on a school campus

WHEN A CHILD, STAFF MEMBER OR VISITOR BECOMES SICK AT SCHOOL:
[NMPED When . . . becomes sick at school, Reentry Guidelines, p. 21.](#)

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.*

GISD Nursing Administration will work closely with Dr. Gene Marciniak, NMDOH, to determine optimal actions to be taken.

- Actions may include, but not limited to:



	<ul style="list-style-type: none"> • When the nosebleed is minimal, give the student a tissue, have the child sit down, hold their head down toward the knees and pinch the bridge of the nose. • After the bleeding has stopped allow them to wash their hands and face. • Should there be a significant amount of blood – send them to the Nursing Office. <p>Stomach-ache</p> <ul style="list-style-type: none"> • Often a student will complain of a stomach-ache when they need to have a bowel movement (BM) • Have the student go to the restroom prior to sending to the Nursing Office • Have the student drink a glass of water • Wait 10-15 minutes. Should the stomach continue to hurt call the nurse. <p>Loss of a Tooth</p> <ul style="list-style-type: none"> • Many students lose a tooth during the school day. This is exciting for them. • When there is minimal bleeding have the student wash their hands and the tooth. • Have the student place their tooth in the tooth box to take home. <p>Student Tiredness</p> <ul style="list-style-type: none"> • Do Not send students to the Nursing Office for being tired, unless you believe the child is ill or there is something wrong. • The student will not be allowed to “rest” in the Nursing Office <p>**Staff will be trained on the above.</p>
<p>Well Students Injured</p>	<p>Call the Nursing Office for students who are injured and need greater assistance than minor first aid to receive guidance from the Nurse or Health Assistant.</p> <ul style="list-style-type: none"> • If the student is able and social distancing can be safely followed the Nurse or Health Assistant may request the student to come. • Many Nursing Offices will have “mobile” first aid units and the Nurse or Health Assistant may attend the student at the site. <p>When you believe a life-threatening injury has occurred, call the school nurse and administrator immediately.</p>
<p>Well Students Scheduled Medication</p>	<p>Scheduled medication for a student</p> <ul style="list-style-type: none"> • The student will be given a scheduled time to come to the Nursing Office or will be called to the Nursing Office. • When social distancing in not possible the medication will be brought to the student



<p>Well Students Asthma</p>	<p>GISD has a strong Asthma Program which has proven to be extremely beneficial to our students when helping them recognize signs and symptoms, learning about their disease process, and appropriate use of asthma medication. The program will continue with modification.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Be assigned an arrival time based on their PE schedule ● Arrival will be staggered to meet social distancing guidelines ● Students may need to form a small line outside the nursing office, standing 6 ft apart, while waiting for pulse oximeter, lung assessment and medication if required. ● This process may take a little more time than the previous year. Therefore, it is essential students arrive at the scheduled time.
<p>Well Students Complex Medical Procedures</p>	<p>Students requiring complex medical procedures will have the procedure scheduled to meet their health needs based on medical orders.</p> <p>Students requiring emergency medical procedures:</p> <ul style="list-style-type: none"> ● Will be seen immediately upon arrival. ● Will receive emergency care at their location <p>Student's health needs will determine how the procedure is addressed.</p> <p>Students already present in the Nursing office may need to wait outside of the nursing office, in line, standing 6ft from each other.</p> <p>Nurses will be provided appropriate PPE</p>
<p>Well Students Social & Emotional Health and Safety</p>	<p>Training</p> <ul style="list-style-type: none"> ● Helping Children Thrive During the Pandemic <ul style="list-style-type: none"> ○ The New Three Rs: Helping Children Thrive During the Pandemic and Beyond ○ Suicide Prevention ○ Staff will receive (virtual) training ● Identifying a student in need and resources available ● Talk with a student about their feelings or needs ● Child Abuse and Neglect ● Grief and Grieving <ul style="list-style-type: none"> ○ Losses ○ Community ○ Death ● See something - say something ● CPI training as needed ● OLWEUS



	<p>Identify Social & Emotional Support Teams to provide immediate response this will include Nurses, Social Workers, Counselor, attendance advocate</p>
<p>Well Students Diabetes</p>	<p>Students who have been diagnosed with Diabetes will have scheduled times to arrive in the Nursing Office based on their needs and medical orders.</p> <p>Students will be permitted to have snacks, water, and medication in the classroom setting.</p> <p>Emergent care will be based on the needs of the student:</p> <ul style="list-style-type: none"> ● The School Nurse will go to the classroom when needed ● Student will be seen immediately upon arrival
<p>Well Students Screenings</p>	<p>Vision and Hearing Screenings will be scheduled to follow the guidelines of social distancing. Emphasis will be placed on:</p> <p>Special Education Students</p> <ul style="list-style-type: none"> ● Students involved in the MLSS Process ● Students /Teachers reporting difficulties impacting the educational process <p>Dental Screenings</p> <ul style="list-style-type: none"> ● Will be scheduled as NMDOH permits <p>Additional Screenings</p> <ul style="list-style-type: none"> ● Scheduled to meet student health needs <p>Home Visits</p> <ul style="list-style-type: none"> ● During the COVID-19 Pandemic home visits will not occur. Home visits place the student, family, and staff at risk for contracting the COVID-19 virus. <p>The following will need to be considered:</p> <ol style="list-style-type: none"> 1. Separate room for screenings to promote social distancing 2. Scheduling small groups of students 3. Cleaning and sanitizing equipment between each student.
<p>Well Students LICE checks</p>	<p>DO NOT SEND A STUDENT TO THE NURSING OFFICE WITH SUSPECTED LICE. They will be sent back to the classroom. When a teacher suspects a student has lice, they will be required to contact the parent.</p> <p>Lice checks will not be done in the School Nursing Office and the Nurse or Health Assistant will not come to the classroom to check a student. Lice is considered a public health nuisance, according to the Academy of Pediatrics it <i>causes a high level of anxiety among parents of school-aged children.</i></p>



- *It is important to note that head lice are not a health hazard or a sign of poor hygiene and are not responsible for the spread of any disease.*
- *Despite this knowledge, there is significant stigma resulting from head lice infestations in many developed countries, resulting in children being ostracized from their schools, friends, and other social events*
- *Screening for nits alone is not an accurate way of predicting which children are or will become infested, and screening for live lice has not been proven to have a significant effect on the incidence of head lice in a school community over time.8,19,77*
- *In addition, such screening has not been shown to be cost-effective. In a prospective study of 1729 schoolchildren screened for head lice, only 31% of the 91 children with nits had concomitant live lice.*
- *Only 18% of those with nits alone converted to having an active infestation during 14 days of observation.78*
- *Because of the lack of evidence of efficacy, routine classroom or school wide screening should be discouraged.*

Reference: Pediatrics: Head Lice,
 Cynthia D. Devore, Gordon E. Schutze and THE COUNCIL ON SCHOOL HEALTH
 AND COMMITTEE ON INFECTIOUS DISEASES

- Pediatrics May 2015, 135 (5) e1355-e1365; DOI:
<https://doi.org/10.1542/peds.2015-0746>

Training on the above will be provided.

**Wellness
 Immunizations**

**Procedures and compliance of immunizations will be followed by GISD
 Nursing Staff.**

Immunizations are required by NM state law. School Nurses and Health Assistants will maintain immunization records on all students and run non-compliance reports.

Students in both the Hybrid Model and Online programs are required by NM law to have immunizations.

- NMSA 1978, § 24-5-2 makes it unlawful for any student to enroll in school unless the student is immunized, or otherwise properly exempted.
- NMSA 1978, § 24-5-4 , 7.5.2.8 NMAC and 6.12.2.8(F) NMAC authorize and require each school superintendent to prepare a record showing the immunization status of every child enrolled or attending a school under his or her jurisdiction.
- Additionally, 6.12.2.8 NMAC requires that schools start disenrollment proceedings for students who are unable to provide satisfactory evidence of commencement or completion of immunization or an exemption from immunization.
- Section 6.12.2.8 NMAC and NMSA 1978, § 24-5-4 also stipulate that parents or guardians who neglect or refuse to permit their child to be immunized against diseases as required by law shall be reported by the school superintendent to the director of the public health division.



	<p>Families requesting exemptions may do so by following the guidelines provided by the NMDOH: https://www.nmhealth.org/about/phd/idb/imp/sreq/</p> <p>NMDOH Immunization Requirements NMDOH: New Mexico Immunization Authority Letter</p> <p>The parent/guardian is responsible for obtaining a copy of the immunization record or the NMDOH approved and completed immunization exemption form and returning it to the school nurse.</p> <p>Parents of students not in compliance with mandated immunizations will be given notice their child requires an immunization. Students will be disenrolled, as per NM, law should immunizations or exemptions not be provided to the school nurse.</p>
<p>Wellness Students and Staff</p>	<p>GISD Nurses will work with students/families and their medical care provider to establish best care practices for students with medical needs and are considered at high risk for contracting COVID-19.</p> <p>**Nurse will contact the student’s medical provider when the need arises.</p> <p>Staff who have medical needs and are considered at high risk for contracting COVID-19 should work directly with the GISD Human Resources Department.</p> <p>**Staff should contact their Medical Care Provider and GISD Human Resources.</p>
<p>Wellness School Based Health Centers</p>	<p>The La Clinica De Familia (LCDF)/School Based Health Centers (SBHC) are an integral part of our GISD Health Services Community. Many students and families have come to rely on the services provided.</p> <p>Services will be continued as permitted by the NMDOH/NMPED. SBHC staff are not considered visitors or volunteers.</p> <p>LCDF-SBHC services are open to all students of the district and operate at CHS, CMS, DPA, and STHS</p> <p>NMDOH and LCDF-SBHC will assist GISD in the surveillance and rapid response testing program for all staff. NMPED Requirements for Reentry #2, p. 5</p>
<p>Nursing Office Space For Social Distancing &</p>	<p><i>“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.” NMPED When.... becomes sick at school, Reentry Guidelines, p. 21.</i></p>



<p>Isolation</p>	<ol style="list-style-type: none"> 1. The current Nursing Office area will be considered the “clean” area for well students and staff needing health services. 2. A second location, (break room, lounge, work room) will be designated as a “contaminated or isolation” area for students and staff presenting with possible COVID-19 symptoms or other communicable disease. <ul style="list-style-type: none"> ● Minimal furniture and equipment in the room. ● Room will require a sink and if possible, a restroom.
<p>Special Education Specific</p>	<p>SPED Reopening Option B NMPED Supporting at-risk students, Reentry Guidelines, p. 20.</p> <p>Student re-entry plan is specific to their IEP</p> <p>When meals for students are served in the cafeteria:</p> <ul style="list-style-type: none"> ● students whose IEP states meals will be provided in the cafeteria setting will participate in that setting. ● Students will need extra-sanitizing supplies. ● Students must be accompanied by staff during meals and during times of transitions. <p>Students:</p> <ul style="list-style-type: none"> ● In self-contained units with special needs, students must always be accompanied by appropriate staff. ● All students who are able will wear mask, exceptions may be include students with: <ul style="list-style-type: none"> ○ Sensory issues ○ Respiratory impairments, such as: asthma, excessive drooling, tracheotomy, etc. ○ Orthopedic issues ○ Intellectual disabilities that have difficulty comprehending the important of the mask ○ Intermittent behavioral issues ○ Students who do not have the ability to put on and take off a mask should not wear a mask ○ Any other condition, where wearing a facial mask, would impede their ability to participate in the educational setting ● Students will participate in recess, breaks and all school activities as per their IEPs. ● Reinforce training with staff regarding toileting and changing. <p>PPE:</p> <p>Teachers and staff exposed to or in contact with bodily fluids will be provided with:</p> <ul style="list-style-type: none"> ● N95 Face Masks



- Face Shields
- Gowns
- Nitrile / strong gloves

Staff will be required to wear PPE as situation mandates

Health and Related Therapy Services

- Students participating in face-to-face learning at the school site will receive health and related therapy services as established in the student's IEP.

Home Visits

- During the COVID-19 pandemic, home visits will not occur. Home visits place the student, family, and staff at risk for contracting the COVID-19 virus.

Custodial Services

- Classroom floors need to be mopped daily in the SPED programs for ASC, LSC, DSC, SCC, and BSC. Doors, doorknobs, fixtures, all surfaces need to be disinfected daily.
- Bathrooms need to be thoroughly cleaned and disinfected at the end of each day.
- Trash needs to be picked up twice a day in the special education self-contained classrooms.
- Additional supplies such as disinfectant wipes/spray and extra rolls of paper towels and trash bags will be needed.

Pre-K Specific

La Mesa On-Track and Tumbleweeds Daycare

- Two different sets of standards
 - GISD
 - Tumbleweeds
- Shared spaces
 - Restrooms
 - General
- Social Distancing
 - Staff wearing N95 masks
 - Gowns/ gloves/ face shields as needed
 - Due to the nature of the Pre-K structure social distancing may not always be possible. Learning centers will be structured in a way to reduce social contact
 - Limit group size to reduce social contacts
 - Increased individual learning activities
- Masks for students
 - As appropriate
 - Teaching them not to touch face
- Parental Education



- Health Education General Information
- General COVID-19 information
- Why is important for adults to follow social distancing practices
- Responsibility for personal space - cleaning up after self.
- Nursing Services
 - Designate a specific nurse to work with each Pre-K
 - La Mesa On-Track - NVE or ME Nurse
 - GAC On-Track - STE and RE Nurse
 - Anthony On-Track - AE nurse
 - Chaparral On-Track - CHS nurse
 - Schools with a Pre-K on Campus will work with the nurse assigned to the campus
 - SPE, RE, STE, STHS
 - LUE, BE, DTE, GHS

** Work with PPD to evaluate needs to provide an environment that is healthy and safe for all students.

- PPD will take care of shared areas
- Meeting to discuss GISD procedures
 - Mask
 - Social distancing
 - No use of Break Rooms

**Collaborative effort by all staff to provide daily cleaning and sanitation of equipment and manipulatives.

- Tubs with disinfectant to cleanse manipulatives between use.

RTC Specific

RTC - Private For-Profit Organization

- Students from across the state
- Students there for approximately 3 months
- 3-4 new students arrive weekly
- Students there from 8am - 12:30 pm (males/females separated)
Language Arts, Math, Social Studies, Science. Treatment sessions during afternoon
 - Students with CYFD guardians
 - Homeless
 - Addiction
 - Violent and Abusive situations
- Mental Health Technician hired by Peak
 - 1 per 5 students

Concerns:

Guidelines for the two organizations vary

- Safety for Students and Staff
- Peak staff clean classroom and restrooms unsure of standards
- Students are taken off campus for medical appointments



- Students have numerous appointments with a variety of individuals throughout the day to provide therapy sessions, interaction
- ALL Students live together in dorm type arrangements
- Meals are eaten in groups in facility dining area

Health and Safety of Students

- Students, GISD Staff and Peak Staff must complete a health assessment questionnaire provided by GISD prior to attending class.
- Temperatures of students, GISD Staff and Peak staff will be taken prior to attending class.
 - Temperature of 99.9 or less to continue with academics
- Documentation will be maintained by the classroom teacher.
- Students, GISD Staff and Peak Staff who arrive with COVID-19 related symptoms will not be allowed to remain in the academic setting. (Difficulty breathing or shortness of breath, pressure sensation on chest area, new loss of sensation of taste or smell, cough, runny nose, body aches, fatigue, headache, nausea/vomiting, fever and or chills)
- Students with excessive / uncontrollable bleeding from a body orifice or body part will be returned to the Peak.
- Students, GISD Staff and Peak Staff MUST wear a mask
- GISD Handwashing Protocols MUST be followed by Students, GISD Staff and Peak Staff. Handwashing and hand sanitizing are an essential component to mitigate COVID-19 infections. Handwashing and/hand sanitizing should occur numerous times during the school day to include, but not limited to:
 - Upon arrival to the school campus
 - Every thirty (30) minutes throughout the school session
 - Before and after snacks
 - After coughing, sneezing, or picking up trash
 - After using the restroom
 - Prior to leaving and upon returning from scheduled therapies and appointments

When soap and water is not readily available hand sanitizer is a viable alternative.

[NMPED Supporting at-risk students, Reentry Guidelines, p. 20.](#)

Should a Distance or Remote Learning Environment Be Necessary

<p>Human Resources</p>	<p>Should a classroom, school, or the district be required to implement a distance or remote learning model Human Resources may be required to make staffing re-assignments to meet the needs of students.</p>
<p>Nursing and Health Services Department</p>	<p>The Nursing Office will become a Virtual Office. Nurses and Health Assistants will utilize established virtual Nursing Offices for the following:</p> <ul style="list-style-type: none"> ● Virtual office hours for 4-5 hours per day to be available for students and families. Virtual office hours will be the same for each campus. ● Staff hours will be re-established to follow an 8:00 am - 3:30pm schedule or follow the schedule set by their campus after approval by Nursing Administration ● Student Immunization records will be reviewed, updated, and reported. The NM law regarding school immunizations remains unchanged. ● Screenings will be scheduled for students in the MLSS process, Special Education to meet their educational needs. ● Nurses will be asked to develop educational modules for students, parents, and staff on a variety of health topics to be placed in the virtual office space. ● Nurses will assist with student and staff COVID-19 tracing within the district and develop or work with an established database for their school. ● Nurses and Health Assistants will continue to develop pamphlets to be distributed weekly to families via school lunch program. ● Health Assistants will call each family on a rotating basis doing well checks. ● Nurses will continue to develop and update IEPs and work with families to obtain necessary documentation. ● When permissible, Nurses may schedule appointments with students / families to assist with health needs and/follow-up. ● Nurses and Health Assistants will schedule screenings as needed to meet students IEP or health needs. ● Nurses will continue with the “Talk to a GISD Nurse” phone - line to be available in both English and Spanish. ● The school nurse and/or health assistant will continue normal nursing office hours if SPED students are permitted to remain on campus in small groups during full on-line/virtual models.

GISD Facilities Reentry Plan July 2020

The GISD Facilities/Physical Plant department offers the considerations in this section to help protect students, staff, and visitors while on District property, applicable to all instructional models, i.e. in-person, blended, or online. These considerations will follow CDC guidelines, as well as state and local safety guidelines and laws. GISD Facilities will also work collaboratively with the GISD Nursing Department to ensure that information regarding COVID-19 remains current to adapt this plan to changes in guidelines/restrictions/regulations, etc., as well as infection incidents and their location.

- **Personal Protective Equipment (PPE) purchased with CARES Act funding will consist of the following:**

1. Two (2) cloth masks (reusable) will be issued to every student and staff member
2. Disposable nitrile gloves available for students and staff
3. Acrylic face shields to be provided for Student Nutrition staff, Nurses, Custodians, PreK-2nd grade teachers
4. Safety glasses available for Student Nutrition, Custodians, Nurses and Maintenance Staff
5. Safety Hooded disposable coveralls for custodians operating electrostatic disinfecting sprayers

- **Facilities Cleaning Practices**

1. In addition to routine District cleaning and disinfecting practices, high-touch surfaces such as door handles, countertops, faucets, switch plates, handrails, desks, etc. will be disinfected at least once daily and between use as much as possible. Drinking fountains will be shut down and blocked off. Portable water coolers with disposable cups will be provided in designated areas.
2. Either spray bottles and disinfectant or disposable disinfecting wipes will be provided to teachers to assist in keeping counters, desks, keyboards, and other shareable items disinfected between use.
3. Instructional schedules will drive cleaning and disinfecting schedules.
4. CARES Act Funding will allow purchase of numerous electrostatic sprayers per campus. Custodians will be trained to utilize electrostatic sprayers to mist disinfectant on all touch surfaces daily at the end of the instructional day or when cases of infection are reported in specific areas of a campus. Electrostatic spraying will be conducted when students and staff are not present.
5. Custodians will be trained on cleaning and disinfecting per CDC guidelines twice per year.

- **Additional Mitigating Efforts**

1. CARES Act funding will provide for the purchase of touchless hand sanitizing dispensers to be installed at designated areas throughout campuses, indicated by visible signage. Custodial and Maintenance staff will install the dispensers and custodians will ensure that hand sanitizer levels are maintained.
2. CARES Act funding will provide for the purchase of signs that promote a culture of good hygiene practices such as hand washing and social distancing. Maintenance staff will mount signs in strategic areas to include restrooms, cafeterias, entrances, outdoor eating areas, etc.
3. Maintenance staff will ensure that ventilation systems (HVAC) are working properly and filters are changed on a more frequent basis to allow fresh air circulation. Current District ventilation systems are equipped with several types of sensors that indicate when fresh-air intake is needed.
4. Medical Waste Disposal bins will be placed in campus nursing areas, SPED areas or any other areas generating blood borne or bodily waste (Guidance to be provided by GISD Nursing Department and SPED Department). A Medical Waste Disposal company will pick up full bins and exchange for empty bins on a regular basis.

- **Use of Buildings for Non-School Functions**

1. It is highly recommended that outside groups are not allowed to utilize District buildings until CDC and state guidelines are further relaxed, to minimize the potential of spreading the virus.



Meals and Transportation



Overview

During the pandemic, the main goal for the GISD Student Nutrition Program is to provide meals to all students. Gadsden ensures students are provided with a minimum of two meals, daily. GISD understands a school lunch is critical to a student's health, well-being, and productivity. Therefore, the Student Nutrition Program (SNP) plays an important role during this unprecedented time. SNP is committed to providing food to hundreds of children regardless of how the student receives instruction, whether remotely or in a hybrid model.

The Gadsden I.S.D. Transportation Department provides recommendations and best practices to ensure a safe and successful re-entry to the school system. Safe transportation for our students is top priority for Gadsden I.S.D. and Boone Transportation Incorporated (BTI) will follow the recommended guidelines and protocols by NMPED and CDC recommendations. Preventative measures are being made to protect our students to and from school from the spread of COVID-19 and other viruses (Reference the Health and Safety Plan on p. 17 for more information).

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Student Nutrition Program (SNP)

Plan A: Remote Learning

Breakfast/Lunch:

1. Pre-packaged, grab and go meals are distributed daily
 1. Meals distributed will include, breakfast, for the following day
 2. Scheduled distribution times uniform for all sites
 3. Elementary and High School campuses will be designated as meal distribution sites
 4. Serving time will be one set time for all sites
 5. Open the elementary and high school sites
 6. Adjust menus
 1. high school 1 entrée is served
 7. Student ID will be required for meal pick-up
- Current meal distribution by school buses will continue current route

Plan B: Remote Learning and Hybrid Learning

Breakfast:

1. Pre-packaged, grab and go meals are distributed daily
2. Hybrid Learning:
 1. Students, transported by a parent/guardian, arriving on campus will report to a designated area to collect their pre-packaged breakfast. Students will report to their assigned classrooms.
 2. Students, transported by bus, arriving on campus will report to a separate designated area in close proximity to the bus drop off area and collect their pre-packaged breakfast. Students will report to their assigned classrooms.
3. Remote Learning students:
 1. Separate, designated area on-site for distribution of meals for remote learning students
 2. Meals distributed will include, breakfast, for the following day
 3. If parents have students in different levels of site (elem., middle, high) they may pick up meals for all at the site closest to them
 1. Student id will be required for meal pick up

Lunch:

1. Pre-packaged, grab and go meals are distributed daily
2. School site administration will determine student mealtimes
3. Hybrid Learning:
 1. Lunch will be served and consumed in the dining room with adult supervision and aligned to most current health guidance
 2. Student counts will be given to the kitchen at a set time
 - 1.Elementary-9:00am
 - 2.Secondary-10:00am
 3. Meal accommodations will follow current district procedures and based on the student's most current IEP
 4. Measures to ensure social distancing
 1. Staggered release times to the dining room



2. One-direction pathways into the dining room, the serving line, the seating area
 3. Students sit facing the same, one direction
 4. Students are limited to a set number per table, following the most current health guidance
 5. Mealtimes may be adjusted to allow for the disinfecting of tables and chairs after each meal group
4. Remote Learning:
1. Distribution times will be based on school site serving times
 2. If parents have students in different schools (elem., middle, high) they may collect meals for all students at the site closest to them
 1. Student ID will be required for meal pick up

Plan C: All students in school following the most current NMDOH and CDC Guidelines

SNP staff safety and sanitation:

- Sanitation in kitchens will follow [New Mexico Environmental Department \(NMED\)](#) recommendations and guidelines
- SNP staff will be required to use masks and gloves while on duty
- Face shields will be used by staff during serving for added protection
- SNP staff will adhere to all district and CDC guidelines

Transportation

Bus Fleet

Plan A: Remote Learning

- No Students on Buses
- Buses will be used for hotspots and for the distribution of meals to selected communities
- Buses will be routinely sanitized according CDC guidelines

Plan B: Remote Learning and Hybrid Learning

- Bus capacity will be based on NMPED guidance
 - NMPED current guidelines allow (a maximum of two students per seat) up to 43 students per 65 passenger bus. All reasonable steps will be taken to limit bus seats to one per student with possible exception of students from the same household.
 - Seats will be marked to prevent students from sitting in the center position while allowing for a maximum of two students per seat.
- Hand sanitizer will be provided on buses
 - Hand sanitizer dispensers for installation on buses are on order
- Require Bus drivers to attend in-service (virtual) training before transporting students to ensure they understand new policies and procedures
- Revise bus rider policies to reflect new district bus safety measures, including requiring bus drivers, bus attendants and passengers to wear face masks or face shields, and marking seats off with tape to avoid children sitting next to each other
 - Will follow guidelines set forth in the GISD Health and Safety Plan.
- Bus routes and times may need to be adjusted-possible impact to school starting and ending times
- Ensure Transportation of students with disabilities or accommodations is in accordance with current Individualized Education Programs (IEP) and district policy
- After school bus runs will continue if PED allows and if adjustments to bus route and schedules allow.
- Monitors will be considered on an as needed basis to help bus drivers screen students as they enter bus and ensure they are complying with Physical Plan Department (PPD) requirements and practicing social distancing
- Bus drivers will reinforce social distancing protocols provided by district for bus stops and loading/unloading of students to minimize congregation of children from different households
- Buses will be sanitized according to CDC, PED guidelines
 - Boone Transportation Inc. (BTI) will provide cleaning products to bus drivers



- School buses will be disinfected by school bus driver daily
- School buses will be disinfected once per week on a more thorough basis at the BTI facility

Plan C: In Classroom Instruction for All Students

- To-And- From transportation for all students will continue for eligible students while meeting CDC and NMPED requirements in place
- Require Bus drivers to attend in-service training before transporting students to ensure they understand new policies and procedures
- After School Activities will continue as allowed by NMPED
- Bus sanitizing will continue according CDC guidelines

Gadsden ISD Fleet Provisions

- Fleet vehicles assigned to specific individuals that do not transport students:
 1. Individuals assigned to the vehicle will be responsible for keeping their vehicles clean and disinfected. The District will provide the products through the GISD Auto Shop.
 2. If more than one person travels in the District vehicle, masks must be worn while inside the vehicle.
- Suburban Fleet driven by Certified Drivers that transport students daily:
 1. GISD Auto shop will provide cleaning products
 2. Drivers may have to disinfect/ sanitize in-between picking up/ dropping off students at their designation
 3. These vehicles can be brought in to GISD Auto Shop on a weekly basis for a more thorough disinfection
 4. If more than one person travels in the District vehicle, masks must be worn while inside the vehicle.
- Fleet vehicles used by GISD for travel, that do not transport students:
 1. Vehicles will be sanitized before and after the trip by the GISD Auto Shop
 2. If more than one person travels in the District vehicle, masks must be worn while inside the vehicle.

For further information, reference the Health and Wellness Guidance Plan on p. 14



Academics and Student Support



Overview

Gadsden continues to put “Children First” and will ensure the instructional following goals are met:

- ✓ Maintain academic rigor and grades.
- ✓ Identify every student’s academic needs at the beginning of the year using a high-quality, standards-aligned diagnostic tool.
- ✓ Measure the impact of learning loss and implement strategies to respond.
- ✓ Create individual plans for students with the most significant learning gaps.
- ✓ Flex attendance and instructional hours if schools continue as hybrid or remote with Continuous Learning Plans.
- ✓ Continue communication with families and provide practical guidance and updates as to how their child is performing and how the parents can support the school during this unique time; also, communicate the well-being of students, families, and educators; etc.
- ✓ Offer electives, activities, and Career Technical Education (CTE).
- ✓ Build out a state-wide technology infrastructure including a Learning Management System (LMS)
- ✓ Provide 1:1 device and internet access; Build up and support local co-ops for internet service.
- ✓ Provide curriculum that can be delivered digitally.
- ✓ Maintain flexibility throughout the pandemic.

The parent/guardian is tied to a 9-week expectation in whichever option chosen.



Overview

Remote Learning is an option for parents who feel more comfortable keeping their children at home and are committed to participating in the regular classroom through a virtual environment. This process of instruction delivery allows for GISD response to safety concerns by closure of specific classrooms, buildings, campuses, or district due to COVID 19 outbreak.

Gadsden ISD has produced a strong Continuous Learning Plans that provide standards-aligned instruction using high-quality curriculum during modified operations, including provisions for:

- A strategic communications plan to connect with every student daily.
- Provide weekly feedback on students' work and communicate a family's role in supporting their child's continuous learning.
- Versatile delivery methods for instruction, related services, and professional development.
- Adaptive staffing models that enable feedback on students' work and frequent communication with students and families.

Requires Chromebook distribution and hotspots for families who need internet access

Option must be approved by the New Mexico Public Education Department
GISD District or campuses close due to COVID 19 outbreak

Expectations – Remote Learning

Certified/Classified	Administration
<p>All Teachers:</p> <ol style="list-style-type: none"> 1. Online- learning through Google Classroom and other platforms if needed 2. If you teach a class of students or provide one-on-one or small group services, you will conduct online learning (Intervention or Inclusion Teacher) 3. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording) 4. Communication with students via email or via Google Meet is required or other Communication Apps. Teachers must be available for students and parents during student contact time (8:30-11:30 A.M. & 1:00-3:00 P.M.) 5. Begin posts and emails with a warm and friendly introduction (video greetings or flipped video lessons are encouraged) 6. The use of Google Classroom is mandatory for all teachers. <ul style="list-style-type: none"> ● Student expectations for online learning should be posted in your Google Classroom ● Your evaluating administrator must be added as teachers to your classroom ● Lessons and activities must be posted by 8:30 A.M. every day (rotational schedule applies for office hours). If using live synchronous learning, post by 8:30 A.M. the time that the students must log in. Remember to record and post those lessons to the Google Classroom 	<p>Central Office Administration:</p> <ol style="list-style-type: none"> 1. Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in the assigned building 2. Be available to answer questions from teachers, parents, students, and the community 3. Provide guidance to campus personnel 4. Participate in campus NMDASH meetings 5. Participate in online virtual meetings <hr style="border: 0.5px solid #003366; margin: 10px 0;"/> <p>Principals/ Assistant Principals:</p> <ol style="list-style-type: none"> 1. Without jeopardizing personal safety and with the permission of the immediate supervisor they may work normal hours in the assigned building 2. Review faculty members’ instructional resources and provide feedback 3. Engage in available online professional learning opportunities. 4. Engage in online meetings with team members for planning purposes 5. Support and monitor all classroom teachers by checking on content being delivered through Google Classroom 6. Be available to answer questions from teachers,

for students that are unavailable during the live session

7. All assignments should be due by 11:59 P.M. on the due date. Do not assign things to be completed by a specific time. Students should be given at least 24 hours to complete and assignment
8. Be flexible, responsive, and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times

Instructional Assistants:

1. Collaborate with classroom teachers to support online instruction and participate in online meetings with students, faculty, and staff
2. Contact students via telephone with guidance from the teacher

parents, students, and community

7. Monitor attendance and grading procedures as provided by school board policy
8. Monitor and Coordinate NMDASH

Counselors:

1. Work with administrators and staff to develop a communication plan for staff, students, and parents.
2. Work with administrators and staff to develop appropriate emergency protocols for students and families to follow.
3. Continue to support students and families by providing the necessary academic, college and career counseling and academic advising.
4. Collaborate with administration and staff to determine the remote learning options available to provide consultation, as well as counseling support services based on grade level bands.
5. School counselors also need to determine support for families, teachers, administrators, and other school staff.
6. Continue to monitor the social/personal development of students and active participation in remote learning.
7. Set up counselor office hours so students and parents can set up appointments
8. Identify incoming students that will need extra help (academic, social-emotional)
9. Continue PD on financial aid, college admissions and graduation requirements



Parents

1. Parents will be responsible for their students' participation within the Google Classroom and any other online platform. Nonparticipation may result in failing grades.
2. Parents also have access to other online Tool Kits and a Resource Matrix within the links below

Elementary

- [Elementary Remote Learning Parent Toolkit- English](#)
- [Elementary Remote Learning Parent Toolkit Spanish](#)
- [Elementary Parent Resources Matrix](#)

Middle/ High School

- [Secondary Remote Learning Parent Toolkit-English](#)
- [Secondary Remote Learning Parent Toolkit -Spanish](#)
- [Secondary Parent Resources Matrix](#)

Students

1. It is expected that students will complete assignments for ALL classes during this online-learning experience
2. Students will be held accountable for work during this time-content addressed as part of distance-learning is applied to unit competencies upon return to the regular schedule
3. Students should log in each day to view assignments, and follow the timeline given by the teacher
4. Students (and/or parents) should contact the teacher via email or Google Meet with questions or concerns regarding assignments. Teachers will remain available via email throughout the school day
5. Students should demonstrate participation to earn credit



Schedules – Student and Staff

Elementary

K-2nd Grade Remote Learning Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home
English or Spanish Language Arts	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent	<u>Teacher Schedule:</u> Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min* <u>Student Schedule:</u> Remote Learning, Independent Practice, Google Meets	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent
Reading Foundational Skills	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent		45 Min: Google Meet 30 Min: Independent	45 Min: Google Meet 30 Min: Independent
Math	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Science / Social Studies	25 Min: Google Meet 20: Min: Independent	25 Min: Google Meet 20: Min: Independent		25 Min: Google Meet 20: Min: Independent	25 Min: Google Meet 20: Min: Independent
Istation Reading	3x per week: 30 Min: Independent @ Home				
iReady Math	3x per week: 30 Min: Independent @ Home				

Istation Math	2x per week: 30 Min: Independent @ Home
Art, Music, Library & Computers	1 directed lesson per week with additional independent supplemental lesson made available: 30 Min: Google Meet
Physical Education	1 directed lesson per week with additional independent supplemental lesson made available: 30 Min: Google Meet
*Specific Times will be set by Classroom Teacher	

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3rd - 6th Grade Remote Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home
English or Spanish Language Arts	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent	Teacher Schedule: Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min* Student Schedule: Remote Learning, Independent Practice, Google Meets	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent
Math	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Science	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Social Studies	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Istation Reading	3x per week: 30 Min: Independent				
iReady Math	3x per week: 30 Min: Independent				
Istation Math	2x per week: 30 Min: Independent				
Art, Music, Library & Computers	1 directed lesson per week with additional independent supplemental lesson made available: 30 Min: Google Meet				



Physical Education	1 directed lesson per week with additional independent supplemental lesson made available: 30 Min: Google Meet
*Specific Times will be set by Classroom Teacher	

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Middle School GISD Middle School *Remote* Schedule

Minutes	Time	Group A		Group A/B	Group B	
		Monday	Tuesday	Wednesday Student Remote Engagement	Thursday	Friday
15 minutes	8:30 - 8:45	Morning Message		8:30 - 8:45	Morning Message	
90 minutes	8:50 - 10:20	A/B - PD 1	A/B - PD 2	45 minutes PD 1 8:30 - 9:15	A/B - PD 1	A/B - PD 2
10:20 - 10:30		10-minute break	10-minute break	45 minutes PD 2 9:20 - 10:10	10-minute break	10-minute break
90 minutes	10:30 - 12:00	A/B - PD 3	A/B - PD 4	10-minute break	A/B - PD 3	A/B - PD 4
35 minutes	12:00 - 12:35	LUNCH		45 minutes PD 3 10:20 - 11:05	LUNCH	
90 minutes	12:35 - 2:05	A/B - PD 5	A/B - PD 6	LUNCH 11:05 - 11:35	A/B - PD 5	A/B - PD 6
2:05 - 2:15		10-minute break	10-minute break	45 minutes PD 4 11:40 - 12:25	10-minute break	10-minute break
90 minutes	2:15 - 3:45	A/B - PD 7	A/B - PD 8	45 minutes PD 5 12:30 - 1:15	A/B - PD 7	A/B - PD 8
<p>Monday- Friday 90-minute blocks are composed of the following: 30 min. Direct, whole group instruction (Google Meet, Zoom) 30 min. Individual/small group instruction (Google Meet, Zoom) 30 min. Independent student work with teacher available for office hours feedback provided on student work</p> <p>90 min. School PD/PLC: Monday and Friday - during teachers PREP periods (to be determined by each middle school)</p>				10-minute break		<p><u>Teacher Professional Learning Communities and Professional Development</u></p> <p>90-minute block PD, PLC, Planning</p> <p><i>will follow an alternating week calendar between school site-based PD, PLC, Planning and district-based</i></p>
				45 minutes PD 6 1:25 - 2:10		
				45 minutes PD 7 2:15 - 3:00		
				45 minutes PD 8 3:05 - 3:45		
				<p><u>Wednesday</u> Classes are designated for 45-minute periods with all students</p>		

High School High School Daily Schedule - Full Remote - All Students (If there is a school closure)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:10am <ul style="list-style-type: none"> ● Instruction (70 mins) ○ <i>Students are to “report” at the beginning of the period for attendance and possible synchronous activity.</i> 	1A	5A	All students engage in distance learning from home. All teachers work from HOME (PD, support, etc.)	1B	5B
10:15am – 1:00pm <ul style="list-style-type: none"> ● All Groups ○ Class - 10:15am - 11:25am ○ Lunch/Intervention - 11:25am - 1:00pm 	2A + Acceleration and Intervention	6A + Acceleration and Intervention	Deep cleaning of campus 9:00am Teacher Report Time <ul style="list-style-type: none"> ● Delayed start time to compensate for possible extra time logged helping with end of day dismissal. 	2B + Acceleration and Intervention	6B + Acceleration and Intervention
1:10pm – 2:20pm <ul style="list-style-type: none"> ● Instruction (70 min) ○ <i>Students are to “report” at the beginning of the period for attendance and possible synchronous activity.</i> 	3A	Advisory A	1 Hour to be used for Campus Meeting (s)	3B	Advisory B
2:25pm – 3:35pm <ul style="list-style-type: none"> ● Instruction (70 mins) ○ <i>Students are to “report” at the beginning of the period for attendance and possible synchronous activity.</i> 	4A	7A	1 Hour to be used for District Meeting (s) 2 Hours to be used for teacher online course development work. 1/2 Hour Duty Free Lunch 2 hours to be used for <i>Online Only</i>	4B	7B

			(Group C) Synchronous Support <ul style="list-style-type: none"> • Four 30-minute blocks 		
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Acceleration and Intervention – For this extra class time (approx. 60 minutes) students will engage in virtual or face to face activities that are intended to support areas of need or interest (Khan Academy, etc.)

Advisory – Time for students to complete career exploration, next step planning, etc. Can also be used simultaneously for Online Only (Group C) Office Hours Window

Regular Prep Periods – To be used for Campus PLC meeting and scheduled check ins with *Online Only (Group C)*

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Bilingual Programs

Option A: Remote Learning Bilingual Programs

Gadsden Independent School District (GISD) recognizes that a significant number of its students enter school with limited proficiency in the English language. Further, GISD acknowledges that to achieve academic success, these students need both a means to acquire content-related knowledge and a means to achieve proficiency in English. Our district is committed to providing a quality state-approved bilingual-multicultural education program that addresses the language and academic needs, as well as the cultural heritage of each student. The program's goal is for all bilingual participants to meet academic content standards and benchmarks in all subject areas.

Transitional Bilingual Program

Students receiving instruction in our Transitional K-6, 7-8 and 9-12 Bilingual Programs will follow the same schedule and curriculum as the other students. The curriculum will focus on academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach.

Dual Language Program

GISD two-way bilingual immersion schools will continue to implement a 50:50 model. To establish language consistency during instructional time, a team-teaching approach will be practiced where certain teachers will teach only in English and others only in Spanish.

In schools where staffing challenges might arise, modifications will be made by providing students with a qualified bilingual teacher who will conduct his or her instruction within a self-contained setting.

[Option A: Remote Learning](#)

Intervention

Plan A - 100% Remote Learning for all students

Elementary:

Intervention teachers will continue delivering instruction, as in the Spring semester, engaging in virtual co-teaching sessions with classroom teachers when applicable, and/or independent intervention lessons using Google Classroom/Google Meet platform. When applicable intervention teachers will meet with small groups of students after their general ed. teacher's lesson to assist them virtually. Recorded lessons will be posted in the Google Classroom for students that miss the live lesson. In addition, when applicable, intervention activities will be posted in the Google Classroom.

Intervention teachers will create an intervention video lesson library for students and parents to view on an as needed basis.

Secondary:

Intervention teachers will continue, as in the Spring semester, to schedule virtual Google Meet intervention meetings/lessons with intervention students online. When applicable, during the virtual lesson teacher will deliver the lesson live while also recording and posting the video lesson to the Google Classroom so that students at home will have access to the daily lesson live or recorded. Students will complete assignments using the iLit and Edgenuity My Path Math intervention online programs. Intervention teachers will incorporate recorded lessons in the Google Classroom for students that missed the live lesson.

Intervention teachers will create an intervention video lesson library for students to view on an as needed basis.

Special Education Reentry Option A – Remote Learning

Area	Designated Group	Considerations	Actions
Staff	<i>Instructional Assistants/ Transition Assistants</i>	<ul style="list-style-type: none"> ● Not all IAs have the needed technology to assist students. ● IAs have not received technology training/training on technology platforms. Some had the training but did not have the technology to practice. ● IAs are not aware of all the tasks and responsibilities they are required to participate in for the new learning environment. 	<ul style="list-style-type: none"> ● Provide each IA with the devices they need to work in the online environment. ● Provide scheduled, and repeated, professional development on the use of technology, as well as, technology platforms. ● Create detailed written guidance for tasks and responsibilities of IAs in the distance learning environment. <ul style="list-style-type: none"> ○ Provide additional, on-going professional development.
	<i>Teachers</i>	<ul style="list-style-type: none"> ● The approach used with general education students for online instruction is different than the approach needed for students with low incidence disabilities. ● Teachers are accustomed to one-on-one hands-on instruction with students with disabilities. ● Instruction for students with disabilities must be specialized to meet each student’s needs. Instruction cannot be generalized. ● Teachers have a need for ongoing technology training. 	<ul style="list-style-type: none"> ● Create a team of specialists, teachers, related services staff who will vet and choose and purchase appropriate platforms and devices to meet the unique needs of the students with disabilities. ● Form a special education curriculum team to create a framework of online curriculum and instruction for students with disabilities. ● Provide ongoing teacher program meetings to meet the specialized needs for students with disabilities. ● Provide scheduled and ongoing technology training and support.

Administration

- Special Education programs, such as ASC, must include the provision of specialized instruction. (specialized instruction is not additive to general education curriculum)
- Special Education teachers will need PLC time with both general education and special education teachers.
- Administrators would benefit from ongoing professional development to understand and support Special Education programs and specialized instruction for students with disabilities.
- Teachers and IAs do not always have access to appropriate amounts of hygiene materials and supplies.
- There are critical times when there is not enough staff to ensure a healthy and safe environment.
- With the new process, we will need to fund greater amounts of cleaning equipment and PPE
- Support administrators with flexibly scheduled professional development on special education curriculum and instructional expectations.
 - Provided by the special education curriculum team prior to the opening of the school year.
 - Offered on more than one day at a time.
 - Will assist administrators to provide online support for special education teachers and IA's.
- Create schedules for special education teachers to maximize the use of campus PLCs.
 - ASC/BSC teachers need to meet with both general education teachers and other ASC/BSC teachers on a regular basis
 - LSC/DSC teachers need to meet with other special education teachers from their same programs on a regular basis.
 - All special education teachers should meet at least once a month.
- Provide regularly scheduled professional development designed for administrators.
 - Use of the special education "Quick Reference" booklet.
 - Classroom set up and instruction.



		<ul style="list-style-type: none"> ○ FAPE and appropriate program placement. ○ Monitoring IEPs and timelines. ○ Topics requested by administrators. ● Administration will have a schedule of availability for related service staff to pick up equipment and materials. ● Campus administrators need to include related service providers in campus faculty / staff meetings.
<i>Custodial</i>	<ul style="list-style-type: none"> ● School may be open and closed during distance learning. ● Related services and other campus staff will need to enter to get equipment and materials. 	<ul style="list-style-type: none"> ● Maintain standard cleaning procedures. ● Administration will have a schedule of availability for related service staff to pick up equipment and materials.
<i>Homebound</i>	<ul style="list-style-type: none"> ● Homebound instruction is dependent upon the disability and needs of the individual child. Services will be delivered as per the student's IEP or 504 Plan. ● Homebound Teachers need ongoing technology training. 	<ul style="list-style-type: none"> ● Choose the appropriate platforms and devices to meet the unique needs of students with disabilities. ● Sensory diet and adapted materials will be provided at the student's home as needed. ● Provide ongoing technology training using a variety of platforms to meet the needs of each family.
<i>Itinerant Teachers</i>	<ul style="list-style-type: none"> ● DHH and VI parents and students require specialized equipment and technology to access their virtual 	<ul style="list-style-type: none"> ● Provide Apple iPad software, applications, and equipment. ● Provide scheduled, continuous Apple



	<ul style="list-style-type: none"> platforms. • Technology training for students, parents/caregivers, related service providers and instructional staff is needed. • Need adapted specialized teacher-made manipulatives and materials to supplement. • Instructional support staff including instructional assistants and educational interpreters require extensive training to support virtual learning. • Both student groups require mobile equipment to address all aspects of support i.e. Orientation & Mobility, daily living, and functional skills (Go-Pro or something comparable). 	<p>technology training for parents/caregivers, students, related service providers, and instructional staff.</p> <ul style="list-style-type: none"> • DHH and VI leads will be given the opportunity to choose appropriate equipment specific to each student’s individual needs as per their IEPs. • Provide/send the adapted specialized teacher made manipulatives to the students’ homes. • Provide materials such as visually enhanced journals/pamphlets, braille number charts, and tactile place value charts. • Purchase consumable workbooks and student/teacher copy textbooks to supplement or replace online virtual platforms. • Provide opportunities for the instructional staff to participate in continuous PD hours to advance virtual teaching skills/abilities.
<p><i>Other</i></p>	<ul style="list-style-type: none"> • JTP and Project Search - Students require a job training position in the community to acquire job skills for a transition to suitable employment after 	<ul style="list-style-type: none"> • Focus on soft skills that will improve their work skills including self-care, and hygiene, work etiquette and ethics, and social communication skills.

		<p>graduation.</p> <ul style="list-style-type: none"> • Students and parents require one to one technology skills to be competent in accessing and communicating with resource agencies that support long term employment. • Students need to develop coping skills to increase their emotional resiliency during the COVID 19 pandemic distance learning environment. 	<ul style="list-style-type: none"> • Provide technology skills training to parents and students including Google Suite, What's App, and other communication technology platforms. • Provide scheduled, continuous social and emotional support via an online visual or verbal platform amongst students and staff.
<p>Parents & Community</p>	<p><i>Parents/ Caregivers</i></p>	<ul style="list-style-type: none"> • Not all parents are able to use the technology that the district is using and need training to help their child. • Not all households have access to the internet. • Not all parents have the knowledge to assist a child one to one with what is being required of them by the teacher or related service provider. • Not all students are participating in the educational offerings in the home environment. • Many households have more than one child in the house that require the use of a device. • Many parents might have to work and are not available to help their child with the instruction that is being provided. 	<ul style="list-style-type: none"> • Provide technology training and simple step by step user guidance to assist parents with technology. • District is working to ensure that all households have internet access. • Instructional assistants will be available to provide ongoing assistance to parents and students. • District is working on providing one to one device for student use at home. • Provide flexibility of instructional hours and times to meet individual needs. • Create a task force that focuses on contacting and supporting parents/caregivers with distance learning in the home environment to ensure students are receiving educational benefit



	<ul style="list-style-type: none"> • Many parents speak Spanish only and instruction is in English. 	<ul style="list-style-type: none"> ○ Support will include necessary resources and materials • All instructional materials are available in both languages (English and Spanish).
<i>Community</i>	<ul style="list-style-type: none"> • GISD has a partnership with outside agencies to provide services to special education students. • GISD provides services to outside agencies such as Head start and professional development to private schools' teachers and parents/caregivers. • Students cannot participate in the job training program or project search. 	<ul style="list-style-type: none"> • Partnership will continue through collaboration via telephonic and/or digital communication. • Services will be provided via distance learning platforms. • Students will be provided opportunities to work in the community using safe distancing and safety guidelines.
IEP Process	<ul style="list-style-type: none"> • All initial evaluations, annual reviews and reevaluations must be completed within applicable timelines. • Prior Written Notice Addendums are needed when providing distance learning. • There is a backlog of evaluations that need to be conducted due to the emergency shelter in place orders for Covid-19. • Service times will need to align with distance learning instructional expectations. • There may be requests for compensatory services due to the Covid-19 school closure. 	<ul style="list-style-type: none"> • Meetings will be conducted via videoconference and/or telephone. • All students require a PWNA • Testing may be a combination of online and in person. • District will provide four dedicated locations for testing. • Create a district testing schedule that is monitored and must be adhered to. • Service times will be aligned to the general education scheduled time. <ul style="list-style-type: none"> ○ Related service providers will utilize flexible scheduling that aligns to classroom schedules. • Compensatory services due to the Covid-19 closure will be



			addressed on a case-by-case basis.
Students	<i>All Students in self-contained classrooms</i>	<ul style="list-style-type: none"> ● Many students who are in special education self-contained classrooms lack the skills, or have the cognitive ability needed to access computers as well as the instructional programs that are required of them. ● Some students need specialized equipment to access the technology. ● Not all students have access to the internet or know how to access the internet. ● Some Special education students have not developed the fine motor skills needed to manipulate a Chromebook. ● There is a need for adaptive equipment and programs for students with disabilities. ● Visuals and Task Analysis may be required to attend to a task. 	<ul style="list-style-type: none"> ● Provide support and training to parents and caregivers to utilize technology and instructional platforms. ● Provide district access to retrieve specialized equipment and materials for utilization at home. ● District is working to provide internet access to all households. ● Create a team of specialists, teachers, related service staff who will vet, choose, and purchase appropriate platforms and devices to meet the unique needs of the students with disabilities. ● Instructional specialists will assist teachers to create visuals and task analysis for student use at home.
Curriculum & Instruction	<i>LSC & SCC</i>	<ul style="list-style-type: none"> ● A variety of curriculum and programs are being utilized in the school setting since: <ul style="list-style-type: none"> ○ Many students have intellectual functioning that is significantly below average. ○ Most students have adaptive behavior deficits. ○ Many students have language and 	<ul style="list-style-type: none"> ● A special education curriculum team will provide a framework of online curriculum and instruction for students with disabilities that program teachers will be required to follow. ○ Support will include evidence-based practices. ○ The framework will include virtual experiences for community-based instruction.



	<p>communication difficulties.</p> <ul style="list-style-type: none"> ○ Students exhibit sensory and motor differences. ● Students will continue to need: <ul style="list-style-type: none"> ○ To participate in community-based instruction as well as specials and electives. ○ To receive functional and social skills instruction. ● Students will continue to need: <ul style="list-style-type: none"> ○ To participate in transition activities such as the Job Training Program and Project Search. ○ Learn soft skills and social communication skills to promote transition, accountability, and independence. 	<ul style="list-style-type: none"> ○ Functional and social skills instruction will be embedded in the framework. ● Teachers will continually collaborate with related service providers, parents/caregivers, and instructional assistants especially for expressive/receptive language and communication training. ● Establish routines and have suitable work activities that students will do while at home and be monitored/reviewed daily. ● Provide daily scheduled activities along with task analysis and/or videos with steps to complete each task. ● Provide district access to retrieve specialized equipment and materials for utilization at home.
<p>DSC</p>	<ul style="list-style-type: none"> ● Students need direct instruction and assistance with: <ul style="list-style-type: none"> ○ Communication-body movements, facial expressions, vocalization, eye gaze, gestures and require alternate communication methods/tools. ○ Self-help such as diapering, feeding, dressing, personal hygiene, Medical and 	<ul style="list-style-type: none"> ● A special education curriculum team will provide a framework of online curriculum and instruction for students who need direct instruction with communication, self-help, and physical management. ● Teachers will continually collaborate with related service providers, parents/caregivers, and instructional assistants. ● Provide district access to retrieve specialized

	<p>health.</p> <ul style="list-style-type: none"> ○ Physical management of specialized equipment for mobility, stretching, exercise and tolerance, and endurance for physical movement and therapy. ● Students need hand-over-hand and sensory instruction. ● Each student needs highly specialized and intentional instruction to meet their individual needs. 	<p>equipment and materials for utilization at home.</p> <ul style="list-style-type: none"> ● Strategies to support parents/caregivers and IAs will be included in the framework.
<i>BSC</i>	<ul style="list-style-type: none"> ● These students demonstrate maladaptive behaviors which are preventing or limiting their access to, or participation in, the educational curriculum. ● Students need a highly structured environment with rules and behavioral expectations. ● Continual social behavioral skills instruction is needed. 	<ul style="list-style-type: none"> ● A special education curriculum team will provide a framework of online curriculum and instruction: <ul style="list-style-type: none"> ○ The framework will include strategies for positive reinforcement with limited use of negative consequences. ○ Social behavioral skills instruction will be provided. ○ Strategies to support parents/caregivers and IAs will be included in the framework.
<i>Other</i>	<ul style="list-style-type: none"> ● ASC, Resource, Inclusion and Content Mastery students all require specialized instruction and/or accommodations and modifications to master common core /state standards and participate in the least restrictive 	<ul style="list-style-type: none"> ● Create a team of specialists, teachers, related service staff who will vet and choose and purchase appropriate platforms and devices to meet the unique needs of the students with disabilities. ● Form a special education curriculum team to create a



		<p>environments.</p> <ul style="list-style-type: none"> ● EC students require specialized instruction and/or accommodation and modifications to master the goals and objectives for each student. 	<p>framework of online curriculum and instruction for students with disabilities.</p> <ul style="list-style-type: none"> ● Form a special education EC curriculum team to adapt the instructional outcomes for students with disabilities. ● Strategies to support parents/caregivers and IAs will be included in the framework.
<p>Related Services</p>	<p><i>Therapies</i></p>	<ul style="list-style-type: none"> ● Covid-19 restrictions create difficulties for providing direct therapies at home through a distance learning platform because: <ul style="list-style-type: none"> ○ Most therapies are provided on an individual basis. ○ Some therapies are provided in small group sessions. 	<ul style="list-style-type: none"> ● Provide support and guidance to parents/caregivers for assisting with therapies in the home setting. ● Utilize online resources and platforms for delivering instruction for therapies.
	<p><i>Assessment (Rosa Valdez)</i></p>	<ul style="list-style-type: none"> ● Covid-19 restrictions create difficulties for assessment/evaluation because: <ul style="list-style-type: none"> ○ Most assessment/evaluation is one-on-one and face-to-face with students. ○ Assessments are given in controlled environments. 	<ul style="list-style-type: none"> ● Create a guidance document for utilizing assessment/evaluation through digital platforms when possible. ● District will provide four dedicated locations for testing.
<p>Professional Development</p>		<ul style="list-style-type: none"> ● Provide scheduled professional development for self-contained program teachers. ● CPI Trainings are mandatory for a variety of district employees, as well 	<ul style="list-style-type: none"> ● Utilize distance learning platforms to provide training to teachers; continue with scheduled program meetings. ● Use video demonstration of acceptable engagement and disengagement skills for CPI.



as Boone Transportation.

- Staff meetings (Special Education Department Meetings) are held on a scheduled basis.
- Teachers and instructional assistants will need ongoing professional development on program and service delivery for a distance learning environment.
- Use Google Meet for department meetings, staffing, etc.
- The special education department will provide continuous and targeted professional development to support teachers and instructional assistants with program and service delivery for a distance learning environment.

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Grades and Attendance

Option A: Remote Learning

Remote learning will allow the delivery of lessons 100% online. Students shall complete assignments, projects, and assessments with the support of their teacher.

Grades will be provided for assignments, projects, and assessments with an average of 2 grades per week as per Board Policy IKA and IKA-R, *GRADING / ASSESSMENT SYSTEMS*.

Grades will reflect academic performance and will not be used for disciplinary purposes. Grades must be logical, fair, and described in the classroom procedure so that the students and parents are aware of the system being used.

Grades will be reported numerically, and teachers will keep a careful record of the grades assigned to students.

Subject Grade -The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents. The following scale will serve as a guide for the distribution of grades, but reasonable alternative letter grades may be approved at the District level:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

The following should be observed in implementing a grading system:

- The grading system should be consistent within the class for the entire year.
- The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.



- If a teacher from year to year consistently promotes classes with predominantly high or low scores for many of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then the teacher should evaluate their established standards of average achievement on grading.
- Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.

Report Cards and Records- An average of two (2) grades per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week bases. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Attendance- Each time a class meets, the teacher shall check and formally record the attendance of all students assigned to the class or program for that period of instruction. The name of any absent student shall be entered on the prescribed attendance/absence report and be submitted to the office. Board Policy JE-R, *STUDENT ATTENDANCE*.

Attendance of a school age child is essential for success in school and will be monitored by any of the 3 ways described below. The primary goal in remote learning is to keep students connected while meeting academic requirements.

A strategic communications plan will be implemented to connect with every student daily, provide weekly feedback on students' work, and communicate with the family periodically to assist in their role in supporting their child's continuous learning.

Schools will utilize any of these **3 Ways to Take Attendance**

1. **Check-in based attendance-** In this method, any student who takes a single action like logging in or checking-in is considered present. Check in using any of the following Extensions: **Google Meet Attendance, Google Meet Attendance Collector, Meet Attendance.**
2. **Participation-based attendance-**A student is considered present based on their participation in one or more online activities shared during a session.
3. **Performance-based attendance-** A student is considered present based on how they perform in quizzes. A basic level of mastery is expected. This is best



managed by asking simple questions that students should be able to answer if they are attentive. Ex. Work turned in.

All Gadsden schools shall take attendance starting the first day of instruction to track “No-shows” and identify “ghost” students. These students will **NOT** be dropped until the district locates them and the appropriate code can be assigned. The process of locating the students must occur before October 14th, 2020. (40th day Reporting Period)

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Overview

Hybrid Learning is an option for parents who feel some face-to-face teaching is needed for their child to be successful, but would also keep in person and virtual instruction is happening at the same time while following CDC [Social Distancing Guidelines](#). A cohort of students are on the campus learning physically onsite while other cohorts are learning virtually from their home.

Gadsden ISD has produced a Hybrid Option that provide standards-aligned instruction using high-quality curriculum during modified operations, including provisions for:

- Limit contact between cohorts and direct contact with parents as much as possible.
- A strategic communications plan to connect with every student daily.
- Provide weekly feedback on students' work and communicate a family's role in supporting their child's continuous learning.
- Versatile delivery methods for instruction, related services, and professional development.
- Adaptive staffing models that enable feedback on students' work and frequent communication with students and families.

Requires Chromebook distribution and hotspots for families who need internet access

Option must be approved by the New Mexico Public Education Department GISD District or campuses close due to COVID 19 outbreak

Expectations – Hybrid Learning Model

Certified/Classified	Administration
<p>All Teachers:</p> <ol style="list-style-type: none">1. Adhere to the GISD Health and Safety Plan that has been put in place GISD Health and Safety Plan2. Online- learning through Google Classroom and other platforms if needed/with face to face instruction for students that opt to return to the campus3. Establish distance between the teacher’s desk/board and students’ desks limit physical interaction through partner or group work4. If you teach a class of students or provide one-on-one or small group services, you will conduct online learning (Intervention or Inclusion Teacher)5. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording)6. Communication with students via email or via Google Meet is required or other Communication Apps. Teachers must be available for students and parents during student contact time as determined by the teacher7. Begin posts and emails with warm and friendly introduction (video greetings or flipped video lessons are encouraged)8. Use of Google Classroom is mandatory for all teachers.<ol style="list-style-type: none">a. Student expectations for online learning should be posted in your Google Classroom	<p>Central Office Administration:</p> <ol style="list-style-type: none">1. Adhere to the GISD Health and Safety Plan that has been put in place : GISD Health and Safety Plan1. Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/ masks etc. restrict nonessential visitors and volunteers2. Be available to answer questions from teachers, parents, students, and the community3. Provide guidance to campus personnel4. Participate in campus NMDASH meetings5. Participate in online virtual meetings <hr/> <p>Principals/ Assistant Principals:</p> <ol style="list-style-type: none">1. Adhere to the GISD Health and Safety Plan that has been put in place : GISD Health and Safety Plan2. Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/ masks etc. restrict nonessential visitors and volunteers3. Establish a protocol for student pick/ drop off staggered entry and release (by grade, class, or bus) marked spacing for pick up4. Review faculty members’ instructional resources and provide feedback

- b. Your evaluating administrator must be added as teachers to your classroom
- c. Lessons and activities must be posted by 8:30 A.M. every day (rotational schedule applies for office hours). If using live synchronous learning, post by 8:30 A.M. the time that the students must log in. Remember to record and post those lessons to the Google Classroom for students that are unavailable during the live session
- 9. All assignments should be due by 11:59 P.M. on the due date. Do not assign things to be completed by a specific time. Students should be given at least 24 hours to complete and assignment
- 10. Be flexible, responsive, and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times

Instructional Assistants:

- 1. Adhere to the GISD Health and Safety Plan that has been put in place Link: [GISD Health and Safety Plan](#)
- 2. Collaborate with classroom teachers to support online instruction and participate in online meetings with students, faculty, and staff
- 3. Contact students via telephone with guidance from the teacher

- 5. Engage in available online professional learning opportunities.
- 6. Engage in online meetings with team members for planning purposes
- 7. Support and monitor all classroom teachers by checking on content being delivered through Google Classroom and face to face instruction
- 8. Be available to answer questions from teachers, parents, students, and community
- 9. Monitor attendance and grading procedures as provided by school board policy
- 10. Monitor and Coordinate NMDASH
- 11. Provide PD to parents in need of technology support

Counselors: Elementary vs. Secondary - Social Emotional

- 1. Adhere to the GISD Health and Safety Plan that has been put in place Link: [GISD Health and Safety Plan](#)
- 2. Work with administrators and staff to develop a plan for how staff, students and families can reach them through phone, email, or online platforms. Contact families and students as needed.
- 3. Work with administrators and staff to develop appropriate protocols for students and families to follow in emergency situations.
- 4. Continue to support students and families by providing the necessary academic, college and career counseling and advisement.
- 5. Collaborate with administration and staff to determine the remote learning options available to provide consultation, as



	<p>well as counseling support services based on grade level bands.</p> <ol style="list-style-type: none">6. School counselors also determine support for families, teachers, administrators, and other school staff.7. Continue to monitor the social/personal development of their students and their students' active participation in remote learning.8. Set up counselor office hours so students and parents can set up appointments9. Identify your incoming students that will need extra help (academic, social-emotional)10. Keep up your PD on financial aid, college admissions and graduation requirements
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Parents

1. Once a parent decides on either online or face to face instruction, they will be committed to that choice for no less than a nine-week grading period. Parents will be responsible for their students' participation within the Google Classroom and any other online platform
2. All students will be expected to follow attendance guidelines as provided by district and state
3. Parents also have access to other online Tool Kits and a Resource Matrix within the links below
4. GISD will be providing professional training for parents that need support with technology through the Gadsden Family Literacy Centers

Elementary

- [Elementary Remote Learning Parent Toolkit- English](#)
- [Elementary Remote Learning Parent Toolkit Spanish](#)
- [Elementary Parent Resources Matrix](#)

Middle/ High School

- [Secondary Remote Learning Parent Toolkit-English](#)
- [Secondary Remote Learning Parent Toolkit -Spanish](#)
- [Secondary Parent Resources Matrix](#)

Students

1. It is expected that students will complete assignments for ALL classes during this online-learning experience and or with face to face instruction. Students who opt to return to the campus must wear a mask and practice proper hygiene throughout the day.
2. Students will be held accountable for work during this time-content addressed as part of distance-learning is applied to unit competencies upon return to regular schedule and or hybrid schedule
3. If students choose online instruction, they MUST login each day to view assignments and follow the timeline given by the teacher
4. Students (and/or parents) should contact the teacher via email or Google Meet with questions or concerns regarding assignments. Teachers will remain available via email throughout the school day
5. Students should demonstrate participation to earn credit



Schedules – Student and Staff

Hybrid Learning Option Structure







Group A - 50% of the campus established by DOH / CDC Requirements & Recommendations







Group B - 50% of the campus established by DOH / CDC Requirements & Recommendations

Hybrid Learning Phase I:

Monday	Tuesday	Wednesday	Thursday	Friday
		Distance Learning/Staff Support		






Hybrid Learning Options Phase II:






Option A

Monday	Tuesday	Wednesday	Thursday	Friday
		Distance Learning/Staff Support		

OR

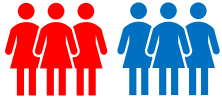
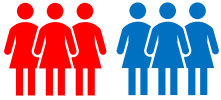
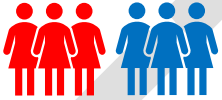
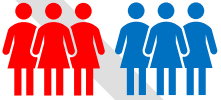
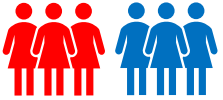
Option B

Monday	Tuesday	Wednesday	Thursday	Friday
				

Monday	Tuesday	Wednesday	Thursday	Friday
				

Hybrid Learning Phase III:

Transition to Full Reentry establishing a Blended Instructional Model in all content areas with an emphasis on safety and wellness.

Monday	Tuesday	Wednesday	Thursday	Friday
				

Elementary

K-2 Hybrid Learning Schedule – Group A					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Face to Face Learning at School	Face to Face Learning at School	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home
ELA / SLA	120 Minutes	120 Minutes	<u>Teacher Schedule:</u> Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min* <u>Student Schedule:</u> Remote Learning, Independent Practice, Google Meets	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent
Reading Foundational Skills	75 Minutes	75 Minutes		45 Min: Google Meet 30 Min: Independent	45 Min: Google Meet 30 Min: Independent
Math	90 Minutes	90 Minutes		60 Min: Google Meet 30 Min: Independent	60 Min: Google Meet 30 Min: Independent
Science / Social Studies	45 Minutes	45 Minutes		25 Min: Google Meet 20: Min: Independent	25 Min: Google Meet 20: Min: Independent
Art, Music, Library 7 Computers	30 Minutes	30 Minutes		Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available
Physical Education	30 Minutes	30 Minutes		Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available

Istation Reading	3x per week: 30 Min: Independent @ Home
iReady Math	3x per week: 30 Min: Independent @ Home
Istation Math	2x per week: 30 Min: Independent @ Home
*Specific Times will be set by Classroom Teacher	

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3-6 Hybrid Learning Schedule – Group A					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Face to Face Learning at School	Face to Face Learning at School	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home
ELA / SLA	120 Minutes	120 Minutes	<p><u>Teacher Schedule:</u> Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min*</p> <p><u>Student Schedule:</u> Remote Learning, Independent Practice, Google Meets</p>	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent
Math	90 Minutes	90 Minutes		60 Min: Google Meet 30 Min: Independent	60 Min: Google Meet 30 Min: Independent
Science	60 Minutes	60 Minutes		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Social Studies	60 Minutes	60 Minutes		30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent
Art, Music, Library & Computers	30 Minutes	30 Minutes		Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available
Physical Education	30 Minutes	30 Minutes		Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available



Istation Reading	3x per week: 30 Min: Independent @ Home
iReady Math	3x per week: 30 Min: Independent @ Home
Istation Math	2x per week: 30 Min: Independent @ Home
*Specific Times will be set by Classroom Teacher	

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K-2 Hybrid Learning Schedule – Group B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Face to Face Learning at School	Face to Face Learning at School
ELA / SLA	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent	<p><u>Teacher Schedule:</u> Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min*</p> <p><u>Student Schedule:</u> Remote Learning, Independent Practice, Google Meets</p>	120 Minutes	120 Minutes
Reading Foundational Skills	45 Min: Google Meet 30 Min: Independent	45 Min: Google Meet 30 Min: Independent		75 Minutes	75 Minutes
Math	60 Min: Google Meet 30 Min: Independent	60 Min: Google Meet 30 Min: Independent		90 Minutes	90 Minutes
Science / Social Studies	25 Min: Google Meet 20: Min: Independent	25 Min: Google Meet 20: Min: Independent		45 Minutes	45 Minutes
Art, Music, Library & Computers	Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available		30 Minutes	30 Minutes
Physical Education	Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available		30 Minutes	30 Minutes



Istation Reading	3x per week: 30 Min: Independent @ Home
iReady Math	3x per week: 30 Min: Independent @ Home
Istation Math	2x per week: 30 Min: Independent @ Home
*Specific Times will be set by Classroom Teacher	

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3-6 Hybrid Learning Schedule – Group B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Remote Learning At Home	Remote Learning At Home	Remote Learning At Home	Face to Face Learning at School	Face to Face Learning at School
ELA / SLA	45 Min: Google Meet 75 Min: Independent	45 Min: Google Meet 75 Min: Independent	<p><u>Teacher Schedule:</u> Professional Learning Communities: 60 min, District PD: 120 min, Office Hours 60 min, Remote learning: 150 min*</p> <p><u>Student Schedule:</u> Remote Learning, Independent Practice, Google Meets</p>	120 Minutes	120 Minutes
Math	60 Min: Google Meet 30 Min: Independent	60 Min: Google Meet 30 Min: Independent		90 Minutes	90 Minutes
Science	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		60 Minutes	60 Minutes
Social Studies	30 Min: Google Meet 30 Min: Independent	30 Min: Google Meet 30 Min: Independent		60 Minutes	60 Minutes
Art, Music, Library & Computers	Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available		30 Minutes	30 Minutes
Physical Education	Optional Independent Online Lesson are Available	Optional Independent Online Lesson are Available		30 Minutes	30 Minutes



Istation Reading	3x per week: 30 Min: Independent @ Home
iReady Math	3x per week: 30 Min: Independent @ Home
Istation Math	2x per week: 30 Min: Independent @ Home
*Specific Times will be set by Classroom Teacher	

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Middle School
GISD Middle School Hybrid Learning Schedules

<i>Schedule times and Transition times will vary by schools.</i>	Group A Face to Face Group B Remote		Group A/B	Group B Face to Face Group A Remote	
Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	Advisory		Student Remote Engagement	Advisory	
90 minutes	Group A - PD 1	Group A - PD 2	30 minutes PD 1 8:30 - 9:00	Group B - PD 1	Group B - PD 2
90 minutes	Group A - PD 3	Group A - PD 4	30 minutes PD 2 9:00 - 9:30	Group B - PD 3	Group B - PD 4
30 minutes	LUNCH		30 minutes PD 3 9:30 - 10:00	LUNCH	
90 minutes	Group A - PD 5	Group A - PD 6	10-minute break	Group B - PD 5	Group B - PD 6
90 minutes	Group A - PD 7	Group A - PD 8	30 minutes PD 4 10:10 - 10:40	Group B - PD 7	Group B - PD 8
90 minutes	School: PD, PLC, Planning during PREP periods		30 minutes PD 5 10:40 - 11:10	School: PD, PLC, Planning during PREP periods	
<u>Tuesday and Friday</u>			LUNCH 11:10 - 11:45	<u>Wednesday</u>	
90-minute block PD, PLC, Planning			30 minutes PD 6 11:45 - 12:15	District PD/PLC	
<i>will follow an alternating week calendar between school site-based PD, PLC, Planning and district-based</i>			30 minutes PD 7 12:15 - 12:45	Parent/Student: Technology Support (by appointment) Deep Cleaning of Campus	
			30 minutes PD 8 12:45 - 1:15		
			10-minute break		
			1:25 - 3:45 District: Planning, PLC, PD...		

High School High School Daily Schedule - Hybrid Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:15am – 9:00am (times are suggestions will be determined by each campus)</p> <ul style="list-style-type: none"> Staggered Student Arrival <ul style="list-style-type: none"> Online Only (Group C Office Hours) Window <p>9:00am – 10:10am</p> <ul style="list-style-type: none"> Instruction (70 mins) 	1A	5A	<p>All students engage in distance learning from home.</p> <p>All teachers work from HOME (PD, support, etc.)</p> <p>Deep cleaning of campus</p>	1B	5B
<p>10:15am – 1:00pm</p> <ul style="list-style-type: none"> Grp #1 <ul style="list-style-type: none"> Class - 10:15am – 11:25am Lunch - 11:25am – 11:55am Intv - 12:00pm – 1:00pm Grp #2 <ul style="list-style-type: none"> Class - 10:15am – 11:25am Intv - 11:25am – 12:00pm Lunch - 12:00pm – 12:30pm Intv - 12:35pm – 12:55pm Grp #3 <ul style="list-style-type: none"> Class - 10:15am – 11:25am Intv - 11:25am – 12:35pm Lunch - 12:35pm – 1:05pm 	2A + Acceleration and Intervention	6A + Acceleration and Intervention	<p>9:00am Teacher Report Time</p> <ul style="list-style-type: none"> Delayed start time to compensate for possible extra time logged helping with end of day dismissal. 	2B + Acceleration and Intervention	6B + Acceleration and Intervention
<p>1:10pm – 2:20pm</p> <ul style="list-style-type: none"> Instruction (70 min) 	3A	Advisory A	<p>1 Hour to be used for Campus Meeting (s)</p>	3B	Advisory B
<p>2:25pm – 3:35pm</p> <ul style="list-style-type: none"> Instruction (70 mins) <p>3:35pm – 4:15? pm</p> <ul style="list-style-type: none"> Staggered Student Dismissal <ul style="list-style-type: none"> Online Only (Group C) Office Hours Window 	4A	7A	<p>1 Hour to be used for District Meeting (s)</p> <p>2 Hours to be used for teacher online course development work.</p> <p>1/2 Hour Duty Free Lunch</p>	4B	7B

			2 hours to be used for <i>Online Only</i> (<i>Group C</i>) <i>Synchronous</i> <i>Support</i> <ul style="list-style-type: none"> • <i>Four 30-minute blocks</i> 		
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Acceleration and Intervention – For this extra class time (approx. 60 minutes) students will engage in virtual or face to face activities that are intended to support areas of need or interest (Khan Academy, etc.)

Advisory – Time for students to complete career exploration, next step planning, etc. Can also be used simultaneously for *Online Only (Group C) Office Hours Window*

Regular Prep Periods – To be used for Campus PLC meeting and scheduled check ins with *Online Only (Group C)*

**Depending on final arrival/departure times and final decisions the instructional time could be increased per class.

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Bilingual Programs

Option B: Hybrid Bilingual Programs

Gadsden Independent School District (GISD) recognizes that a significant number of its students enter school with limited proficiency in the English language. Further, GISD acknowledges that in order to achieve academic success, these students need both a means to acquire content-related knowledge and a means to achieve proficiency in English. Our district is committed to providing a quality state-approved bilingual-multicultural education program that addresses the language and academic needs, as well as the cultural heritage of each student. The program's goal is for all bilingual participants to meet academic content standards and benchmarks in all subject areas.

Transitional Bilingual Program

Students receiving instruction in our Transitional K-6, 7-8 and 9-12 Bilingual Programs will follow the same schedule and curriculum as the other students. The curriculum will focus on academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach.

Dual Language Program

GISD two-way bilingual immersion schools will continue to implement a 50:50 model. To establish language consistency during instructional time, a team-teaching approach will be practiced where certain teachers will teach only in English and others only in Spanish.

In schools where staffing challenges might arise, modifications will be made by providing students with a qualified bilingual teacher who will conduct his or her instruction within a self-contained setting.

[Dual Language Schedule: Hybrid Learning](#)

Intervention

Plan B - Hybrid Learning – 50%

Elementary:

Intervention teachers may implement an intervention push-in model for in-person and online learning (Google Classroom). With the current status, it is likely that more students will return to school with previous grade academic skill challenges. With intervention teachers being involved in the general ed. classroom, more students will be reached who will require intervention services. This model will be a continuous learning cycle where the intervention teacher may co-teach online and/or in-person with the classroom teacher or rotate to the classrooms and provide intervention services to small groups. Recorded lessons will be posted in the Google Classroom for students that miss the live lesson. In addition, when applicable, intervention activities will be posted in the Google Classroom.

Intervention teachers may also schedule virtual Google Meet intervention lessons with intervention students on campus and online. During the virtual lesson teacher will deliver the lesson live while also recording and posting the video lesson to the Google Classroom so that students at home will have access to the daily lesson live or recorded. In addition, when applicable, intervention activities will be posted in the Google Classroom.

True partnerships in education will be built via the hybrid model. Through the viewing of the recorded lessons students and parents will learn together, become empowered, and have a better understanding of the intervention strategies used in GISD.

Secondary:

Intervention teachers will schedule virtual Google Meet intervention meetings/lessons with intervention students on campus and online. When applicable during the virtual lesson teacher will deliver the lesson live while also recording and posting the video lesson to the Google Classroom so that students at home will have access to the daily lesson live or recorded. Students will complete assignments using the iLit and Edgenuity My Path Math online programs. Intervention teachers will incorporate recorded lessons in the Google Classroom for students that missed the live lesson.

Special Education Reopening Option B - Hybrid Learning

Area	Designated Group	Considerations	Actions
Staff	<i>Instructional Assistants</i>	<p>IAs will need to provide support to both students at school and students working at home through the distance learning platform.</p> <p>Consider that some students have needs due to bodily fluid excretions, etc. Need frequent cleaning of all surface's students touch, manipulatives, bathrooms, and student equipment, etc. School environment must be cleaned and sanitized before entry and after the exit of all students and staff.</p> <p>Not all IAs have the skills necessary for supporting students through distance learning.</p> <p>Lack of proper glove utilization.</p> <p>Flip flops, backless and open-toe shoes are safety hazards.</p> <p>Students sitting farther apart are difficult to monitor and assist.</p>	<ul style="list-style-type: none"> ● Form a special education curriculum team to create an IA guidance document for providing support in a blended learning environment. ● Standardized universal protocols for keeping the classroom environment clean and safe will be followed. ● Uniform guidelines for dress for health and wellness. <ul style="list-style-type: none"> ○ Place in job description ● Ability to move personnel where they are needed to provide support for health and wellness ● Continually encourage and supervise handwashing ● Create a committee for staffing recommendations.
	<i>Teachers</i>	<p>Teachers will need to provide instruction and support to both students at school and students working at home through</p>	<ul style="list-style-type: none"> ● Form a special education curriculum team to create a framework of blended learning curriculum and instruction for students with

the distance learning platform.

Lack of proper glove utilization.

- Flip flops, backless and open-toe shoes are safety hazards.
- Students may not have an understanding or ability to social distance. They want to be hugged, need physical contact.
- Keeping social distance for moving from one location to the next. Social distancing is an abstract concept.
- Arrangement of the classroom for activities will need to allow for social distancing.
- Shared materials and manipulatives will be a problem.
- Personal hygiene routines and keeping toothbrushes and other personal items separate and clean.
- Eating meals in the classroom is problematic due to students sitting close together and having difficulty controlling staying in their personal space; they expel bodily fluid and excretions; they share food.

disabilities.

- Uniform guidelines for dress for health and wellness.
- Utilize loop ropes for moving from one location to the next.
- Practice social distancing with students. (Utilize videos and modules in Unique curriculum)
- Create visuals for social distancing.
- Physically mark classroom spaces.
- Assignment manipulatives, tasks, and materials to each student daily (they cannot be shared). Clean and disinfect daily.
- Lysol
- Continually encourage and supervise handwashing
- Provide some type of storage that is covered for each student's personal hygiene materials.
- Tote Boxes (Plastic with cover)
- Provide visuals for proper steps for using and storing hygiene materials.
- Provide toilet seat covers, rolls of paper for changing tables, and extra trash bags. Trash Bags cannot be reused.
- Ensure bathrooms are disinfected after each time they are used.
- Toilet Coverings
- When trash cans are two-thirds full, tie and seal bags for removal.
- In the classroom for lunch,

		<p>space students so that they are seated six feet apart from each other. Teachers must actively monitor and provide assistance.</p> <ul style="list-style-type: none"> ● Create visuals that display table manners and good personal hygiene. ● Ensure extra napkins and wipes are on the table.
<p><i>Administration</i></p>	<ul style="list-style-type: none"> ● Special Education students need continuous support while working at school and at home. ● Provisions of FAPE must be met for all students with disabilities during blended learning. ● Special Education programs, such as ASC, must include the provision of specialized instruction. (specialized instruction is not additive to general education curriculum) ● Special Education teachers will need PLC time with both general education and special education teachers. ● Administrators would benefit from ongoing professional development to understand and support Special Education programs and specialized instruction for students with disabilities. ● Teachers and IAs do not always have access to appropriate amounts of hygiene materials and supplies. 	<ul style="list-style-type: none"> ● Campus schedules must allow flexibility for students with disabilities. ● Ensure ASC students eat lunch and attend specials/PE with their general education peers. ● Support administrators with flexibly scheduled professional development on special education curriculum and instructional expectations. <ul style="list-style-type: none"> ○ Provided by the special education curriculum team prior to the opening of the school year. ○ Offered on more than one day at a time. ○ Will assist administrators to provide online support for special education teachers and IA's. ● Create schedules for special education teachers to maximize the use of campus PLCs. <ul style="list-style-type: none"> ○ ASC/BSC teachers need to meet with both general education teachers and other ASC/BSC teachers on a regular basis

- There are critical times when there is not enough staff to ensure a healthy and safe environment.
 - With the new process, we will need to fund greater amounts of cleaning equipment and PPE
- LSC/DSC teachers need to meet with other special education teachers from their same programs on a regular basis.
 - All special education teachers should meet at least once a month.
 - Provide regularly scheduled professional development designed for administrators.
 - Use of the special education “Quick Reference” booklet.
 - Classroom set up and instruction.
 - FAPE and appropriate program placement.
 - Monitoring IEPs and timelines.
 - Topics requested by administrators.
 - Administration will have a schedule of availability for related service staff to pick up equipment and materials.
 - Campus administrators need to include related service providers in campus faculty/staff meetings.
 - Provide easily accessible and needed cleaning and disinfectant materials and supplies **available upon request.**
 - Ensure that needed staff are always available to maintain student and staff health and safety.
 - Work with finance, special education, and campus principals to ensure that funding is sufficient for



		cleaning equipment and PPE.
<i>Custodial</i>	<ul style="list-style-type: none"> ● Many of the very involved students lack control with bodily functions, such as drooling. Floors currently are mopped once a week. ● Several of the units generate a lot of trash, including diapers, wipes, etc. ● Currently, cleaning protocols and materials are not sufficient for the health and safety of students during the COVID pandemic. 	<ul style="list-style-type: none"> ● Classroom floors need to be mopped daily in the SPED programs for ASC, LSC, DSC, SCC, and BSC. Doors, doorknobs, fixtures, all surfaces need to be disinfected daily. ● Bathrooms need to be thoroughly cleaned and disinfected at the end of each day. ● Trash needs to be picked up twice a day in the special education self-contained classrooms. ● Toilet seat covers and rolls of paper for changing tables need to be provided for these classrooms. ● Additional supplies such as disinfectant wipes/spray and extra rolls of paper towels and trash bags.
<i>Homebound</i>	<ul style="list-style-type: none"> ● Most homebound students have medical conditions that make them at higher risk to contract COVID-19. ● Homebound instruction is dependent upon the disability and needs of the individual child. Services will be delivered as per the student’s IEP or 504 Plan. ● Homebound Teachers need ongoing technology training. 	<ul style="list-style-type: none"> ● Homebound services will be provided through distance learning platform, unless otherwise specified in the student’s IEP. ● Choose the appropriate platforms and devices to meet the unique needs of students with disabilities. ● Sensory diet and adapted materials will be provided at the student's home as needed. ● Provide ongoing technology training using a variety of platforms to meet the needs of each family.

Itinerant Teachers

- These teachers are in multiple school environments during the day.
- DHH and VI parents and students require specialized equipment and technology to access their virtual platforms.
- Technology training for students, parents/caregivers, related service providers and instructional staff is needed.
- Need adapted specialized teacher-made manipulatives and materials to supplement.
- Instructional support staff including instructional assistants and educational interpreters require extensive training to support virtual learning.
- Both student groups require mobile equipment to address all aspects of support i.e. Orientation & Mobility, daily living, and functional skills (Go-Pro or something comparable).
- JTP and Project Search - Students require a job training position in the community to acquire job skills for a transition to suitable employment after graduation.
- Students and parents require one-to-one technology skills to be
- The teacher must have disinfectant and cleaning supplies for instructional items and materials.
- If a teacher is at a campus that has an outbreak, he/she must notify other campuses of the exposure.
- Provide Apple iPad software, applications, and equipment.
- Provide scheduled, continuous Apple technology training for parents/caregivers, students, related service providers, and instructional staff.
- DHH and VI leads will be given the opportunity to choose appropriate equipment specific to each student's individual needs as per their IEPs.
- Provide/send the adapted specialized teacher-made manipulatives to the students' homes.
- Provide materials such as visually enhanced journals/pamphlets, braille number charts, and tactile place value charts.
- Purchase consumable workbooks and student/teacher copy textbooks to supplement or replace online virtual platforms.
- Provide opportunities for the instructional staff to participate in continuous PD hours to advance virtual teaching skills/abilities.

		<p>competent in accessing and communicating with resource agencies that support long-term employment.</p> <ul style="list-style-type: none"> • Students need to develop coping skills to increase their emotional resiliency during the COVID 19 pandemic distance learning environment. 	<ul style="list-style-type: none"> • Focus on soft skills that will improve students’ work skills including self-care/ hygiene, work etiquette & ethics, and social communication skills. • Provide scheduled, continuous social and emotional support via an online visual or verbal platform amongst students and staff.
	<i>Other</i>	<ul style="list-style-type: none"> • Instructional specialists are in multiple school environments, as well as multiple classrooms within the school, during the day. • Instructional specialists are in close proximity to many staff and students. • Teachers and administrators will need continuous support in the blended learning environment. 	<ul style="list-style-type: none"> • The specialists must have disinfectant and cleaning supplies for instructional items and materials. • If a specialist is at a campus that has an outbreak, he/she must notify other campuses of the exposure. • Utilize technology and virtual meetings in place of face-to-face communication to the maximum extent possible. <ul style="list-style-type: none"> ○ Consider the nature of the meeting and what needs to be accomplished. ○ When face-to-face is needed, follow standard guidance protocols. • Provide needed PPE • Instructional specialists will provide continuous support for the blended learning environment.
Parents & Community	<i>Parents</i>	<ul style="list-style-type: none"> • Some parents do not have awareness of the most current guidelines for health and safety for the reopening of schools during Covid-19. 	<ul style="list-style-type: none"> • Provide parent education sessions on universal precautions during a pandemic. • Campuses will follow the protocols contained in GISD’s



	<ul style="list-style-type: none"> ● Parents come to the schools for IEPs, pick up students, bring needed clothes or materials, etc. ● Not all parents are able to use the technology that the district is using and need training to help their child. ● Not all households have access to the internet. ● Not all parents have the knowledge to assist a child one to one with what is being required of them by the teacher or related service provider. ● Not all students are participating in the educational offerings in the home environment. ● Many households have more than one child in the house that require the use of a device. ● Many parents might have to work and are not available to help their child with the instruction that is being provided. ● Many parents speak Spanish only and instruction is in English. 	<p>Health and Safety Plan for school re-entry.</p> <ul style="list-style-type: none"> ● Provide technology training and simple step-by-step user guidance to assist parents with technology. ● District is working to ensure that all households have internet access. ● Instructional assistants will be available to provide ongoing assistance to parents and students. ● District is working on providing one-to-one devices for student use at home. ● Provide flexibility of instructional hours and times to meet individual needs. ● Create a task force that focuses on contacting and supporting parents/caregivers with distance learning in the home environment to ensure students are receiving educational benefit <ul style="list-style-type: none"> ○ Support will include necessary resources and materials ● All instructional materials are available in both languages (English and Spanish).
<p><i>Community</i></p>	<ul style="list-style-type: none"> ● Outside agencies provide services to students at school. ● A variety of meetings and special events are held for parents. ● GISD provides services to outside agencies such as Head start and professional 	<ul style="list-style-type: none"> ● Must wear PPE and have a designated location to meet with students. <ul style="list-style-type: none"> ○ Locations must be cleaned/ disinfected after each use. ● Practice social distancing, allow for a specific number of attendees, plan different days



		<p>development to private school teachers and parents/caregivers.</p> <ul style="list-style-type: none"> • Students cannot participate in the job training program or project search. 	<p>for different grades to avoid large crowds.</p> <ul style="list-style-type: none"> • Partnerships, such as Head start, will continue through collaboration via telephonic and/or digital communication. • Services from outside agencies will be provided via distance learning platforms. • Students will be provided opportunities to work in the community using safe distancing and safety guidelines.
IEP Process		<ul style="list-style-type: none"> • IEPs are held in small areas with many people sitting close together. • Participant signatures are required for all IEP decisions. 	<ul style="list-style-type: none"> • Related service providers, and any other participants who are able, will participate in the meeting through the google platform. • Parents will be given the choice of participating virtually or in person when permitted by New Mexico’s department of health guidance. • Provide participants with the ability to sign virtually when they are participating.
Students	<i>All Students in self-contained classrooms</i>	<ul style="list-style-type: none"> • Special Education students need continuous support while working at school and at home. • Provisions of FAPE must be met for all students with disabilities during blended learning. • Due to students' cognitive abilities they are not able to understand abstract concepts such as social 	<ul style="list-style-type: none"> • Campus schedules must allow flexibility for students with disabilities. • Ensure ASC students eat lunch and attend specials/PE with their general education peers. • Provide visuals and explicit and targeted instruction on social distancing, health, and safety. • Daily social awareness



		<p>distancing, health, and safety.</p> <ul style="list-style-type: none"> ● Students have a lack of social awareness. ● Many students who are in special education self-contained classrooms lack the skills, or have the cognitive ability needed to access computers as well as the instructional programs that are required of them. ● Some students need specialized equipment to access the technology. ● Not all students have access to the internet or know how to access the internet. ● Some Special education students have not developed the fine motor skills needed to manipulate a Chromebook. ● There is a need for adaptive equipment and programs for students with disabilities. ● Visuals and Task Analysis may be required to attend to a task. 	<p>activities including videos, stories, and manners.</p> <ul style="list-style-type: none"> ● Provide support and training to parents and caregivers to utilize technology and instructional platforms. ● Provide district access to retrieve specialized equipment and materials for utilization at home. ● District is working to provide internet access to all households. ● Create a team of specialists, teachers, related service staff who will vet, choose, and purchase appropriate platforms and devices to meet the unique needs of the students with disabilities. ● Instructional specialists will assist teachers to create visuals and task analysis for student use at home.
<p>Curriculum & Instruction "AB Schedule"</p>	<p><i>LSC & SCC</i></p>	<ul style="list-style-type: none"> ● Students in the LSC & SCC classrooms currently follow the general education schedule for breakfast, lunch, and specials. ● Current set up of the physical environment, including placement of group activities and centers, are not conducive to social distancing, health, and safety. 	<ul style="list-style-type: none"> ● Students will follow the general education protocol of eating breakfast and lunch in the classroom and specials teachers coming to the LSC & SCC classrooms. ● Visually mark areas for sitting during group activities. ● Do not use carpets for direct sitting. Students are to sit in chairs when on the carpets. ● Centers must have individual



- Life-skills and functional activities completed at school will need to be adjusted to meet social distancing and health and safety guidelines.
- A variety of curriculum and programs are being utilized in the school setting since:
 - Many students have intellectual functioning that is significantly below average.
 - Most students have adaptive behavior deficits.
 - Many students have language and communication difficulties.
 - Students exhibit sensory and motor differences.
- As part of their individual programs, students need to continue with therapies/activities throughout the week, both while at school and home.
- Students will continue to need:
 - To participate in community-based instruction as well as specials and electives.
 - To participate in transition activities such as the Job Training Program and Project Search.
 - Learn soft skills and social communication skills to promote transition, accountability, and independence.
- materials for each student. Limit shared materials/equipment: must be sanitized after student use.
- Provide teachers with guidelines on proper handling of materials/equipment during COVID-19.
- Provide teachers with examples of simulations to be used in place of community-based instruction.
- Special education department will provide campus with materials for simulations such as scent boxes and sensory items.
- Meal activities will be done using task analysis to create personal meals and snacks.
- Life-skills and functional activities will be individualized with an emphasis in conjunction with parents and caregivers for real-life practice and context. (in preparation of any shelter in place order)
- Integrate movement breaks throughout the day
- Explicitly teach students:
 - About changing schedules for the unexpected.
 - Hygiene and handwashing.
- A special education curriculum team will provide a framework of online curriculum and instruction for students with disabilities that program teachers will be required to follow.



		<ul style="list-style-type: none"> ○ Support will include evidence-based practices. ○ The framework will include virtual experiences for community-based instruction. ○ Functional and social skills instruction will be embedded in the framework. ● Teachers will continually collaborate with related service providers, parents/caregivers, and instructional assistants especially for expressive/receptive language and communication training. ● Establish routines and have suitable work activities that students will do while at home and be monitored/reviewed daily. ● Provide daily scheduled activities along with task analysis and/or videos with steps to complete each task.
<p>DSC</p>	<ul style="list-style-type: none"> ● Students in the DSC classrooms currently follow the general education schedule for breakfast, lunch and special, as per individual student’s IEPs. ● These students are the most involved and need a lot of hand-over hand and sensory-based activities. ● Staff are constantly exposed to bodily fluids and excretions. ● Students need direct instruction and assistance 	<ul style="list-style-type: none"> ● Students will follow the general education protocol of eating breakfast and lunch in the classroom and specials teachers coming to the DSC classrooms, as per individual student’s IEPs. ● Each student will participate in individualized tasks with supplies and materials personally designated. ● Provide needed PPE, disinfectant, and cleaning supplies for staff who work with these students. It is



	<p>with:</p> <ul style="list-style-type: none"> ○ Communication-body movements, facial expressions, vocalization, eye gaze, gestures and require alternate communication methods/tools. ○ Self-help such as diapering, feeding, dressing, personal hygiene, Medical and health. ○ Physical management of specialized equipment for mobility, stretching, exercise and tolerance, and endurance for physical movement and therapy. <ul style="list-style-type: none"> ● Each student needs highly specialized and intentional instruction to meet their individual needs. 	<p>suggested that staff working with these students be allowed to wear scrubs and wear smocks or aprons.</p> <ul style="list-style-type: none"> ● A special education curriculum team will provide a framework of online curriculum and instruction for students who need direct instruction with communication, self-help, and physical management. ● Teachers will continually collaborate with related service providers, parents/caregivers, and instructional assistants. ● Provide district access to retrieve specialized equipment and materials for utilization at home. ● Strategies to support parents/caregivers and IAs will be included in the framework.
<p>BSC</p>	<ul style="list-style-type: none"> ● Students in the BSC classrooms currently follow the general education schedule for breakfast, lunch and special, as per individual student's IEPs. ● Emotional needs will need to be dealt with before they are able to tackle academic tasks. ● These students express intense emotional reactions to any change in their environment, routine, etc. ● Some of these students like the isolation of being sheltered in place. It makes 	<ul style="list-style-type: none"> ● Students will follow the general education protocol of eating breakfast and lunch in the classroom and specials teachers ● Teachers will need to explicitly focus on lessons that provide tools for dealing with their emotions. Resources including: 101 Social Skills, Character Counts, Crisis Prevention Intervention (CPI) Training Manual. ● Provide structure and schedule so students know expectations.



	<p>returning to the school more difficult.</p> <ul style="list-style-type: none"> • These students may be prone to biting, spitting, and physical aggression. • These students demonstrate maladaptive behaviors which are preventing or limiting their access to, or participation in, the educational curriculum. • Students need a highly structured environment with rules and behavioral expectations. 	<ul style="list-style-type: none"> • Integrate movement breaks throughout the day • Provide PPE and CPI training to staff members, including disinfectant wipes, bite sleeves, and plastic face shields. • A special education curriculum team will provide a framework of online curriculum and instruction: <ul style="list-style-type: none"> ○ The framework will include strategies for positive reinforcement with limited use of negative consequences. ○ Social behavioral skills instruction will be provided. ○ Strategies to support parents/caregivers and IAs will be included in the framework.
<p><i>Other</i></p>	<ul style="list-style-type: none"> • Students in the special education classrooms currently follow the general education schedule for breakfast, lunch and special, as per individual student's IEPs. • Many students move between settings. • ASC, Resource, Inclusion and Content Mastery students all require specialized instruction and/or accommodations and modifications to master common core /state standards and participate in the least restrictive environments. 	<ul style="list-style-type: none"> • Students will follow the general education protocol of eating breakfast and lunch in the classroom and will attend specials with their general education peers. • Students will follow special education guidelines when moving between settings. • Staff providing inclusive services will wear PPE. • Integrate movement breaks throughout the day. • Collaboration between general education and special education teachers can occur through the google platform to reduce the need for face-to-face interactions.



		<ul style="list-style-type: none"> ● EC students require specialized instruction and/or accommodations and modifications to master the goals and objectives for each student. 	<ul style="list-style-type: none"> ● Create a team of specialists, teachers, related service staff who will vet, choose and purchase appropriate platforms and devices to meet the unique needs of the students with disabilities. ● Form a special education EC curriculum team to adapt the instructional outcomes for students with disabilities. ● Strategies to support parents/caregivers and IAs will be included in the framework.
<p>Related Services</p>	<p><i>Therapies</i></p>	<ul style="list-style-type: none"> ● There are not always designated spaces for therapies. ● Some therapies are conducted within classrooms while other students and staff are present. ● Some therapies are conducted through small group settings. ● Materials are often shared. ● Covid-19 restrictions create difficulties for providing direct therapies at home through a distance learning platform because: <ul style="list-style-type: none"> ○ Most therapies are provided on an individual basis. ○ Some therapies are provided in small group sessions. ○ Materials are often shared. 	<ul style="list-style-type: none"> ● A designated space needs to be provided at each campus that will be cleaned and disinfected following each therapy session. ● Therapies will be conducted within classrooms only if the therapy is integrated with the curriculum or when the equipment that is needed cannot be moved from the classroom. ● PPE will be required for therapists. ● Social distancing must be maintained between other students/staff when therapies are conducted within the classroom. ● Small group therapy sessions must ensure that social distancing guidelines are followed. ● Materials must be cleaned and disinfected following every use. When possible, materials should be assigned



		<p>to individual students.</p> <ul style="list-style-type: none"> ● Provide support and guidance to parents/caregivers for assisting with therapies in the home setting. ● Utilize online resources and platforms for delivering instruction for therapies.
<p><i>Assessment</i></p>	<ul style="list-style-type: none"> ● There are not always designated spaces for assessment. ● Most assessments are conducted individually in close contact with students. ● Many assessments involve sending questionnaires home to parents/caretakers and then return to the school. ● Due to the Covid-19 constraints, there is a large backlog of assessments. ● Some assessments require the use of manipulatives. ● Diags share assessments tools. ● Covid-19 restrictions create difficulties for assessment/evaluation because: <ul style="list-style-type: none"> ○ Most assessment/evaluation is one-on-one and face-to-face with students. ○ Assessments are given in controlled environments. 	<ul style="list-style-type: none"> ● A designated space needs to be provided at each campus that will be cleaned and disinfected by the user following each assessment session. <ul style="list-style-type: none"> ○ Sign in sheets will be required to be used in assessment areas to document use and cleaning protocols. ● PPE will be required for anyone conducting an evaluation. ● Questionnaires will be completed over the phone or online to the greatest extent possible. ● Create an action plan to organize, administer, and track the completion of assessments. ● Manipulatives must be cleaned and disinfected following every use. ● Order and provide more assessment protocols to reduce sharing. ● Create a guidance document for utilizing assessment/evaluation through digital platforms when possible.



			<ul style="list-style-type: none"> ● The Special Education Department will request that the district assist with providing dedicated testing areas.
<p>Professional Development</p>		<ul style="list-style-type: none"> ● Some PD sessions are very large with a variety of district participants. ● Provide scheduled professional development for self-contained program teachers. ● CPI Trainings are mandatory for a variety of district employees as well as Boone Transportation. ● Staff meetings (Special Education Department Meetings) are held on a scheduled basis. ● Teachers and instructional assistants will need ongoing professional development on program and service delivery for a distance learning environment. 	<ul style="list-style-type: none"> ● PPE, clean and disinfect meeting areas throughout the day. ● Limit the number of participants per session, practice social distancing. ● Use PPE and video demonstration of acceptable engagement and disengagement skills for CPI. ● Use Google Meet for department meetings, staffing, etc. ● Utilize distance learning platforms to provide training to teachers; continue with scheduled program meetings. ● The special education department will provide continuous and targeted professional development to support teachers and instructional assistants with program and service delivery for a distance learning environment.



Grades and Attendance

Option B: Hybrid Learning Model

Modified Schedule/Blended Learning allows teachers to provide instruction and support students while maintaining academic rigor for students with a Modified Schedule/Blended Learning whether the student is at school or working at home through the distance learning platform.

Through the delivery of lessons students shall complete assignments, projects, and assessments just like they would if they were in the classroom with the support of their Teacher/Instructional Assistant.

Grades will be provided for assignments, projects, and assessments with an average of 2 grades per week as per Board Policy IKA and IKA-R, *GRADING/ASSESSMENT SYSTEMS*.

Grades will reflect academic performance and will not be used for disciplinary purposes. Grades must be logical, fair, and described in the classroom procedure so that the students and parents are aware of the system being used.

Grades will be reported numerically, and teachers will keep a careful record of the grades assigned to students.

Subject Grade -The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents. The following scale will serve as a guide for the distribution of grades, but reasonable alternative letter grades may be approved at the District level:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

The following should be observed in implementing a grading system:

The grading system should be consistent within the class for the entire year.

The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material,



the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.

If a teacher from year to year consistently promotes classes with predominantly high or low scores for many of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then the teacher should evaluate their established standards of average achievement on grading.

Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.

Report Cards and Records- An average of two (2) grades per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week bases. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Attendance- Each time a class meets, the teacher shall check and formally record the attendance of all students assigned to the class or program for that period of instruction. The name of any absent student shall be entered on the prescribed attendance/absence report and be submitted to the office. Board Policy JE-R, *STUDENT ATTENDANCE*.

A strategic communications plan will be implemented to connect with every student daily, provide weekly feedback on students' work, and communicate with the family periodically to assist in their role in supporting their child's continuous learning.

Schools will utilize any of these **3 Ways to Take Attendance**

Check-in based attendance- In this method, any student who takes a single action like logging in or checking-in is considered present. Ex. Google Forms.

Participation-based attendance-A student is considered present based on their participation in one or more online activities shared during a session.

Performance-based attendance- A student is considered present based on how they perform in quizzes. A basic level of mastery is expected. This is best managed by asking simple questions that students should be able to answer if they are attentive. Ex. Work turned in.

All Gadsden schools shall take attendance starting the first day of instruction to track "No-shows" and identify "ghost" students. These students will NOT be dropped until the district locates them and the appropriate code can be assigned. The process of locating the students must occur before October 14th, 2020. (40th day Reporting Period)





Option C – Full Reentry with Emphasis on Health and Wellness

Overview

The Health and Safety needs of students and staff will be a priority when the schools can operate on a “normal” schedule. We will continue to follow the NMDOH/CDC recommendations and guidelines. (Ex: Throughout the course of the school day, a student may be in closer contact, less than 6 ft., with another individual).

GISD administration will continue to maintain constant vigilance of student / staff health and safety needs. Providing updated professional development in safety procedures, as well as providing learning opportunities for students around the new safety standards.

GISD will encourage and maintain the online learning platform, establishing a blended model and allowing continuous opportunities for student learning. Should the need arise for the district or a school to switch back to a “remote” learning setting, the students and staff will be well versed in how the system works, and how to proceed with the delivery of the instruction

Expectations – Full Reentry

Certified/Classified	Administration
<p><u>All Teachers:</u></p> <ol style="list-style-type: none"> 1. Adhere to FERPA and HIPPA requirements 2. All teachers will be required to utilize a mask and hand sanitizer while following department of health regulations and district expectations 3. Provide opportunities for students to receive acceleration or remediation during face to face instruction 4. Establish distance between the teacher’s desk/board and students’ desks Limit physical interaction through partner or group work 5. Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, language, computer science, physical education/STEM activities) 6. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording) 7. Communication with students via email or via Google Meet is required or other Communication Apps. Teachers must be available for students and parents during student contact time as determined by the teacher 8. Provide additional instruction support to: students who struggled in the prior distance/remote learning environment (early grades, English Learners, etc.), students at-risk of not graduating on time, students with disabilities, and other students identified as being behind academically by teachers 	<p><u>Central Office Administration:</u></p> <ol style="list-style-type: none"> 1. Provide access to hand sanitizer for everyone and mark spaced lines to enter the building and designate entrance and exit flow paths 2. Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks etc. restrict nonessential visitors and volunteers 3. Adhere to FERPA and HIPPA requirements 4. Be available to answer questions from teachers, parents, students, and the community 5. Provide guidance to campus personnel 6. Participate in campus NMDASH meetings 7. Participate in online virtual meetings <hr/> <p><u>Principals/ Assistant Principals:</u></p> <ol style="list-style-type: none"> 1. Adhere to FERPA and HIPPA requirements 2. Provide access to hand sanitizer for students, faculty, and staff 3. Establish a protocol for students /staff who feel ill/experience symptoms when they come to school 4. Post signage in classrooms/hallways and entrances to communicate how to stop the spread. COVID 19 symptoms, preventative measures, good hygiene, and school/ district specific protocols

and or parents

9. Be flexible, responsive, and positive. Students will be affected by the closure in different ways. Students social and emotional needs may need to be addressed upon returning to school

Instructional Assistants:

1. Collaborate with classroom teachers to support online instruction and participate in online meetings with students, faculty, and staff
2. Contact students via telephone with guidance from the teacher
3. IA's will adhere to the safety guidelines that include wearing a mask and ensuring that students remain in appropriate distance apart from one another

5. Mark spaced lines to enter the building and designate entrance and exit flow paths/ Provide time for transition staggered classes
6. Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/ masks etc. restrict nonessential visitors and volunteers
7. Establish a protocol for student pick/ drop off staggered entry and release (by grade, class, or bus) marked spacing for pick up
8. Review faculty members' instructional resources and provide feedback
9. Engage in available online professional learning opportunities.
10. Engage in online meetings with team members for planning purposes
11. Support and monitor all classroom teachers by checking on content being delivered through Google Classroom and face to face instruction
12. Be available to answer questions from teachers, parents, students, and community
13. Monitor attendance and grading procedures as provided by school board policy
14. Monitor and Coordinate NMDASH
15. Provide PD to parents in need of technology support

Counselors:

1. Work with administrators and staff to develop a plan for how staff, students and families can reach them through



phone, email, or online platforms. Contact families and students as needed.

2. Work with administrators and staff to develop appropriate protocols for students and families to follow in emergency situations.
3. Continue to support students and families by providing the necessary academic, college and career counseling and advisement.
4. Collaborate with administration and staff to determine the remote learning options available to provide consultation, as well as counseling support services based on grade level bands.
5. School counselors also determine support for families, teachers, administrators, and other school staff.
6. Continue to monitor the social/personal development of their students and their students' active participation in remote learning.
7. Set up counselor office hours so students and parents can set up appointments
8. Identify your incoming students that will need extra help (academic, social-emotional)
9. Keep up your PD on financial aid, college admissions and graduation requirements



Parents	Students
<ol style="list-style-type: none"> 1. Once a parent decides on either online or face to face instruction, they will be committed to that choice for no less than a nine-week grading period. Parents will be responsible for their students' participation within the Google Classroom and any other online platform 2. All students will be expected to follow attendance guidelines as provided by district and state 3. Parents also have access to other online Tool Kits and a Resource Matrix within the links below 4. GISD will be providing professional training for parents that need support with technology through the Gadsden Family Literacy Centers <p>Elementary</p> <p>Elementary Remote Learning Parent Toolkit- English Elementary Remote Learning Parent Toolkit Spanish Elementary Parent Resources Matrix</p> <p>Middle/ High School</p> <p>Secondary Remote Learning Parent Toolkit-English Secondary Remote Learning Parent Toolkit -Spanish Secondary Parent Resources Matrix</p>	<ol style="list-style-type: none"> 1. It is expected that students will complete assignments for ALL classes and turn in assignments either online or with face to face instruction. Students who opt to return to the campus must wear a mask and practice proper hygiene throughout the day. 2. Students will be held accountable for work during this time-content addressed as part of distance-learning is applied to unit competencies upon return to regular schedule and or hybrid schedule 3. Students (and/or parents) should contact the teacher via email or Google Meet with questions or concerns regarding assignments. Teachers will remain available via email throughout the school day 4. Students should demonstrate participation to earn credit



Schedules – Student and Staff

Schedules will resume to the “Normal” face-to-face bell schedule. Each campus will determine the schedule but with an emphasis on health and wellness.

Bilingual Programs: Option C – Full Reentry

Gadsden Independent School District (GISD) recognizes that a significant number of its students enter school with limited proficiency in the English language. Further, GISD acknowledges that in order to achieve academic success, these students need both a means to acquire content-related knowledge and a means to achieve proficiency in English. Our district is committed to providing a quality state-approved bilingual-multicultural education program that addresses the language and academic needs, as well as the cultural heritage of each student. The program’s goal is for all bilingual participants to meet academic content standards and benchmarks in all subject areas.

Transitional Bilingual Program

Students receiving instruction in our Transitional K-6, 7-8 and 9-12 Bilingual Programs will follow the same schedule and curriculum as the other students. The curriculum will focus on academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach.

Dual Language Program

GISD two-way bilingual immersion schools will continue to implement a 50:50 model. To establish language consistency during instructional time, a team-teaching approach will be practiced where certain teachers will teach only in English and others only in Spanish.

In schools where staffing challenges might arise, modifications will be made by providing students with a qualified bilingual teacher who will conduct his or her instruction within a self-contained setting.

[Option C: Face to Face Learning](#)

Intervention

Plan C -Full Re-entry- Normal Schedule with a focus on Wellness & Safety

The following intervention plans have been designed in accordance with the NMPED Re-entry Guidance (Full Re-entry) pp. 12, 16, 19-20.

Elementary:

Intervention teachers will continue delivering instruction as with the Hybrid model. Intervention teachers may implement an intervention push-in model for in-person and online learning (Google Classroom). With the current status, it is likely that more students will return to school with previous grade academic skill challenges. With intervention teachers being involved in the general ed. classroom, more students will be reached who will require intervention services. This model will be a continuous learning cycle where the intervention teacher may co-teach online and/or in-person with the classroom teacher or rotate to the classrooms and provide intervention services to small groups. Recorded lessons will be posted in the Google Classroom for students that miss the live lesson. In addition, when applicable, intervention activities will be posted in the Google Classroom.

Intervention teachers may also schedule virtual Google Meet intervention lessons with intervention students on campus and online. During the virtual lesson teacher will deliver the lesson live while also recording and posting the video lesson to the Google Classroom so that students at home will have access to the daily lesson live or recorded. In addition, when applicable, intervention activities will be posted in the Google Classroom.

Secondary:

Intervention teachers will continue delivering instruction as with the Hybrid model. Intervention teachers will schedule virtual Google Meet intervention meetings/lessons with intervention students on campus and online. When applicable during the virtual lesson teacher will deliver the lesson live while also recording and posting the video lesson to the Google Classroom so that students at home will have access to the daily lesson live or recorded. Students will complete assignments using the iLit and Edgenuity My Path Math online programs. Intervention teachers will incorporate recorded lessons in the Google Classroom for students that missed the live lesson.

Special Education Reopening Option C – Full Reentry

Area	Designated Group	Considerations	Actions
Staff	<i>Instructional Assistants</i>	<ul style="list-style-type: none"> ● Lack of proper glove utilization. ● Flip flops, backless and open-toe shoes are safety hazards. ● Students sitting farther apart are difficult to monitor and assist. ● Many students are drooling, have constant running noses, etc. Need frequent cleaning of all surfaces students touch, manipulatives, bathrooms, highchairs, standers, walkers, etc. 	<ul style="list-style-type: none"> ● Uniform guidelines for dress for health and wellness. <ul style="list-style-type: none"> ● Place in job description ● Ability to move personnel where they are needed to provide support for health and wellness ● Continually encourage and supervise handwashing ● Standardized protocols for keeping the classroom environment clean and safe. <ul style="list-style-type: none"> ● Face Shields ● Create a committee for staffing recommendations.
	<i>Teachers</i>	<ul style="list-style-type: none"> ● Lack of proper glove utilization. ● Flip flops, backless and open-toe shoes are safety hazards. ● Students may not have an understanding or ability to social distance. They want to be hugged, need physical contact. ● Keeping social distance for moving from one location to the next. Social distancing is an abstract concept. ● Arrangement of the classroom for activities will need to allow for social distancing. ● Shared materials and manipulatives will be a 	<ul style="list-style-type: none"> ● Uniform guidelines for dress for health and wellness. ● Utilize loop ropes for moving from one location to the next. ● Practice social distancing with students. (Utilize videos and modules in Unique curriculum) ● Create visuals for social distancing. ● Physically mark classroom spaces. ● Assignment manipulatives, tasks, and materials to each student daily (they cannot be shared). Clean and disinfect daily. <ul style="list-style-type: none"> ● Lysol ● Continually encourage and supervise handwashing ● Provide some type of storage

	<p>problem.</p> <ul style="list-style-type: none"> • Personal hygiene routines and keeping toothbrushes and other personal items separate and clean. • Eating meals in the classroom is problematic due to students sitting close together and having difficulty controlling staying in their personal space; they expel nasal and mouth excretions; they share food. • Students going to the cafeteria have greater difficulties social distancing in crowded spaces. Some students eat very fast and then become restless and mobile. 	<p>that is covered for each student's personal hygiene materials.</p> <ul style="list-style-type: none"> • Tote Boxes (Plastic with cover) • Provide visuals for proper steps for using and storing hygiene materials. • Provide toilet seat covers, rolls of paper for changing tables, and extra trash bags. Trash Bags cannot be reused. • Ensure bathrooms are disinfected after each time they are used. <ul style="list-style-type: none"> • Toilet Coverings • When trash cans are two-thirds full, tie and seal bags for removal. • In the classroom for lunch, space students so that they are seated six feet apart from each other. Teachers must actively monitor and provide assistance. • In the cafeteria, rotate the lunch schedule so that students from each setting are not going to lunch at the same time. It is suggested that these students go to lunch with their grade level peers. Be sure to use the appropriate social distancing guidelines of six feet of space. • Create visuals that display table manners and good personal hygiene. • Ensure extra napkins and wipes are on the table.
<p><i>Administration</i></p>	<ul style="list-style-type: none"> • Teachers and IAs do not always have access to appropriate amounts of hygiene materials and 	<ul style="list-style-type: none"> • Provide easily accessible and needed cleaning and disinfectant materials and supplies available upon



	<p>supplies.</p> <ul style="list-style-type: none"> • There are critical times when there is not enough staff to ensure a healthy and safe environment. • All students from one self-contained setting eating in the cafeteria at the same time creates health and safety issues. • With the new process, we will need to fund greater amounts of cleaning equipment and PPE 	<p>request.</p> <ul style="list-style-type: none"> • Ensure that needed staff are always available to maintain student and staff health and safety. • Rotate the special education lunch schedule so that students from one setting are not going to lunch at the same time. It is suggested that these students go to lunch with their grade level peers. • Work with finance, special education, and campus principals to ensure that funding is sufficient for cleaning equipment and PPE.
<i>Custodial</i>	<ul style="list-style-type: none"> • Many of the very involved students lack control with bodily functions, such as drooling. Floors currently are mopped once a week. • Several of the units generate a lot of trash, including diapers, wipes, etc. • Currently, cleaning protocols and materials are not sufficient for the health and safety of students during the COVID-19 pandemic. 	<ul style="list-style-type: none"> • Classroom floors need to be mopped daily in the self-contained units for LSC, DSC, SCC, and BSC. Doors, doorknobs, fixtures, all surfaces need to be disinfected daily. • Bathrooms need to be thoroughly cleaned and disinfected at the end of each day. • Trash needs to be picked up twice a day in the special education self-contained classrooms. • Toilet seat covers and rolls of paper for changing tables need to be provided for these classrooms. • Additional supplies such as disinfectant wipes/spray and extra rolls of paper towels and trash bags.
<i>Homebound</i>	<ul style="list-style-type: none"> • The teachers are going into individual student's homes which are not controlled 	<ul style="list-style-type: none"> • Teachers need to be provided the necessary PPE to enter multiple homes each day.



		environments.	<ul style="list-style-type: none"> The teacher must have disinfectant, cleaning supplies, soap, and paper towels to take into the home.
	<i>Itinerant Teachers</i>	<ul style="list-style-type: none"> These teachers are in multiple school environments during the day. 	<ul style="list-style-type: none"> The teacher must have disinfectant and cleaning supplies for instructional items and materials. If a teacher is at a campus that has an outbreak, he/she must notify other campuses of the exposure.
	<i>Other</i>	<ul style="list-style-type: none"> Instructional specialists are in multiple school environments, as well as multiple classrooms within the school, during the day. Instructional specialists are in close proximity to many staff and students. 	<ul style="list-style-type: none"> The specialists must have disinfectant and cleaning supplies for instructional items and materials. If a specialist is at a campus that has an outbreak, he/she must notify other campuses of the exposure. Utilize technology and virtual meetings in place of face-to-face communication to the maximum extent possible. <ul style="list-style-type: none"> Consider the nature of the meeting and what needs to be accomplished. When face-to-face is needed, follow standard guidance protocols. Provide needed PPE
Parents & Community	<i>Parents</i>	<ul style="list-style-type: none"> Some do not have awareness of the most current guidelines for health and safety for the reopening of schools during Covid-19. Parents come to the schools for IEPs, pick up students, bring needed clothes or materials, etc. 	<ul style="list-style-type: none"> Provide parent education sessions on universal precautions during a pandemic. <i>Input from principals - will there be a standardized procedure or will it be on a school-to-school basis.</i>



	<i>Community</i>	<ul style="list-style-type: none"> ● Outside agencies provide services to students at school. ● A variety of meetings and special events are held for parents. 	<ul style="list-style-type: none"> ● Must wear PPE and have a designated location to meet with students. <ul style="list-style-type: none"> ● Locations must be cleaned/ disinfected after each use. ● Practice social distancing, allow for a specific number of attendees, plan different days for different grades to avoid large crowds
IEP Process		<ul style="list-style-type: none"> ● IEPs are held in small areas with many people sitting close together. ● Participant signatures are required for all IEP decisions. 	<ul style="list-style-type: none"> ● Related service providers, and any other participants who are able, will participate in the meeting through the google platform. ● Parents will be given the choice of participating virtually or in person. ● Provide participants with the ability to sign virtually when they are participating.
Students	<i>All Students in self-contained classrooms</i>	<ul style="list-style-type: none"> ● Due to students' cognitive abilities they are not able to understand abstract concepts such as social distancing, health, and safety. ● Students have a lack of social awareness. 	<ul style="list-style-type: none"> ● Provide visuals and explicit and targeted instruction on social distancing, health, and safety. ● Daily social awareness activities including videos, stories, and manners.
Curriculum & Instruction	<i>LSC & SCC</i>	<ul style="list-style-type: none"> ● Current set up of the physical environment, including placement of group activities and centers, are not conducive to social distancing, health, and safety. ● Community-based instruction may not be allowed or may be very 	<ul style="list-style-type: none"> ● Visually mark areas for sitting during group activities. ● Do not use carpets for direct sitting. Students are to sit on chairs when on the carpets. ● Centers must have individual materials for each student. Limit shared materials. ● Provide teachers with guidelines on proper



	<p>limited.</p> <ul style="list-style-type: none"> • Life-skills and functional activities will need to be adjusted with social distancing and health and safety guidelines. • Students in need of tightly structured environments will need additional instruction and support on dealing with the unexpected (such as COVID-19). 	<p>handling of materials during COVID-19.</p> <ul style="list-style-type: none"> • Provide teachers with examples of simulations to be used in place of community-based instruction. • Special education department will provide campuses with materials for simulations such as scent boxes and sensory items to mimic the experiences. • Meal activities will be done using task analysis to create personal meals and snacks. • Life-skills and functional activities will be individualized with an emphasis in conjunction with parents and caregivers for real-life practice and context. (in preparation of any shelter in place order) • Integrate movement breaks throughout the day • Explicitly teach students: <ul style="list-style-type: none"> ○ About changing schedules for the unexpected. ○ Hygiene and handwashing.
<p>DSC</p>	<ul style="list-style-type: none"> • These students are the most involved and need a lot of hand-over hand and sensory-based activities. • Staff are constantly exposed to saliva and bodily fluids. 	<ul style="list-style-type: none"> • Each student will participate in individualized tasks with supplies and materials personally designated. • Provide needed PPE, disinfectant, and cleaning supplies for staff who work with these students. It is suggested that staff working with these students be allowed to wear scrubs and wear smocks or aprons.



	<p>BSC</p>	<ul style="list-style-type: none"> • Emotional needs will need to be dealt with before they are able to tackle academic tasks. • These students express intense emotional reactions to any change in their environment, routine, etc. • Some of these students like the isolation of being sheltered in place. It makes returning to the school more difficult. • These students may be prone to biting, spitting, and physical aggression. 	<ul style="list-style-type: none"> • Teachers will need to explicitly focus on lessons that provide tools for dealing with their emotions. Resources including: 101 Social Skills, Character Counts, Crisis Prevention Intervention (CPI) Training Manual. • Provide structure and schedule so students know expectations. • Provide social skills lessons on getting along with their peers • Integrate movement breaks throughout the day • Provide PPE and CPI training to staff members, including disinfectant wipes, bite sleeves, and plastic face shields.
	<p>Other</p>	<ul style="list-style-type: none"> • Many students move between settings. • Inclusion, Resource, Content Mastery, ASC students follow the general education curriculum standards. 	<ul style="list-style-type: none"> • Students will follow special education guidelines when moving between settings. • Staff providing inclusive services will wear PPE. • Integrate movement breaks throughout the day. • Collaboration between general education and special education teachers can occur through the google platform to reduce the need for face-to-face interactions.
<p>Related Services</p>	<p>Therapies</p>	<ul style="list-style-type: none"> • There are not always designated spaces for therapies. • Some therapies are conducted within classrooms while other students and staff are present. 	<ul style="list-style-type: none"> • A designated space needs to be provided at each campus that will be cleaned and disinfected following each therapy session. • Therapies will be conducted within classrooms only if the therapy is integrated with the



	<ul style="list-style-type: none"> • Some therapies are conducted through small group settings. • Materials are often shared. 	<p>curriculum or when the equipment that is needed cannot be moved from the classroom.</p> <ul style="list-style-type: none"> • PPE will be required for therapists. • Social distancing must be maintained between other students/staff when therapies are conducted within the classroom. • Small group therapy sessions must ensure that social distancing guidelines are followed. • Materials must be cleaned and disinfected following every use. When possible, materials should be assigned to individual students.
<p><i>Assessment</i></p>	<ul style="list-style-type: none"> • There are not always designated spaces for assessment. • Most assessments are conducted individually in close contact with students. • Many assessments involve sending questionnaires home to parents/ caretakers and then return to the school. • Due to the Covid-19 constraints, there is a large backlog of assessments. • Some assessments require the use of manipulatives. • Diags share assessments tools. 	<ul style="list-style-type: none"> • A designated space needs to be provided at each campus that will be cleaned and disinfected by the user following each assessment session. <ul style="list-style-type: none"> ○ Sign in sheets will be required to be used in assessment areas to document use and cleaning protocols. • PPE will be required for anyone conducting an evaluation. • Questionnaires will be completed over the phone or online to the greatest extent possible. • Create an action plan to organize, administer, and track the completion of assessments. • Manipulatives must be cleaned and disinfected



			<p>following every use.</p> <ul style="list-style-type: none"> ● Order and provide more assessment protocols to reduce sharing.
<p>Professional Development</p>		<ul style="list-style-type: none"> ● Some PD sessions are very large with a variety of district participants. ● Provide scheduled professional development for self-contained program teachers. ● CPI Trainings are mandatory for a variety of district employees as well as Boone Transportation. ● Staff meetings (Special Education Department Meetings) are held on a scheduled basis. 	<ul style="list-style-type: none"> ● PPE, clean and disinfect meeting areas throughout the day. ● Limit the number of participants per session, practice social distancing. ● Utilize distance learning platforms whenever possible. ● Use PPE and video demonstration of acceptable engagement and disengagement skills for CPI. ● Use Google Meet for department meetings, staffings, etc.

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Grades and Attendance

Option C: Full Reentry with a Focus on Wellness & Safety

Grades will be provided for assignments, projects, and assessments with an average of 2 grades per week as per Board Policy IKA and IKA-R, *GRADING / ASSESSMENT SYSTEMS*.

Grades will reflect academic performance and will not be used for disciplinary purposes. Grades must be logical, fair, and described in the classroom procedure so that the students and parents are aware of the system being used.

Grades will be reported numerically, and teachers will keep a careful record of the grades assigned to students.

Subject Grade -The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents. The following scale will serve as a guide for the distribution of grades, but reasonable alternative letter grades may be approved at the District level:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

The following should be observed in implementing a grading system:

The grading system should be consistent within the class for the entire year.

The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.

If a teacher from year to year consistently promotes classes with predominantly high or low scores for many of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then the teacher should evaluate their established standards of average achievement on grading.

Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.



Report Cards and Records- An average of two (2) grades per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week bases. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Attendance- Each time a class meets, the teacher shall check and formally record the attendance of all students assigned to the class or program for that period of instruction. The name of any absent student shall be entered on the prescribed attendance/absence report and be submitted to the office. Board Policy JE-R, *STUDENT ATTENDANCE*.

A strategic communications plan will be implemented to connect with every student daily, provide weekly feedback on students' work, and communicate with the family periodically to assist in their role in supporting their child's continuous learning.

Schools will utilize any of these 3 Ways to Take Attendance

Check-in based attendance- In this method, any student who takes a single action like logging in or checking-in is considered present. Ex. Google Forms.

Participation-based attendance-A student is considered present based on their participation in one or more online activities shared during a session.

Performance-based attendance- A student is considered present based on how they perform in quizzes. A basic level of mastery is expected. This is best managed by asking simple questions that students should be able to answer if they are attentive. Ex. Work turned in.

All Gadsden schools shall take attendance starting the first day of instruction to track "No-shows" and identify "ghost" students. These students will NOT be dropped until the district locates them and the appropriate code can be assigned. The process of locating the students must occur before October 14th, 2020. (40th day Reporting Period)

Curriculum and Instruction

PreK

Remote Schedule

- (4Y) Students receive 100% instruction at home using technology
- (3Y) Students receive 100% instruction at home using technology
 - Every Early Childhood (EC) Student will receive a tablet, in which young children can navigate.
 - Using SeeSaw, a virtual curriculum platform, students' work will be collected in an online portfolio (30 min daily).
 - The online portfolio will contain the work samples needed for the Early Childhood Observational Tool (ECOT) to be completed.
 - Teachers will use data collected for ECOT to monitor student achievement and address individual student needs.
 - A family guide of suggested weekly activities will be provided on the GISD EC Website
 - Daily contact and communication will be available to students and their families.
 - Attendance will be taken based on participation

Hybrid A/B Schedule

- (4Y) 50% of students on Mon and Tue / 50% of students on Th and Fri (4 hrs. daily)
- (3Y) AM Class on Mon and Tue / PM Class on Th and Fri (5.5 hrs. daily)
Wed will be utilized for sanitation/campuses will be closed
 - While in the classroom, children will receive instruction in learning stations, planned by Certified Staff.
 - Students are always encouraged to maintain social distancing and wear PPE.
 - Materials and spaces will be sanitized between uses.
 - Attendance will be taken upon arrival, on in person-days.
- When students are not in a class, on their scheduled days, students will follow the remote learning schedule.
- Hybrid Daily Schedule (Sample)
 - 8:00-10:00 Arrival/Centers/Read Aloud
 - 10:00-10:30 Outdoors
 - 10:30-11:00 Lunch
 - 11:00-12:00 Centers



- 12:00-12:30 Outdoors
- 12:30-1:15 Snack/Departure
- Bathroom Breaks
 - Staff will be assigned to a bathroom schedule for sanitizing.
 - Classrooms will have a bathroom log.
 - Education for bathroom safety and hygiene will be provided to students.
- Lunch and Snack
 - Students will eat all meals in the classroom while maintaining social distancing.
- Recess Playground Equipment
 - Students will have two 30min sessions of outdoor play and activities.
- Supplies
 - Students will be asked to obtain supplies for both school and home.
- Max Class Size Guidance
 - (4Y) 10 Students
 - (3Y) 8 Students
- Communication
 - Remind
 - School Messenger

Full Reentry Schedule

- All students attend 5 days a week
 - Maintain social distancing as necessary
 - Continue safe hygiene practices
 - Continue use of portfolio collection using tablet and SeeSaw

Gadsden ISD: Early Childhood Timeline

June

- Order tablets and cases for all Early Childhood students.

July

- Mid July: SeeSaw and Tablet training for all instructional Staff
- Late July: Distribution of Tablets to Family

August

- August: Utilize tablets as an instructional tool for Early Childhood Students
- Early August: SeeSaw, Tablet, Remind, and Google Suites training for Families
- Early August: Administration of ASQs to Early Childhood Families

September

- August - September: ECOT data collection BOY
- September 1, 2020: 1st Day of Face to Face for students

October- January

- October - January: ECOT data collection MOY

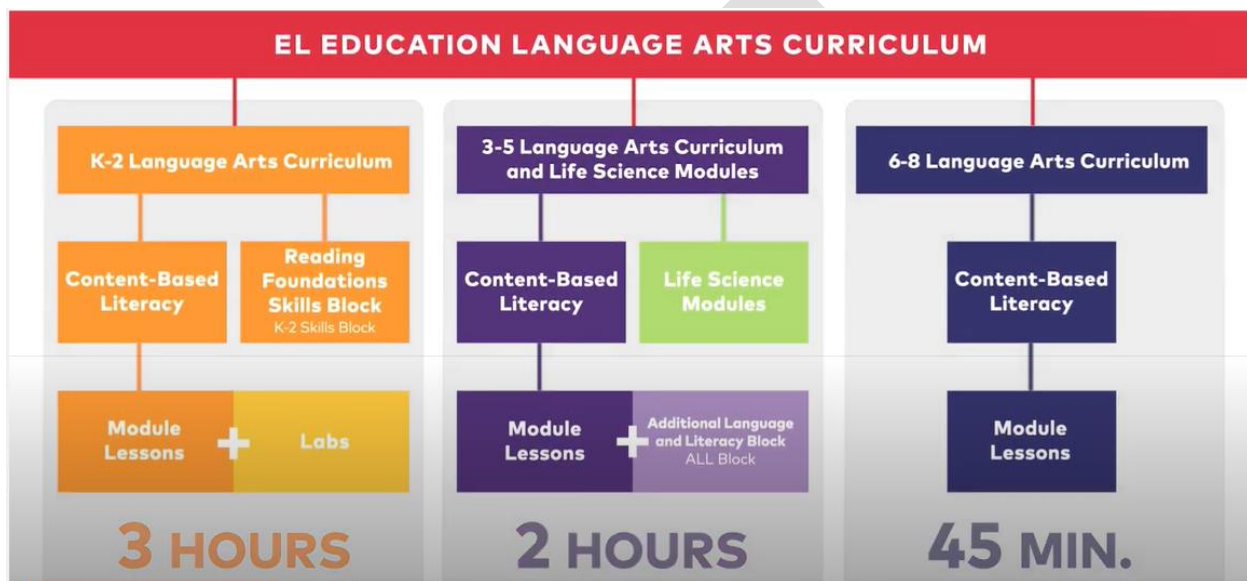
Elementary

Elementary Daily Routines 2020-2021

K-2nd Grade	3rd-5th Grade	6th Grade
Component /Elements <small>(Use data and CCSS to drive instruction for all components)</small>	Component /Elements <small>(Use data and CCSS to drive instruction for all components)</small>	Component /Elements <small>(Use data and CCSS to drive instruction for all components)</small>
<p>Content Based Literacy MODULE WORK (60 minutes)</p> <ul style="list-style-type: none"> • Reading Comprehension of Fiction and Non-Fiction texts • Habits of Character (SEL) • Oral Language Development • Read-Aloud • Close-Reading • Building Background Knowledge 	<p>Content Based Literacy MODULE WORK (60 minutes)</p> <ul style="list-style-type: none"> • Close reading of complex text • Writing for understanding • Habits of Character (SEL) • Robust ELL instruction • Vocabulary • Speaking and Listening • Language • Content Knowledge • Reading and Writing Skills 	<p>Content Based Literacy MODULE WORK (60 minutes)</p> <ul style="list-style-type: none"> • Close reading of complex text • Writing for understanding • Habits of Character (SEL) • Robust ELL instruction • Vocabulary • Speaking and Listening • Language • Content Knowledge • Reading and Writing Skills
<p>K-2 Labs (stations/centers) (60 minutes) Complementary to Module Lessons</p> <ul style="list-style-type: none"> • Literacy Skills • Content Knowledge • Habits of Character 	<p>All Block (60 minutes) Each day in the ALL Block, students rotate through three of the five components (20 min. each)</p> <ul style="list-style-type: none"> • Accountable Independent Reading <ul style="list-style-type: none"> • Domain-specific vocab • Additional Work with Complex Text <ul style="list-style-type: none"> • Deepening Comp • Reading and Speaking Fluency/ GUM (Grammar Usage Mechanics) • Writing Practice <ul style="list-style-type: none"> • Short Writes • Word Study, Vocabulary <ul style="list-style-type: none"> • Word Analysis 	<p>All Block (60 minutes)</p> <ul style="list-style-type: none"> • Independent Reading • Additional Work with Complex Text • Reading and Speaking Fluency/ • GUM (Grammar Usage Mechanics) • Writing Practice • Word Study • Vocabulary
<p>Foundations Skills Block Foundational Skills: Year at a Glance (75 minutes)</p> <ul style="list-style-type: none"> • Spelling & Grammar • Targeted Re-teaching • Independent Reading • Content-Related Texts • Word Work • Writing Practice • Reading Fluency • Phonemic Awareness 		

<ul style="list-style-type: none"> English/Spanish Heggerty Phonics Fonética y lenguaje: Canciones y Cuentos EL Skills Lessons Handwriting <ul style="list-style-type: none"> Handwriting without tears Formación de Letras: Canciones y cuentos 		
Science (45 minutes) HMH Resources	Science (45 minutes) HMH Resources	Science (45 minutes) HMH Resources
Social Studies (45 minutes) Resources	Social Studies (45 minutes) Resources	Social Studies (45 minutes) Resources
Math (60 minutes) Incorporate the Mathematical Practices <ul style="list-style-type: none"> Whole Group Group Exploration/Inquiry Individual Exploration/Inquiry Share 	Math (60 minutes) Incorporate the Mathematical Practices <ul style="list-style-type: none"> Whole Group Group Exploration/Inquiry Individual Exploration/Inquiry Share 	Math (60 minutes) Incorporate the Mathematical Practices <ul style="list-style-type: none"> Whole Group Group Exploration/Inquiry Individual Exploration/Inquiry Share
Guided Math Groups (30 Min) <ul style="list-style-type: none"> NMSBA/I-Ready/Informal Assessments 	Guided Math Groups (30 Min) <ul style="list-style-type: none"> NMSBA/I-Ready/Informal Assessments 	Guided Math Groups (30 Min) <ul style="list-style-type: none"> NMSBA/I-Ready/Informal Assessments

- EL Education
 - [Open Up Resources](#)
 - [Learnzillion](#)
 - [EL Education](#)
- Three units per module
 - Unit 1: Builds background knowledge
 - Unit 2: Extended Reading and Research
 - Unit 3: Extended Writing Performance



- Grade level Guidance Documents:
 - [Kinder](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd Grade](#)
 - [4th Grade](#)
 - [5th Grade](#)
 - [6th Grade](#)

K-6 - Mathematics

- Ready Mathematics Scope and Sequence
 - [Kinder](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd Grade](#)
 - [4th Grade](#)



- ☞ [5th Grade](#)
- ☞ [6th Grade](#)

K-6 Science

- Integrated Science Curriculum Aligned to HMH Science Dimensions Units & Lessons (4th-6th)
 - [4th Grade](#)
 - [5th Grade](#)
 - [6th Grade](#)
- K-6 Integrated Science Scope and Sequence Based on NM STEM Ready! Science Standards
 - [Kindergarten](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd Grade](#)
 - [4th Grade](#)
 - [5th Grade](#)
 - [6th Grade](#)
- K-6 Integrated Science Pacing Guide (SY 20-21)
 - [Kindergarten](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd Grade](#)
 - [4th Grade](#)
 - [5th Grade](#)
 - [6th Grade](#)

Middle School

GISD MIDDLE SCHOOLS CURRICULUM FRAMEWORK AND RESOURCES FOR Face to Face, Hybrid and Online Learning and Teaching

Abstract:

Whereas students throughout the state of New Mexico, specifically students in the Gadsden District, have faced many challenges such as learning gaps, and social emotional needs caused by the abrupt school closures due to the COVID 19, schools are prepared to respond to this crisis in concert. There have also been numerous reports and findings nationwide, but most notably, the three that have shed more light on this grave concern have been the [Report: Closures cost New Mexico students months of learning](#), an article presented by the NWEA titled, [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#) and a NY Times article titled, [Research Shows Students Falling Months Behind During Virus Disruptions](#).

Gadsden ISD middle schools will continue to deploy a curriculum framework that is robust, and comprehensive that will advance students. This curriculum framework engages middle school students in evidenced-based approaches that will impel students to grade level and beyond in academic performances. Furthermore, we will continue to be steadfast in keeping our continuous curriculum framework up to date and meet the needs of our strong and resilient students.

GISD Middle School Proposed Schedules

Schedules Fall 2020



GISD Middle School Proposed Hybrid Schedules

Schedule times and Transition times will vary by schools	Group A Face to Face Group B Remote		Group A/B	Group B Face to Face Group A Remote	
	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	Advisory		Student Remote Engagement	Advisory	
90 minutes	Group A - PD 1	Group A - PD 2	30 minutes PD 1 8:30 - 9:00	Group B - PD 1	Group B - PD 2
90 minutes	Group A - PD 3	Group A - PD 4	30 minutes PD 2 9:00 - 9:30	Group B - PD 3	Group B - PD 4
30 minutes	LUNCH		30 minutes PD 3 9:30 - 10:00	LUNCH	
90 minutes	Group A - PD 5	Group A - PD 6	10-minute break	Group B - PD 5	Group B - PD 6
90 minutes	Group A - PD 7	Group A - PD 8	30 minutes PD 4 10:10 - 10:40	Group B - PD 7	Group B - PD 8
90 minutes	School: PD, PLC, Planning during PREP periods		30 minutes PD 5 10:40 - 11:10	School: PD, PLC, Planning during PREP periods	
Tuesday and Friday 90-minute block PD, PLC, Planning will follow an alternating week calendar between school site-based PD, PLC, Planning and district-based			LUNCH 11:10 - 11:45	Wednesday District PD/PLC Parent/Student: Technology Support (by appointment) Deep Cleaning of Campus	
			30 minutes PD 6 11:45 - 12:15		
			30 minutes PD 7 12:15 - 12:45		
			30 minutes PD 8 12:45 - 1:15		
			10-minute break		
			1:25 - 3:45 District: Planning, PLC, PD...		

- ELA 90 minutes with flexibility for remote schedules
- MATH 90 minutes with flexibility for remote schedules
- SCIENCE 90 minutes with flexibility for remote schedules
- SOCIAL STUDIES 90 minutes with flexibility for remote schedules
- ADVISORY 90 minutes with flexibility for remote schedules

Guiding Documents

- [AMLE Keys to Educating Young Adolescents](#)
- [Report: Closures cost New Mexico students' months of learning](#)
- [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#)
- [Research Shows Students Falling Months Behind During Virus Disruptions](#)

This We Believe: Keys to Educating Young Adolescents by National Middle School Association



Curriculum, Instruction, and Assessment	Leadership and Organization	Culture and Community
<ul style="list-style-type: none"> • Using the newly revised Pacing Guides, teachers will design lessons that will be active, and purposeful. • Grade level curriculum will be standards based, challenging, integrative, and relevant. • All students, especially EL students, will be able to access knowledge through revoicing, repeating, rephrasing, and through extended modeled vocabulary in content. • Multiple learning and teaching approaches will be used in each classroom. • Cross-curricular topics to engage students as change agents in advocating for their beliefs, platforms addressing environmental and societal challenges. • Progress monitoring, short cycle and districtwide assessments data will be used to drive informed teaching practices <ul style="list-style-type: none"> • Teachers will access meaningful data to gauge course of action for those students needing additional assistance. 	<ul style="list-style-type: none"> • District Professional Development • District Instructional Specialists • Site Instructional Coaches • SREB PD/PLC Support • GISD Middle Schools will conduct a book study for all stakeholders based on the text: <i>This We Believe: Keys to Educating Young Adolescents</i> by National Middle School Association 	<ul style="list-style-type: none"> • Classrooms will be inviting, safe, and supportive • Student Accountability <ul style="list-style-type: none"> • Students will use Carnegie Learning (Progress Bar) to monitor their own learning and growth. • Students will engage in thinking different solution processes that may lead to discourse in defending their reasoning or solutions. • Cross-curricular topics to engage students as change agents in advocating for their beliefs, platforms addressing environmental and societal challenges.



Grade 07 Curriculum Matrix

ELA	MATH	SCIENCE	SOCIAL STUDIES
GISD 7th ELA Pacing Guide 2020-2021	GISD 7th Math Pacing Guide 2020-2021 MATHia (min 90 min per week)	GISD 7th Science Scope and Sequence 2020-2021 GISD 7th Science Pacing Guide 2020-2021	GISD 7th NM History Pacing Guide 2020-2021
MLSS Resources	MLSS Resources	MLSS Resources	MLSS Resources
Use Progress monitoring data to provide targeted interventions.			
GISD Reading Intervention (Elective Class) Khan Academy ELA Beta	GISD Math Intervention (Elective Class) Khan Academy MATH Prodigy Cambridge consumable student workbook for tutoring (site specific)	IXL Science	IXL Social Studies
Electives	Curriculum and Instruction for all elective classes will be informed by Department of Health, NM PED and guided by course specific		



GISD SPED Resources

The IEP will drive sustained intensive interventions to meet the goals and objectives set for each individual student.

[Distance Learning for SPED Resources](#)

[Reading Plus](#)

[Ascend Math](#)

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Grade 08 Curriculum Matrix

ELA	MATH	SCIENCE	SOCIAL STUDIES
GISD 8th ELA Pacing Guide 2020-2021	GISD 8th Math Pacing Guide 2020-2021 GISD Algebra I Math Pacing Guide 2020-2021 GISD Geometry Math Pacing Guide 2020-2021 (site specific) MATHia (min 90 min per week)	GISD 8th Science Scope and Sequence 2020-2021 GISD 8th Science Pacing Guide 2020-2021	GISD 8th US History Pacing Guide 2020-2021
MLSS Resources	MLSS Resources	MLSS Resources	MLSS Resources
Use Progress monitoring data to provide targeted interventions.			
GISD Reading Intervention (Elective Class) Khan Academy ELA Beta	GISD Math Intervention (Elective Class) Khan Academy Math Prodigy Cambridge consumable	IXL Science	IXL Social Studies



	student workbook for tutoring (site specific)		
<p><u>GISD SPED Resources</u></p> <p>The IEP will drive sustained intensive interventions to meet the goals and objectives set for each individual student.</p> <p><u>Distance Learning for SPED Resources</u></p>	<p><u>Reading Plus</u></p> <p><u>Ascend Math</u></p>		

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Learning Management System	Tools for Synchronous Instruction	Planning for Instruction Tools	Instructional Delivery Tools for Synchronous and Asynchronous Instruction
<p>Google Suite</p> <ul style="list-style-type: none"> ● Drive (Doc, Sheets, Slides) ● Classroom ● Forms ● Keep ● Sites ● Blogger ● Meet ● Hangouts ● Gmail ● Calendar 	<p>Google Meet</p> <p>Jamboard</p> <p>Zoom</p> <p>Microsoft Teams</p> <p>Screencastomatic</p> <p>Screencastify</p> <p>Loom</p>	<p>WIDA English Language Development Standards</p> <p>Tools and APPS to use with Lesson Plans</p> <p>Getting Started with Universal Design for Learning</p>	<p>Amplify</p> <p>Language Live</p> <p>newsela</p> <p>edpuzzle</p> <p>Flipgrid</p> <p>nearpod</p> <p><u>Podcast/Studycast Tools</u></p> <p>Audacity</p> <p>WeVideo</p> <p>Soundtrap</p> <p><u>Virtual Field Trips</u></p> <p>25+ Amazing Field Trips for Spring 2020</p> <p>Amazing Virtual Field</p>



			<p><u>Trips for Middle School Discovery Virtual Field Trips</u> <u>Common Sense Media Virtual Field Trip Apps and Websites</u> <u>20 Virtual Field Trip Ideas and Activities for your Classroom</u> <u>35 Virtual Field Trips for Kids to Get Them Learning About the World</u></p>
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High School

Curriculum and Instruction

Pacing guides

Eng. Lang. Arts	Mathematics	Science	Social Studies
English 1	Algebra 1	Biology	NM History
English 2	Geometry	Chemistry	US History
English 3	Algebra 2	Physics	World History
English 4	AP Calculus	Environmental Science	US Government
PE			

High School Resources

CTE Resources	Science Scope and Sequence:	Social Studies Resources	Teacher Resources
On-line resources	Biology	NM History	Google quick Ref
ACTE Preparing for COVID impacted classrooms	Chemistry	AP Govt Readings	On-line resources
ICEV Labs	Physics	AP Govt at a glance	PD Needed
ACTE- CTE Learn Professional Dev.	Environ. Science		On-Line resources
			Fine Arts direction
			Student Resources

Learning Technology

- I. District Technology Committee
 - A. Develop a District committee with representatives from each school, including teachers, students, and parents
 1. Recommendation that every campus establish a Technology Committee.
- II. Campus based technology leadership-
 - A. Establish a technology support team at each campus.
 - B. Integrate these tech leaders into the campus technology committee.
- III. June 2020 Technology Trainings-review the data to determine the level of proficiency among staff members and to identify the staff who need support and who need to acquire Google Level, I Certification.
 - A. June trainings:
 - a. June 1 - 26
 - b. A total of 1000 teachers/staff members attended the Google 1,2, and 3 trainings in June.
 - c. 96 people have earned their Google 1 Certification as of July 2
- IV. Needs Assessment based on technology committee surveys and other teacher surveys with technology components. Use multiple sources of data to identify professional development needs.
 - A. [Elementary](#)
 - B. [Secondary](#)
 - C. [Secondary Science Teacher Reopening Fall 2020 Survey Results](#) (provided by Dr. Sanogo)
 - D. GISD Secondary Teacher Survey
 - a. Survey asked for teacher feedback regarding the effectiveness of the remote learning as of April 30, 2020
 - b. 284 secondary teachers participated in the survey
 - c. Areas to watch and begin to address for the Reentry in fall 2020:
 - i. Student engagement – keeping them invested in the online delivery
 - ii. Parent/student contacts
 - iii. Teacher comfort level with the technology
 - iv. Instructional delivery in a hybrid/remote setting



V. Professional Development Plan

A. Staff

- a. Ensure that campus-based educators and administrators are:
 - i. proficient utilizing the Google Suite
 - ii. proficient in using best practices for online learning.
 - iii. providing culturally responsive instruction via an online platform.
- b. It is recommended that all teachers and administrators earn Google Educator Level 1 certification My June 2022.
 - i. [Proposed budget](#) and training schedule.
 1. Options for funding this budget (one or the other, or both)
 - a. Campus Operational Budget
 - b. District Operational Budget
- c. Initial rollout of Blended/Virtual Training Proposal will happen at the Secondary Virtual Conference during July and August 2020. Subsequent training sessions will be scheduled at appropriate times during the school year and the 2021 summer break.
 - i. [Sample Blended learning PD schedule](#)

B. Parents and students

- a. In order to ensure that all students have access to the internet, GISD will provide a hotspot device to current families who do not have internet access.
- b. GISD will implement a One-to-One Chromebook Initiative for the 2020-21 school year. Every student in the district will be issued a: Chromebook, **or** an iPad, **or** a laptop (depends on the need of the grade level or program)
- c. GISD is currently developing a plan to support parent technology training with **Title I Parental Involvement funding**.

Athletics

The Gadsden ISD Athletics department will follow the strict guideline from New Mexico Activities Association (NMAA). The department has developed a phase-in model.

In order to prepare for summer workouts, each high school has developed a plan to bring student athletes and coaches back to school in a safe and responsible manner. School plans are listed below:

[GISD information](#)

[CHS](#)

[GHS](#)

[STHS](#)

As of July 3, 2020, Athletics will be on hold while the district is in the hybrid model. Additional information will be shared by the NMAA in mid-July, that will provide districts/schools with further guidance on how to proceed with high school athletics and activities.

Communication, Collaboration, and Partnership



Overview

As COVID-19 (coronavirus) spreads open communication is important. Gadsden ISD is making it a point to be agile and responsive, but we are also asking our employees to do the same. Communication is significantly more important during a pandemic. Keeping the communication open and fluid between all stakeholders affords a clear and concise message that all are receiving. The “Communication Guide” and “Communication Flowsheet” that follows provides clarity and steps in how the district will communicate with families, teachers, and staff.

GISD Communication Guideline

GISD will provide ongoing, consistent, and transparent communication with all stakeholders.

Communication with GISD parents and guardians

District will use social media and the District website to inform parents, students and staff about COVID-19 symptoms, preventive measures, good hygiene, and school/district specific protocols.

Information will be posted on the GISD website:

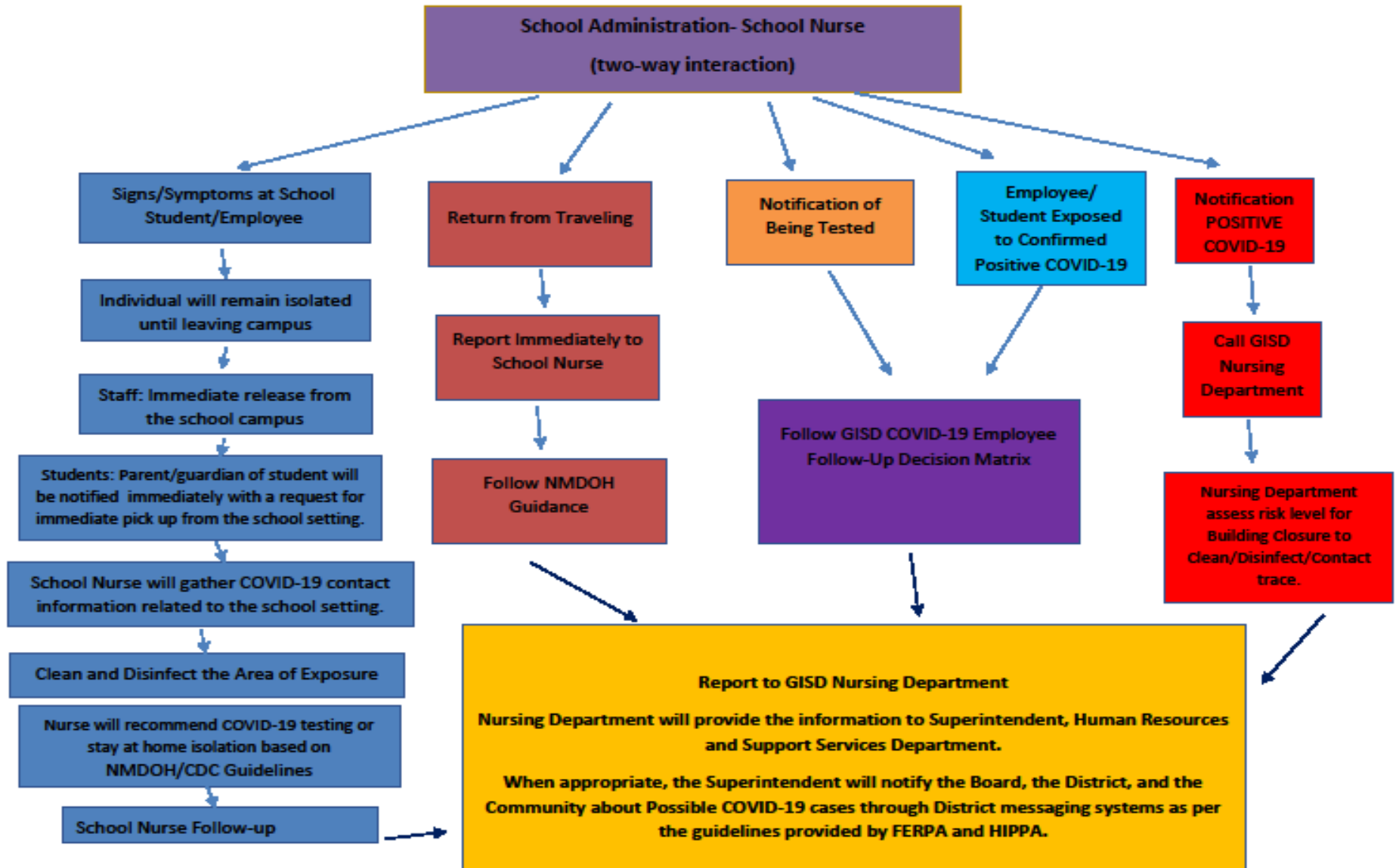
- Specific school information
- District updates
- Health and Safety
- COVID-19 related information

District Communication Tools:

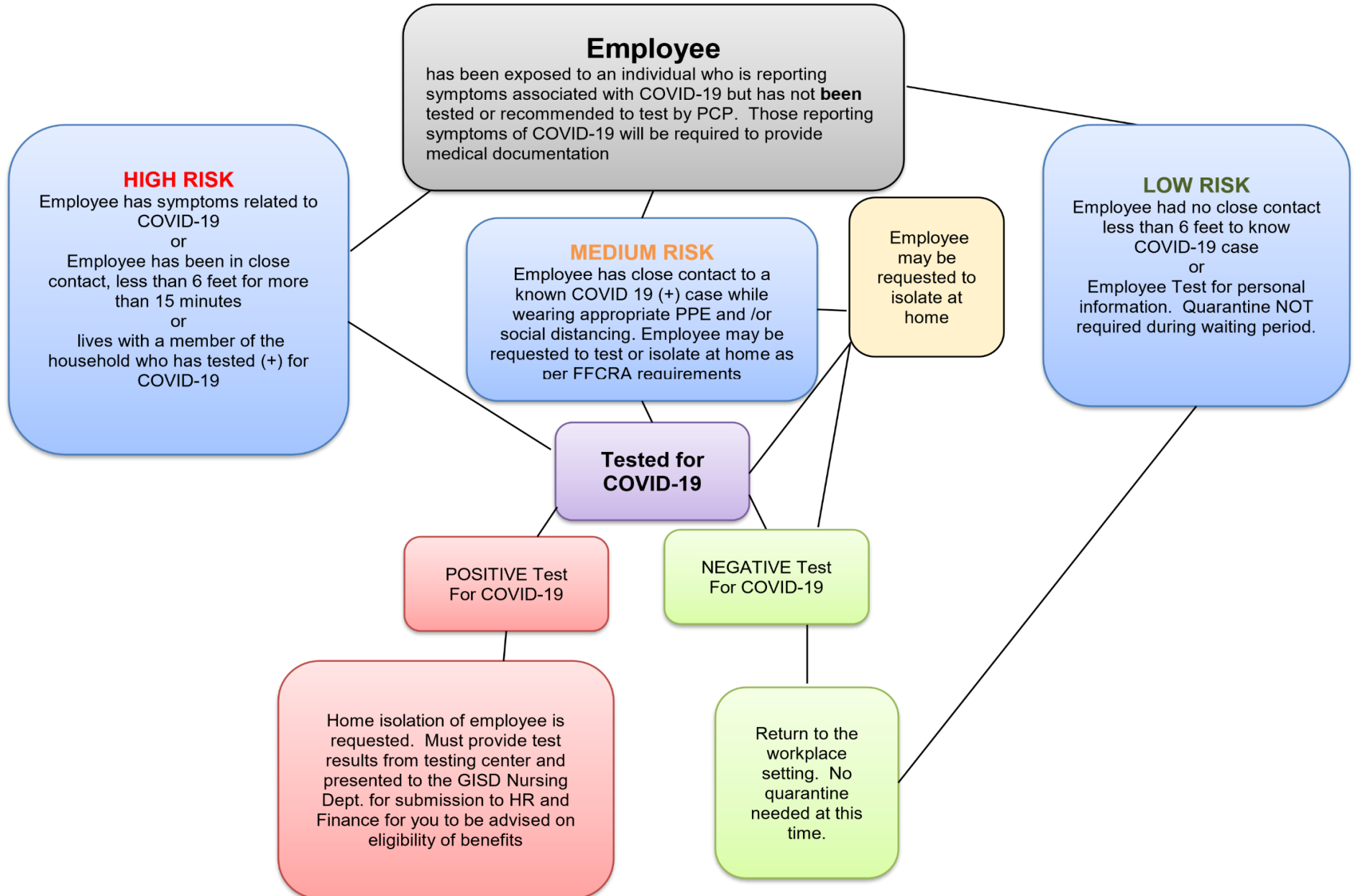
- **School Messenger:** The **District** will send messages to parents/guardians through *School Messenger*. (Parents receive text messages) District wide information will be provided on an ongoing basis.
- **REMIND: Schools** will communicate via the **REMIND** app with parents, staff, and students. They will provide specific information related to the school. Schools will designate an individual to oversee Remind messaging; these individuals will be added to a GISD communication group, they can then forward the messages to their staff and parent groups.
 - Updates related to classroom
 - Meetings with parents
 - School information
 - COVID-19 updates for the area.
- District provides families a hotline number to call for consistent and accurate information.

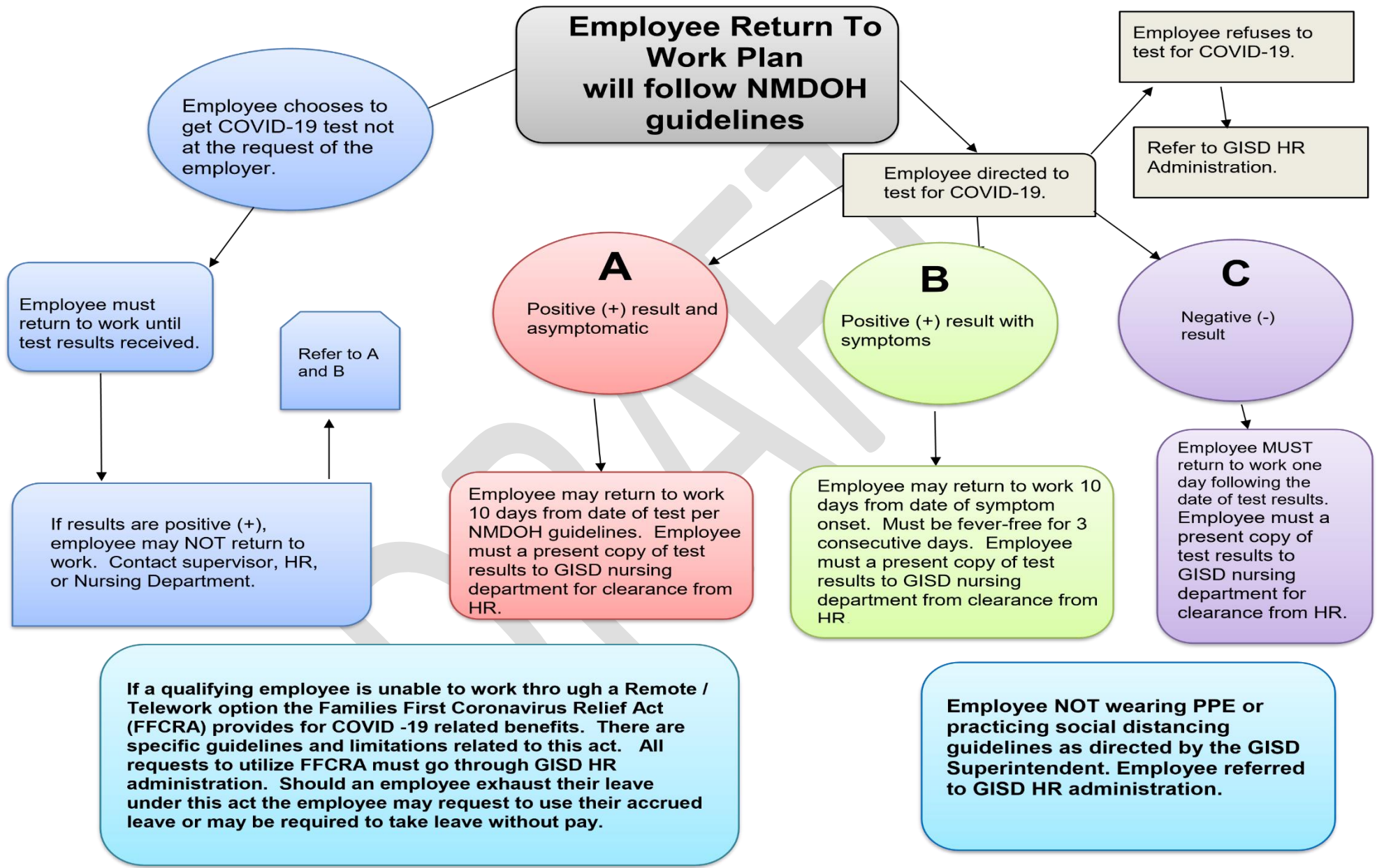
Talk to your GISD Nurse: (575) 618-7709 for Spanish and (575) 618-785-7857 for English

- The District will notify media outlets with additional information as appropriate.



Employee Follow-Up Responsibility for COVID-19





Staffing and Labor



Overview

Gadsden ISD is committed to keep staff safe and up to date with professional development needs. Attendance and leave protocols comply with the Families First Coronavirus Response Act. The protocols are designed to be flexible during this unique time. Not only are we revisiting our staff expectations, but GISD is working to provide all staff with specific training needed to fulfill job requirements and expectations.

DRAFT

Communication to Staff regarding COVID Benefits (Leave Policies for COVID).

Employees who need more information regarding attendance and leave policies, contact Human Resources at (575) 882-6225

Leave Policies and Forms

[Communication to Supervisors](#)

[Emergency Paid Sick Leave Document](#)

[Expanded FMLA Affidavit Form](#)

[Emergency Paid Sick Leave Form \(COVID\)](#)

Professional Development

GISD Virtual Summit 2020 Overview

For the 2020-2021 school year, GISD schools will kick off the school year in a new way, through participation in a virtual summit. The virtual learning summit will start with the required Health and Safety Training of all Gadsden ISD employees and associated contractors. The focus of the Health and Safety Training will be the new Gadsden ISD district procedures and guidelines addressed in the Gadsden Reentry Plan. Teachers and staff will learn the importance of sanitation, social distancing, and how to adhere to the CDC guidelines while maintaining a safe environment for all. The focus of the rest of the summit will be high-quality instruction in a hybrid or remote learning model using the new district procedures and guidelines laid out the Health and Safety Training. In addition, the virtual summit will provide teachers an opportunity to share ideas on how to set up their Google Classrooms while maintaining the rigor of the NM CCSS. The virtual summit will also offer professional development within content areas, including the newly adopted math curriculum. Each content area will receive professional development on (1) high-quality online instruction, identifying gaps in learning due to COVID-19, and plan to accelerate learning, (2) supporting students with an individualized educational plan and implementation of accommodations and modifications in the Google Classroom, and (3) supporting language development for English Learners in Google Classroom (please see schedule below for sessions in each content area).

[Elementary Schedule](#)

[Secondary Schedule](#)

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- Center for Disease Control (CDC). Communities, Schools, Workplaces, and Events Information for Where You Live, Work, Learn, and Play. Retrieved July 2, 2020, from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>.
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- POMS Risk Control and Insurance. (2020). *Creating a Return to Workplace Plan* {Power Point Slides] <https://pomsassoc.com/webinars/june-5th-webinar-return-to-work-plan/>.
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GADSDEN ISD REENTRY PLAN



Superintendent Travis Dempsey and the Gadsden ISD Administrative Leadership Team

July 2020