

# LEARNING AND RE-ENTRY PLAN

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SCHOOL YEAR 2020 - 2021

# GOVERNORS REQUIREMENTS FOR SCHOOL IN 2020-21

## Requirements for Reentry

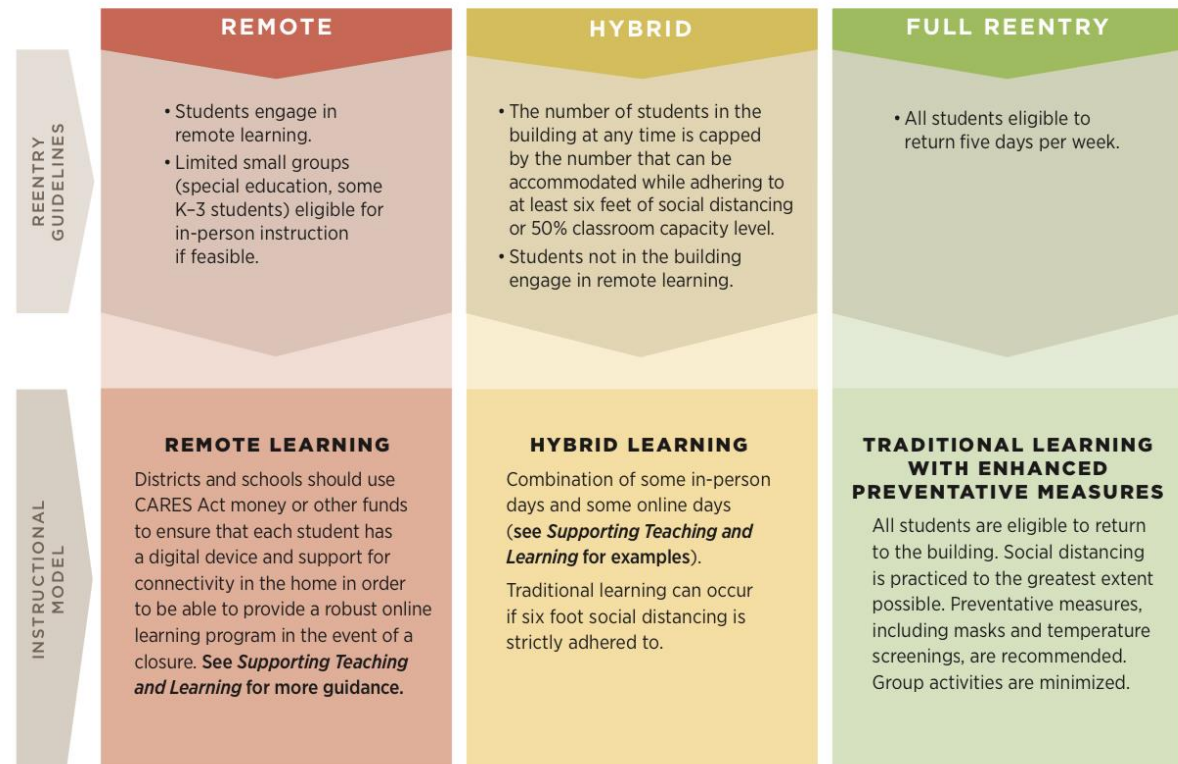
NMPED's Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The following are important minimum requirements for all reentry.

### The eight minimum requirements for reentry are:

- 1 To begin, all districts and schools across the state will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory Team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
- 2 Schools must participate in a surveillance and rapid response testing program for all staff.
- 3 Schools must adhere to the social distancing requirements of their designated category.
- 4 Schools should avoid large group gatherings.
- 5 Face coverings are required for all students and staff except while eating, drinking and exercising, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- 6 All staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
- 7 For transportation, all staff and students must wear face shields or masks. In addition:
  - a. A maximum of two students may sit together on a bus seat.
  - b. Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability.
- 8 Meals must be provided to students during in-person instruction and remote learning.

## COVID-19 Safe Operating Categories

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



# BALANCE EDUCATIONAL AND SAFETY NEEDS

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- Maximizing learning in a non-traditional educational environment is complex and contains a high risk of learning inefficiencies. Most students, and adults, need face-to-face instruction to get the most productive education. Online learning simply cannot provide the level of learning to most people that can be gained when people physically communicate and interact in a structured classroom environment.
- Establishing a safe learning environment is paramount. Health experts have outlined guidelines and for health and safety mitigation. Most people are conducting their day to day lives/business utilizing these precautions while remaining healthy.



# EDUCATIONAL DETRIMENT WHEN STUDENTS ARE NOT IN PHYSICALLY IN SCHOOL (CDC)

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- Extended school closure is harmful to children. It can lead to severe learning loss.
- Disparities in educational outcomes caused by school closures are a particular concern for low-income and minority students and students with disabilities.
- Extended school closures are harmful to children's development of social and emotional skills.
- extended closures can be harmful to children's mental health and can increase the likelihood that children engage in unhealthy behaviors.
- For children with intellectual or physical disabilities, nearly all therapies and services are received through schools. These vital services are difficult to provide through distance learning models.

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- Extended school closures deprive children who live in unsafe homes and neighborhoods of an important layer of protection from neglect as well as physical, sexual, and emotional maltreatment and abuse.
  - Extended school closures can be harmful to the nutritional health of children.
  - When schools are closed, children lose access to important opportunities for physical activity.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

# NECESSARY PREPARATIONS GMCS IS MAKING

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- Cleaning Supplies/technology (chemicals, sprayers, water fountain cups, etc.)
- Personal Protective Equipment (masks, gloves, shields, coats, hand sanitizer etc.)
- Technology for students and staff (laptops/lpads)
- Initial and continuous training for safety and learning
- Classroom supplies
- Internet on busses, internet services including onsite improvements, tech support
- Continuous communications (chapter house, email, social media, radio, website, print ads etc.)

# CHALLENGES THAT GMCS FACES

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- State inequity is factually existent and does affect our education outside and even more so during a pandemic
- Internet connectivity, training and delivery in remote setting
- Everyone has differing opinions on safety and learning
- Theft of Cares Act credits and Impact Aid
- Budget considerations and future potential budget cuts
- Continued online learning could result in a reduction in staff and other position needs

# LEARNING PLAN FOR REMOTE AND IN-PERSON

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- Credits/Graduation requirements
- PreK- | 2<sup>th</sup> grade instruction
- Special Education
- Bilingual Education
- Social Emotional Supports



# REENTRY PLAN FOR HEALTH AND SAFETY AND EXPECTATION DOCUMENTS (PPT)

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- Public document for outline for all stakeholders
- Living documents and can be altered as needed
- Exceeds Governor requirements and utilizes many of the NMDOH/CDC suggestions when it appropriately maximizes student learning opportunities
- Specific parent/student staff expectation documents

# ADDITIONAL INFORMATION

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- Staff specific expectations, at work to ensure connectivity
- High-risk staff can receive accommodations under the law
- Continuous training for staff, students and parents
- Athletics and Activities ever-changing
- Covid-19 response (PPT)
- Parent choice in fall of 2020 for students education (survey)