

Taos Municipal School 2020-2021 Education Plan July 15, 2020



The first week in June, a TMS Re-opening Task Force was created composed of 46 educators, parents, health care professionals, Taos County Officials, NM Representative, CEO of Holy Cross Hospital, TMS Board President, union representatives, nearby Superintendents and community members with the purpose of developing re-opening plans from remote (distance learning) to blended (hybrid) models with face-to-face teaching in combination with distance learning. The task force worked tirelessly meeting weekly together and separately during the week with the following subcommittees: instruction; facilities; health and wellness of students/staff; operations of transportation and student nutrition and communication. I would like to thank this group for all their hard work in creating our various plans to move forward in the best interest of our students and staff.

-Superintendent

TMS SCHOOL REOPENING TASK FORCE MEMBERS

James Sanborn, Board President, TMS/Parent
Dr. Lillian Torrez, Superintendent, Taos Municipal Schools
Dan Barrone, NM State Representative/Taos Mayor
Nathaniel Evans, Taos City Councilor/Taos Charter Teacher
Michelle Hunt, Director, Anansi Charter
Francis Hahn, President, TFUSE/Parent
Albert Martinez, Superintendent, Mesa Vista Schools
Bettina Sandoval, Director of Education, Taos Pueblo
Bobby Lucero, Director, Emergency Management
Luis Reyes, CEO, Kit Carson Electric Coop
Dr. Bill Patton, CEO, Holy Cross Hospital
Dr. Patrick Valdez, CEO, UNM-Taos
Brent Jaramillo, County Manager, Taos
Valerie Trujillo, Director, Northwest Region Educational Cooperative/Parent
Jason Silva, Associate Director, Rocky Mountain Youth Corp
Liana Bayles, Parent, Taos High School
Jasmine Hastings, Parent, Taos High School
Amber Concha, Parent, Taos Mid-School
Melissa Sandoval, Assistant Superintendent, Taos Municipal Schools
Renetta Mondragon, Director of Equity and Federal Programs/Parent, TMS
Lynn Brashar, Director of Exceptional Programs, TMS
Brenda Halder, Director of Finance, TMS
Esther Winter, Director, HR/Transportation/Parent TMS
Maria Jeantete, IT Coordinator/Parent, TMS
Alfred Cordova, Principal, Taos Mid-School
Lourdes Cordova, Principal, Ranchos Elementary
Robert Valencia, Director, Facilities/Maintenance, TMS
Monica Martinez, Director, Food Services, TMS
April DeHerrera, Nurse, Taos High School
Jason Ormsby, Nurse, Taos Mid-School
Carla Chavez, Instructional Coach, Secondary/Parent, TMS
Greg Rael, Math Teacher, Taos High School
Linda Quintana, IT/Computer Teacher, Taos Mid-School
Marcos Herrera, Phoenix Academy Teacher, Enos Elementary
Trish Curran, Physical Education Teacher, Enos Elementary
Paula Oxoby-Hyatt, Director, Community Schools, Enos Elementary
Lisa O'Brien, Director, Taos Community Foundation
Miles Bonney, Co-Manager, Taos Alive
Denise Medina, Associate, Dream tree Project
Shanti Taylor, Associate, Dream tree Project
Bonavita Quinto-MacCallum, Director, UNM-Taos
Taylor Ethemendy, Director, Inspire
Susan Mulvaney, Milagro Rotary Member, Retired Nurse
Rosey Hyatt, Director, True Kids One

Message from the Superintendent

This document presents a number of strategies and considerations for our community to move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. Reopening of, and re-entry into school buildings is dependent on several conditions and the guidance from our NM Public Education Department, the Center for Disease Control and Prevention (CDC) and NM Department of Health (DOH). **Approximately every 4 weeks, these plans will be reviewed, and recommendations will be provided to the school board to either keep our current model or to change to a different model. Therefore, this document will have revisions accordingly.**

It is important to remember creating a recovery plan is only effective through a collaborative effort by all community stakeholders. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to this pandemic. The goal with each of these plans addressed is to assist in the articulation of a vision that can be easily communicated to members of the school community. We have identified solutions that make transitions to and from online learning and a return to some form of in-person instruction, as seamless as possible, which is our ultimate goal to keep students and staff at the lowest risk possible from this pandemic.

With the understanding that different systems require different solutions, we have identified a number of scheduling models and calendar considerations that can be used to fit the needs of our Taos community. These plans transition from total remote learning to a blended option all the way to a normal setting. Modifying school schedules and calendars to account for lost instructional time and to ensure ongoing health and safety efforts, such as social distancing at all times.

We all want students and educators to feel comfortable and safe returning to school environments. The conditions, current medical landscape, and growing body of knowledge surrounding COVID-19 continue to evolve. This reality presents challenges to planning, preparing, and guiding school operations. Taos Municipal Schools will communicate with local authorities and always adhere to the most recent and restrictive recommendations from the Centers for Disease Control and Prevention (CDC).

With this new pandemic environment, we must understand two key factors: 1) the district's ability to maintain a safe and healthy school environment, and 2) the prevalence of COVID-19 in our community. Schools will need to constantly evaluate these two key factors as schools and communities will most likely fluctuate between the various phases of disease transmission over the coming months. We will continue the priority of keeping our students and staff safe at the lowest risk possible while focusing on closing the learning gap of every student in every school. While focusing on this, we will have challenges in closing the learning gap of our at-risk students and will have deliberate action to ensure these students are at the forefront of showing evidence of achievement using our selected assessments.

The goal of our staff is to work on closing the learning gap of students by implementing and analyzing need assessment data to select and guide curriculum and instruction, especially in targeting resources and additional support for students most impacted by the COVID-19 school closures. Our staff will support our at-risk students by constant communication closely as a team with the parents of students with disabilities, ELL students, Native American students and our students in poverty/homeless.

-Dr. Lillian Torrez

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Our Mission

Prepare all students academically, socially physically and emotionally to succeed as responsible citizens

Our Vision

Inspire excellence and life-long success through teaching, learning, and collaboration

Our Purpose

The purpose of this document is to provide guidance and a framework to reopen our district to keep our students and staff safe. There are several scenarios that may be utilized due to the current changing nature of our traditional educational setting. The document is designed to support learning in varying settings stemming from the traditional school building settings to a remote learning environment that will continue or extend learning opportunities virtually to students beyond the classroom.

Audience

NMPED, Taos Municipal School Board, staff members, students, parents, and community members

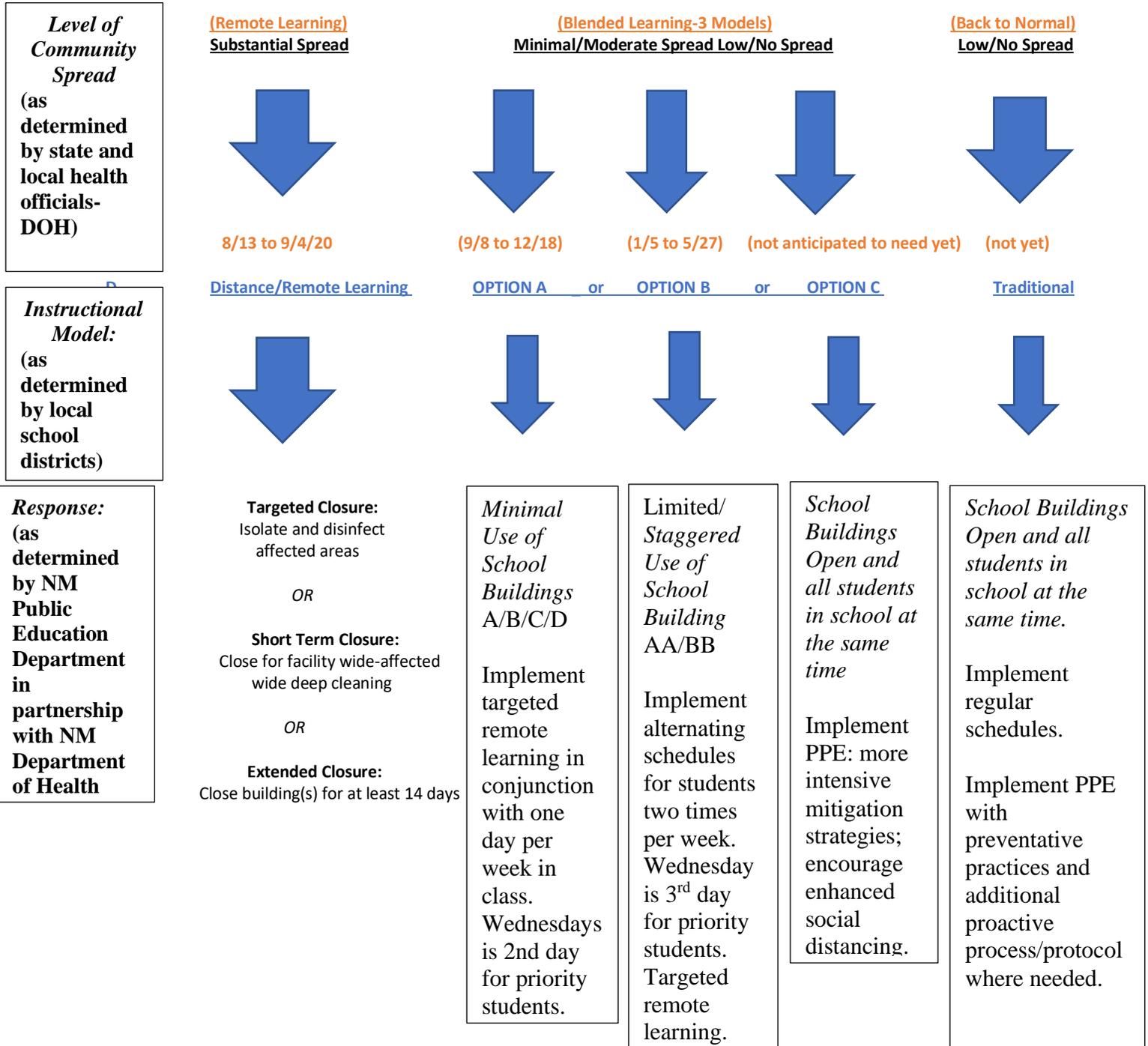
Public Relations/Communication Plan

- Develop a parent survey to put out in Survey Monkey to:
 - a. to discover parent's preference for distance (remote) or face to face (blended) learning.
 - b. to find out if parents have internet connection and number of devices in household to know how much broadband they may need.
 - c. To see if parents are willing to assist with drop-off, pick-up instead of using bus transportation.
- Develop a staff survey to send out by email to:
 - a. to access teacher feedback on preference for distance (remote or face to face (blended) learning.
 - b. to discover how many teachers identify as having health conditions that will prevent them from going into school buildings for face to face teaching.
 - c. to discover how many staff want COVID-19 testing at no cost, a few days before school begins.
- Production and distribution of press releases written to build confidence in these Plans.
- Partner with Taos News to offer weekly Facebook Town Halls to communicate weekly plans, an overview of the next week and to answer questions from our stakeholders. Topics will include updates on reopening timelines, device pick-up schedules and instructions, internet connection plans (hotspot pick-ups and Kit Carson hookups), safety and CDC practices, district social emotional plan, remote and hybrid learning models, student nutrition services, parent surveys and end question/answer period.
- Liaison with members of the media to ensure positive coverage of these plans (Taos News, all radio stations, website and Facebook and school messenger).
- Meet with groups and individuals to increase awareness of these plans to parents, students, community and business members (i.e., Chamber of Commerce, Kit Carson, Milagro Rotary).
- Utilize social media as a means of facilitating awareness, as well as dialog with contacts.
- Regularly update website information and updates consistently.
- We will have a Tactical Management Plan to include our PILLAR III-Communications/PR.
- School Messenger will be used on a regular basis to send updates to parent's district wide.



TAOS MUNICIPAL SCHOOLS

Decision Tree



Plan 1-Continue Distance/Remote Learning (Substantial Spread)

Students will gradually begin school by the following schedule:

August 13-September 4 **Will be entirely by the REMOTE MODEL**
September 8-December 18 **Execute Option A – 25% in-person learning/75% remote**
January 5-May 27 **Execute Option B – 50% in-person learning/50% remote**

Instructional/Professional Development-

TMSD is opening on August 13, 2020 with a remote learning model to ensure student and staff safety. On September 8, 2020, 25% of TMSD students will return to school in a cohort one day per week. The 25% will be based off of the first ¼ of the alphabet, the 2nd cohort will be the second ¼ of the alphabet, the 3rd cohort will be the third ¼ of the alphabet, and the 4th cohort will be the fourth ¼ of the alphabet.

Instructional Group Rotations

Cohorts will be reviewed to adjust cohorts so that K-12 siblings have the same schedule, and further that class size (# of students) aligns with social distancing requirements for the physical size of the classroom.

Families will be given the option to register students for either all remote instruction or hybrid instruction.

100% REMOTE MODEL		Monday	Tuesday	Wednesday	Thursday	Friday
6 th – 12 th	Grades 6-12 Edgenuity	Parent/Student Initiated Contact	Parent/Student Initiated Contact	Pre-Scheduled Teacher Weekly Check In w/ Students	Parent/Student Initiated Contact	Parent/Student Initiated Contact
		Self-Paced Flexible Schedule	Self-Paced Flexible Schedule	Self-Paced Flexible Schedule	Self-Paced Flexible Schedule	Self-Paced Flexible Schedule
Sec0	Grades 6-12	100% of Students	100% of Students	100% of Students	100% of Students	100% of Students

	District Adopted Curricula Teacher Prepared	CANVAS		CANVAS		CANVAS		CANVAS		CANVAS	
		Live & Independent Study Periods – 1, 3, 5, 7 <i>Live sessions 45 minutes per period</i>		Live & Independent Study Periods – 2, 4, 6, 8 <i>Live sessions 45 minutes per period</i>		Multi-Layered Systems of Support (MLSS) in Math/Reading Intervention and Social Emotional Wellbeing OR Independent Study w/ Recorded Sessions & Assignments		Live & Independent Study Periods – 1, 3, 5, 7 <i>Live sessions 45 minutes per period</i>		Live & Independent Study Periods – 2, 4, 6, 8 <i>Live sessions 45 minutes per period</i>	
	Student Live Sessions: <ul style="list-style-type: none">Maximum 3 hours Live sessions per dayMinimum of 1 hour per day										
Elementary k-5	Kinder – 5th CANVAS/SEESAW ADOPTED CURRICULA	100% of Students		100% of Students		100% of Students		100% of Students		100% of Students	
		Math & Reading Focus Live Sessions based on Grade & Developmental Level Math Video Recording Flexible Schedule		Math & Reading Focus Live Sessions based on Grade & Developmental Level Reading Video Recording Flexible Schedule		Multi-Layered Systems of Support (MLSS) in Math/Reading Intervention and Social Emotional Wellbeing OR Independent Study w/ Recorded Sessions & Assignments		Math & Reading Focus Live Sessions based on Grade & Developmental Level Math Video Recording Flexible Schedule		Math & Reading Focus Live Sessions based on Grade & Developmental Level Reading Video Recording Flexible Schedule	
	Second	Reading	8:30-9:30	Math	8:30-9:30	MLSS	8:30-9:30	Reading	8:30-9:30	Math	8:30-9:30
	Kindergarten	Reading	9:30-10:00	Math	9:30-10:00	MLSS	9:30-10:00	Reading	9:30-10:00	Math	9:30-10:00
	Fourth	Reading	10:00-11:30	Math	10:00-11:30	MLSS	10:00-11:30	Reading	10:00-11:30	Math	10:00-11:30
	Fifth	Reading	12:00-1:30	Math	12:00-1:30	MLSS	12:00-1:30	Reading	12:00-1:30	Math	12:00-1:30
	First	Reading	1:30-2:15	Math	1:30-2:15	MLSS	1:30-2:15	Reading	1:30-2:15	Math	1:30-2:15

	Third	Reading	2:00-3:30	Math	2:00-3:30	MLSS	2:00-3:30	Reading	2:00-3:30	Math	2:00-3:30
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Taos Municipal Schools will be providing remote learning for K-12 students via Learning Management System (LMS) Canvas. Through Canvas, teachers will be scheduled to provide live sessions, post recordings, and link assignments for all adopted/approved curriculum offered by the district. K-5 students will receive Math & Reading manipulative kits for use during live instruction and assigned tasks. All staff is required to participate in training to address district wide protocols to ensure students and parents can easily navigate and participate remotely.

Teachers will also be required to collaborate the first three days of school in order to review 19-20 4th quarter data, identify assessment tool(s) and preliminarily identify essential standards to begin Fall 2020 school year and develop scaffolds to address student deficiency in Layered 2 & 3 MLSS structure. District will be administering state required and district approved Short Cycle Assessment (I-Station, NWEA MAPS & Cognia) beginning September 8. The district is reverting to our approved grading system (A-F @ secondary and Standards Based @ elementary) as we identified significant decrease in participation with the Pass/Fail approach in spring. Student participation in live sessions, recordings and completion of tasks will monitored and graded via Canvas and SeeSaw. School and district administrators will have administrative access in Canvas and SeeSaw to participate in virtual instruction/live sessions, track student participation/completion to provide observation/evaluative feedback to teachers and support staff.

All students will be afforded a district loaned computer device and/or hotspot – internet connectivity for those indicating need, thus all students will have access. To ensure engagement, support personnel such as social workers, educational assistants, secretaries, counselors will be granted accounts within Canvas to monitor student connection and progress to assist teachers in contacting parents.

Our at-risk students will be supported by our District Parent Engagement Coordinator, our Enos Community Schools Coordinator, Social workers and counselors at every school and elementary and secondary Reading Interventionists who will support students who need additional assistance. In addition, TMS has district staff who are assigned to support Native American students through push-in or pull out services; these individuals along with the Native Ed. Liaison will continue to provide tutorial support through CANVAS in reading, math, attendance and other needs as identified.

TMS does not currently have Migrant students but do have a high population of English Language Learners who are also supported through bilingual intervention courses, ELD classes and a part-time bilingual liaison who supports with academics and attendance issues. We will be monitoring the special challenges and address issues faced by our parents of students with disabilities, for whom disruption in regular school schedules and services can be especially concerning. School personnel will be reaching out to our families to determine their accessibility to devices, technology, and internet. To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student’s IEP by

use of technology, tele-therapy, or distance instruction. This information will help our staff decide next steps for creating alternative methods, such as instructional telephone calls, online or virtual school programs, and other curriculum-based activities to the extent available. Also, case managers will contact parents to discuss alternative ways for students to receive services and a proposed amendment to the IEP to reflect those specific needs.

Staff will review all student data and goals to determine next steps. ELL students will continue to be supported by classroom teachers with lessons that are developed to meet their learning needs. Teachers and district Bilingual liaison will provide translations and supports as needed. All Bilingually Endorsed teachers will provide additional supports for translation as needed for ELL students and their families. Teachers will develop engaging lessons based on student grade level and learning needs. Native American students will continue to be supported with Native American tutors to ensure grades and completion of course and class work. Tutors are assigned at the Elementary, Mid school and High School level. Three tutors are specifically assigned to High School students to ensure completion of assignments and remain in close contact with all students on their caseloads. Tutors work alongside High School Counselors, Tribal Government, and district coordinator to provide needed supports. All tutors elementary through high school will document their contact with students and families and remain in contact with school and home to ensure the success of Native American students. Taos Pueblo Education & Training director will partner with district leadership to address concerns of Taos Pueblo students. Tiwa language classes will continue for students participating in the classes at Enos Garcia Elementary and Taos Mid-School. Taos Pueblo Education and Training Center and TMS will collaborate to place Tiwa language instructors on online tools utilized by Enos Elementary and Taos Mid-School. TMS district coordinator will work with Taos Pueblo Red Willow Learning Center to ensure the support of Taos Pueblo students.

Our homeless coordinator will follow established guidelines provided by NMPED to maintain support of identified homeless population in our district. School sites will utilize counselors, social workers as well as outside school partners to support students and families during the transition to online learning as well as providing social emotional support. The homeless coordinator will contact families to determine needs and then work with the school district as well as outside agencies to find community resources to support the needs of families. All individuals will manage supports through phone calls, CANVAS sessions or Microsoft Teams meetings.

Facilities-

No staff allowed in schools without permission from principal.

- All district schools and facilities are closed for students and the public until further notice. We will reconsider after the last day of school for our District.

- Custodial staff will have limited access during this time. School Nutrition will be onsite daily to prepare meals for our students but will be limited to the kitchens. All other access by employees and staff will be limited to supervisor approval.
- Maintenance staff will check facilities frequently to ensure there are not any major issues.
- HVAC schedules will be adjusted back to save energy.

Facilities-Risk Reduction Strategies

Health Classrooms/Buildings

- ***Personal Protective Equipment***
 - *District Will Supply 3 Ply Masks or Re-Usable Face Shields for Staff*
 - *District Will Supply Higher Risks Staff Gowns*
 - *District Will Supply 3 Ply Masks One Per Week for Students in Need*
 - *District Will Supply PreK/Kinder Re-Usable Face Shields*
 - *Office Spaces/Desks Installed with Plexiglass Shielding*
- ***Wash Hands Frequently***
 - *Sanitizer Bottles Per Office/Classroom*
 - *No-Contact Soap Dispensers*
 - *No-Contact Hand Sanitizer Dispensers (Wall & Stands @ Entry Ways)*
 - *No-Contact Paper Towel Dispensers*
- ***Maximize Physical Distance***
 - *Student Desks Facing Same Direction*
 - *Individual Desk Trifold Carrels (10/Class)*
 - *Clear Desk Trifold Carrels for ExPro, Intervention & Elementary Classes*

to Support Small Group Settings
- ***Maximize Group Distancing***
 - *6-9 Students Per Class Maximum*
 - *Signage Indicating 6 Ft Spacing*
 - *Clearly Marked One-Way Paths*
 - *Cafeteria Areas Used as Staff Lounge*
 - *Student Lunch in Classroom*
 - *Virtual Meetings to Extent Possible*
 - *Structured Supervised Settings*

- **Disinfect Objects Between Users**
 - *Rejuvenal Spray Per Office/Classroom*
 - *Disposable Sanitizer Wipes Per Office/Classroom*
 - *At Least Two Custodial Staff Disinfecting Throughout the Day*

Orientation & Training

- **Student**
 - *On-Site Transitions*
 - *Healthy Hygiene*
- **Visitor**
 - *Appointment Only*
 - *Virtual Meetings to Extent Possible*
 - *Temperature Check/Questionnaire*
 - *Masks Required*
- **Staff Training**
 - *On-Site Transitions*
 - *Healthy Hygiene Expectations*
 - *Disinfecting Between Users*

School Protocols/Classroom Protocols

- **School**
 - *Established Separate Entrances*
 - *Temperature Checks*
 - *Increase And/or Adjust Duty Personnel to High Traffic Areas*
 - *One-Way Passage- Well Marked Directional Lines*
 - *Staggered Transitions (Secondary)*
 - *Staggered Recess Times*
 - *Sanitize Before and After*
 - *Limit Shared Equipment*
 - *Wear Masks*
 - *Eliminate Pe Dress Out*

- *CTE Courses*
 - *PPE*
 - *Disinfecting Equipment*
- *Eliminate and/or Reduce Shared Supplies-Equipment*
 - *Disinfecting*
- **Healthy Hygiene**
 - *Homeroom or Advisory Teacher Via School Nurses*
 - *Washing Hands/Sanitizing*
 - *Reward Good Behavior???*
 - *Display Signs Around the School As Reminders, Rules, Roles, And Responsibilities*
 - *Establish “No Sharing” Guidelines*
- **Visitor Protocols**
 - *Temperature Checks*
 - *Questionnaire*
 - *Appointment Only*
 - *Restrict Non-Essential Visitors/Volunteers*
- **Disinfecting Between Users**
 - *Sprays & Wipes*
 - *How, When*
- **Temperature Verification Stations**
 - *No Touch Thermometers*
 - *Thermal Imaging Stations*
 - *Recorded High Temperature*
 - *Post Signage*

Facilities Cleaning

Health & Wellness Students/Staff-

Counselors, social workers, bilingual and Indian Ed liaisons will reach out to the students' families by phone, text, Canvas, Zoom, and email. Counselors and Social workers will continue work via Canvas, phone, and email with students that they will be working with; Las Cumbres Nurturing Center Staff (located at Enos Garcia) will continue to provide supports via phone, food delivery services, providing students with school supplies, and links to community resources to identified students and their families.

Staff will interact with students through virtual means. If students need support, referrals are being made internally and with community providers/ external agencies. The individual contacted will provide the student with an appropriate next step, referral, + follow up. Staff are prepared to screen and refer students as needed to district and local services appropriate to their needs. Introducing and inviting parents to speak with a SW or therapist on the phone first when they have been identified by a staff member to have social/ emotional needs; family issues and require the support; Families will be provided with contact information for counselors and social workers, on the school webpage, in the event students need social-emotional support; Teachers will contact counselors and social workers when they have concerns; Counselors and social workers will provide families with needed resources and available community services; Social workers from Taos Behavior Health will continue to meet with the students on their caseloads. Our El Centro Medical Clinic will continue counseling via teletherapy. Community Schools Coordinator will support these efforts at Enos Elementary.

Families will receive information on school messenger, emails, announcements on phone and text, on website, school facebook, all radio stations and the Taos News. Social workers and counselors will utilize Microsoft Team, cell phone (text or phone conversation), and/or email in making contact in order to provide social emotional support. Social workers and counselors will adhere to FERPA and respective professional code of ethics and core conditions, while using evidence based/best practices.

Social workers and Counselor will provide social emotional support to students and their caregivers. Additionally, these supports will extend to teachers and other staff members who may be experiencing anxiety or other related struggles, during the Covid 19 pandemic, during the 2020/2021 academic school year. Social workers and Counselors will collaborate with community partners as necessary in providing social and emotional support or clinical services for Taos Middle School students. Staff will provide community resources and referral for students and families to help meet their needs. Families will be provided with training on how to use Canvas; District and school updates will continue via School Messenger, the district webpage, school

Facebook pages, and local media; We will partner with local community organizations (Twirl) to provide additional learning resources. Our Community Schools Coordinator will facilitate community resources for Enos Elementary. In addition, The Las Cumbres Nurturing Center (Enos Elementary) will work with families to support them in receiving resources that are needed.

Social workers and counselors will call student caregivers and verbally secure permission to provide social emotional supports for their children, via telecommunication technology. Social workers and counselors will provide caregivers with contact information, which will include the utilization of Microsoft Team, cell phone (text or phone conversation), and/or email in order to provide social emotional support. Social workers and counselors will provide support using evidence based/best practices. Support staff are prepared to screen and refer students as needed to district and local services appropriate to their needs. Families will be provided with contact information for counselors and social workers, on the school webpage, in the event students need social-emotional support; Teachers will contact counselors and social workers when they have concerns; Counselors and social workers will provide families with needed resources and available community services; Social workers from Taos Behavior Health will continue to meet with the students on their caseloads; Las Cumbres Nurturing Center Staff (located at Enos Garcia) will continue to provide supports via phone, food delivery services, providing students with school supplies, and links to community resources to identified students and their families; Via Canvas and phone, counselors and social workers will continue with the implementation of PAX – self regulation activities and games. In addition. Our El Centro medical Clinic will remain open and provide tele-medicine and counseling services via teletherapy.

Operations -Student Nutrition/Transportation-

- a. Student Nutrition would continue daily throughout our District with breakfast/lunch at all schools (except Arroyos) from 10am-Noon.
- b. No transportation needed for students. However, we would maintain busses with routes to over 100 bus stops.
- c. Meals will be offered to all students enrolled at TMS.
- d. All schools will begin offering breakfast/lunch by drive-up on M-F, from 10am Noon. (Both meals served at the same time).
- e. We have expanded to over 100 bus route stops to hand out breakfast/lunches. [Click on this link](#) to see the specific bus routes.

Plan 2-Blended Models (Minimal/Moderate Spread Low/No Spread)

Students will gradually begin school by the following schedule:

August 13-September 4 Will be entirely by the REMOTE MODEL
September 8-December 18 **Execute Option A – 25% in-person learning/75% remote**
 January 5-May 27 Execute Option B – 50% in-person learning/50% remote

Option A: Students attend school one day a week with two days for students academically at-risk.

Option A: 1-Day Block (A/B/C/D) Schedule for In-Person Learning.
Students will have remote learning the remainder of the week.

Monday *	Tuesday	Wednesday*	Thursday	Friday
Group A	Group B	Additional In-Person Learning for Priority Students	Group C	Group D

Note: Every Wednesday will be for priority students only on an early dismissal schedule (Secondary (mid and high school)-11:15am & elementary-12:00)

Instructional/Professional Development-

HYBRID MODEL		Monday	Tuesday	Wednesday	Thursday	Friday
SECONDARY – 6th -12th	REMOTE ONLY <i>Grades 6-12</i> Edgenuity	100% Off-Site	Self-Paced/Flexible Schedule Parent/Student Initiated Contact (Daily Resets, Review Completion, Grade)	Self-Paced/Flexible Schedule Parent/Student Initiated Contact (Daily Resets, Review Completion, Grade)	Self-Paced/Flexible Schedule Pre-Scheduled Teacher Weekly Check In w/ Students (Daily Resets, Review Completion, Grade)	Self-Paced/Flexible Schedule Parent/Student Initiated Contact (Daily Resets, Review Completion, Grade)
	BLENDED <i>Grades 6-12</i> District Adopted Curricula Teacher Prepared	25% On-Site	Last Names A-F Skinny Matrix Periods 1-8	Last Names G-L Skinny Matrix Periods 1-8	Last Names A-Z Multi-Layered Systems of Support (MLSS) in Math/Reading Intervention and Social Emotional Wellbeing	Last Names M-Q Skinny Matrix Periods 1-8

		75% Off-Site	CANVAS Live & Independent Study Periods – 1, 3, 5, 7	CANVAS Live & Independent Study Periods – 2, 4, 6, 8	Multi-Layered Systems of Support (MLSS) in Math/Reading Intervention and Social Emotional Wellbeing	CANVAS Live & Independent Study Periods – 1, 3, 5, 7	CANVAS Live & Independent Study Periods – 2, 4, 6, 8
ELEMENTARY Pre-K – 5 th	REMOTE ONLY K – 4 District Adopted Curricula Teacher Prepared	100% Off-Site	Parent/Student Initiated Contact (Review Completion, Plan, Record Instruction, Grade, Communicate)	Parent/Student Initiated Contact (Review Completion, Plan, Record Instruction, Grade, Communicate)	Pre-Scheduled Teacher Weekly Check In w/ Students	Parent/Student Initiated Contact (Review Completion, Plan, Record Instruction, Grade, Communicate)	Parent/Student Initiated Contact (Review Completion, Plan, Record Instruction, Grade, Communicate)
	REMOTE ONLY 5 TH Program Pending		Parent/Student Initiated Contact Self-Paced/Flexible Schedule	Parent/Student Initiated Contact Self-Paced/Flexible Schedule	Self-Paced/Flexible Schedule Pre-Scheduled Teacher Weekly Check In w/ Students	Parent/Student Initiated Contact Self-Paced/Flexible Schedule	Parent/Student Initiated Contact Self-Paced/Flexible Schedule
	BLENDED K-5 District Adopted Curricula Teacher Prepared	25% On-Site	Last Names A-F Math, Reading & Activities Focus	Last Names G-L Math, Reading & Activities Focus	Last Names A-Z Multi-Layered Systems of Support (MLSS) in Math/Reading Intervention and Social Emotional Wellbeing	Last Names M-Q Math, Reading & Activities Focus	Last Names R-Z Math, Reading & Activities Focus
		75% Off-Site	CANVAS/SEESAW Live Sessions for K, 2, 4	CANVAS/SEESAW Live Sessions for 1, 3, 5	CANVAS/SEESAW Social Emotional Activities (SW) Math/Reading Digital Platforms -RTI	CANVAS/SEESAW Live Sessions for K, 2, 4	CANVAS/SEESAW Live Sessions for 1, 3, 5
	Second		Reading 8:00-9:30	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>	MLSS 8:00-9:30	Math 8:00-9:30	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>
	Kindergarten		Reading 9:30-10:00	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>	MLSS 9:30-10:00	Math 9:30-10:00	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>
	Fourth		Reading 10:00-11:30	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>	MLSS 10:00-11:30	Math 10:00-11:30	<i>Math</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>
	Fifth		<i>Reading</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>	Reading 12:00-1:30	MLSS 12:00-1:30	<i>Reading</i> <i>Independent Study w/ Recorded Sessions & Assignments</i>	Math 12:00-1:30

	First	50% On-Site	Reading	Independent Study w/ Recorded Sessions & Assignments	Reading	1:30-2:15	MLSS	1:30-2:15	Reading	Independent Study w/ Recorded Sessions & Assignments	Math	1:30-2:15
	Third		Reading	Independent Study w/ Recorded Sessions & Assignments	Reading	2:00-3:30	MLSS	2:00-3:30	Reading	Independent Study w/ Recorded Sessions & Assignments	Math	2:00-3:30
	Pre -K		Students with Last Names A-L				No School		Students with Last Names M-Z			

- When students are not in the classroom, they will participate in online/distance learning
- Procedures will be in place to ensure students will follow social distancing guidelines and will only interact with their class.
- Recess and other breaks will be staggered to allow students to break outdoors or in small groups to accommodate social distancing
- Special Education accommodations and supports will be provided according to IEP's

Facilities-

Safety while in-person learning

- Procedures will be in place to ensure students will follow CDC guidelines for social distancing, wear masks guidelines and will only interact with their class.
- Recess and other breaks will be staggered to allow students to break outdoors or in small groups to accommodate social distancing

In-person learning/remote learning/Assessment

- When students are not in the classroom, they will participate in online/distance learning.
- All teachers will be using the same learning platform - CANVAS
- All teachers will be following the same priority standards and pacing guides
- Special Education accommodations and supports will be provided according to IEPs
- On September 8th we will begin administering beginning of year (BOY) assessments to include:
 - IStation (K-5)
 - NWEA – Math/Teach to One (5-11)
 - NWEA -Reading (9-11)
 - Cognia (3-8)
 - Heggerty (at least K/1)
 - WIDA (K-12)
 - Question Banks by Problematic and Edgenuity (9-12)

- Priority students will be identified using beginning of year data and using the MLSS Guidelines to determine the levels of support needed. Students in levels II and III will be targeted.
- Parents will be notified when their student is identified as needing additional support.
- Priority students will receive additional in-person instructional support.
- Assessments will be administered in-school when possible and virtual administration will be proctored.
- Teachers will analyze data to make instructional decisions.

Professional Development

- All staff are being offered training in online course design for Canvas.
- All staff are being offered training in use of the online platform – Canvas.
- All staff delivering math instruction will receive training on math program implementation.
- Modules will be available to view for those teachers who did not attend the PD.
- Elementary staff will receive training on Canvas and SeeSaw (SeeSaw will provide elementary specific learning tools).
- Parents/caregivers will be provided with professional development via virtual meeting platforms i.e. Canvas on accessing the online resources.

Technology Needs

- All students will receive a district device that has been prepared with all the leaning tools/platforms that students will need.
- Parents will need Tech support:
 - Connecting to Hotspots
 - Connecting to Online Learning Tools
 - District instructional coaches and family liaisons will be available to help students and families troubleshoot or assist in supporting instructional programming. IT (Sharp) department will be available through help desk from 8am to 6 pm, and e-mail and live chat 24/7.

Communication

- Taos Municipal schools will follow the guidelines established in the TMS District Safety plan to communicate changing circumstances to families, caregivers, and the community.
- Superintendent Torrez will make the determination to inform families and local news organization regarding changing circumstances. Families and caregivers will be notified using the district “School Reach” outreach system and via updated info on the district webpage.
- “School Reach” will notify families through email, text, and phone calls.
- Local news agencies will be notified of changing circumstances following guidelines from TMS District Safety plan.
- Local school sites have access and the ability to utilize “School Reach” when school site circumstances necessitate information being shared to families and care givers from that school site.

- District communications are provided to families in the language that has been identified as their home language.
- School site staff will communicate with families regarding progress, updates, check-ins and to provide social/emotional support.

Facilities-

- Staff allowed in buildings with permission while wearing masks, gloves (face shields if available).
- The school is thoroughly cleaned more than once a day in accordance with CDC recommendations
- Hand sanitizer is provided in each classroom and in main locations throughout all schools and frequently used
- Classes will be divided into small groups, for example in alternating days in order to have fewer students at a time
- The classroom will be arranged to accommodate fewer students and allow for social distancing
- There will be transition time allowing for cleaning/disinfecting classroom
- Students and staff will be asked to remain home if sick
- Parents/guardians will be allowed in schools by appoint only
- School building access will be limited to people providing essential functions only
- Visitors and volunteers will not be deemed essential and thus not be allowed on campus

Health & Wellness of Students/Staff-

Rapid Response Teams for referral, tracing, and isolation of staff or students with symptoms/diagnosis of COVID-19

- Rapid response teams (RRT) will consist of the following personnel:
 - Administration Member-Team Leader
- Nursing/Medical Member
- Safety & Security Member
 - Staff Member
- Each school shall create RRTs as needed.
- RRTs will respond to the location of a student or staff member needing assistance. This includes escorting students to the care room.
- The RRT leader shall notify the District Response Team.
- If a student or staff member has been found to be infected with COVID- 19, a school representative will review video surveillance footage to assist in contact tracing.
 - The New Mexico Department of Health will be contacted to activate their contact tracing efforts
 - Care rooms will be established in every school, and will be equipped with all necessary PPE, technology and any other items that will assist students while staying in the care room.

Coordination with other government agencies for maximizing limited resources:

- Create a Communication Team consisting of:

- Chief Health/Wellness Leader
- Safety & Security Director
- Facilities/Maintenance Director
- School Principals

- Participate in monthly meetings with government partners to discuss best practices in mitigating COVID-19 and sharing other pertinent information.

Strategies that encourage the District to be flexible so that we can quickly shift to alternate C19 plans when warranted or required by the State:

- The Health and Safety Team will be ready to change and implement any plans as necessary.
- Maintain operational flexibility to adapt to the dynamic environment of COVID-19
 - Participate in monthly meetings with government partners to discuss best practices in mitigating COVID-19 and share other pertinent information.

Safety training for staff, students and families on ways to combat or reduce Covid-19 outbreaks

- Staff are required to complete a Safe Schools training related to Covid-19.
- Posters that detail processes to mitigate the spread of COVID-19 shall be placed in predetermined locations throughout all TMS facilities.

Building-entry protocols for screening of virus symptoms (e.g. temperature scans and automatic rejection if fever is present)

- There will be temperature taking Kiosks to instantly read the temperature of individuals as they are guided to enter any school or facility.
- Students who arrive at school with a temperature of 100.00 degrees or higher will be given PPE and escorted to a designated care room.
 - A parent or guardian will be immediately notified and directed to pick up their student as soon as possible.
 - Staff members who arrive at work with a fever of 100.0 degrees or higher will be immediately sent home and follow established guidelines.

During COVID-19, health conditions and guidance will continue to evolve over time. These health guidelines below represent the latest guidance as of July 15, 2020.

- **COVID 19 Symptoms:** Parents/guardians will be asked to check for COVID-19 symptoms at home prior to departing for school each day. Parents will be provided information on COVID-19 in order to know what to look for in their children.
- **Masks/face shields:** All adults and students are required to wear masks or face shields when on school grounds, with the exception of time for eating or other designated “mask break” that would take place outside. Masks will also be required for students riding the bus to/from school.
- **Handwashing:** Students and staff will wash hands or use hand sanitizer every few hours throughout the day. Students and staff regularly wash hands and time is provided during the school day to do such.
- **Gloves:** Teachers and other staff will not be asked to wear gloves. Cleaning, kitchen and other special staff like Health Care Providers or Occupational Therapists will be asked to wear gloves based on health guidelines.
- **Symptom screening:** There will be a process to screen all parents/guardians, staff, and students for COVID-19 symptoms before they come into school each day. Based on temperature checks, students/staff with a temperature of 100.0 or above will not be permitted to stay at school. We ask all students, family members, and staff to stay home if they are feeling ill (including symptoms like fever, cough, shortness of breath, sore throat, abdominal pain, fatigue, muscle aches, or headache).
- **Health hygiene education:** Staff will reinforce safe and healthy hygiene protocols (e.g. covering coughs and sneezes with tissues or elbows).

Operations-Student Nutrition/Transportation-

- Students will be offered a breakfast and lunch in their classroom.
- Students eating meals while at school will follow social distancing guidelines
- School buses run with social distancing practice in place
- Bus drivers and students will wear appropriate ‘personal protective equipment’ (PPE)

Option B: Students attend school two days a week two days for students academically at-risk.

Students will gradually begin school by the following schedule:

August 13-September 4 Will be entirely by the REMOTE MODEL
September 8-December 18 Execute Option A – 25% in-person learning/75% remote
January 5-May 27 Execute Option B – 50% in-person learning/50% remote

Option B: 2-Day (AA/BB) Schedule for In-Person Learning.

Students will have remote learning the remainder of the week.

Monday *	Tuesday	Wednesday*	Thursday	Friday
Group A	Group A	Additional In-Person Learning for Priority Students	Group B	Group B

Note: Every Wednesday will be for priority students only on an early dismissal schedule (Secondary (mid and high school)-11:15am & elementary-12:00)

Options 1 and 2 are similar in that all students would attend school at least one or two days per week and receive remote instruction on the days in which they do not attend in person. And every Wednesday would be reserved for additional in-person learning or services for priority students.

Instructional/Professional Development- In determining the “A” and “B” student groups for each scenario, siblings will be prioritized so that they can be attending in-person learning on the same schedule.

- When students are not in the classroom, they will participate in online/distance learning
- Procedures will be in place to ensure students will follow social distancing guidelines and will only interact with their class.
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- Special Education accommodations and supports will be provided according to IEPs

Facilities-

- Staff allowed in buildings with permission while wearing masks, gloves (face shields if available).
- The school is thoroughly cleaned more than once a day in accordance with CDC recommendations

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- Classes will be divided into small groups, for example in alternating days in order to have fewer students at a time
- The classroom will be arranged to accommodate fewer students and allow for social distancing
- There will be transition time allowing for cleaning/disinfecting classroom
- Students and staff will be asked to remain home if sick
- Parents/guardians will be allowed in schools by appoint only
- School building access will be limited to people providing essential functions only

Health & Wellness of Students/Staff-NOT DONE

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- Each school shall create RRTs as needed.
- RRTs will respond to the location of a student or staff member needing assistance. This includes escorting students to the care room.
- The RRT leader shall notify the District Response Team.
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 - The New Mexico Department of Health will be contacted to activate their contact tracing efforts
 - Care rooms will be established in every school, and will be equipped with all necessary PPE, technology and any other items that will assist students while staying in the care room.

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- Create a Communication Team consisting of:
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- **Gloves:** Teachers and other staff will not be asked to wear gloves. Cleaning, kitchen and other special staff like Health Care Providers or Occupational Therapists will be asked to wear gloves based on health guidelines.
- **Symptom screening:** There will be a process to screen all parents/guardians, staff, and students for COVID-19 symptoms before they come into school each day. Based on temperature checks, students/staff with a temperature of 100.0 or above will not be permitted to stay at school. We ask all students, family members, and staff to stay home if they are feeling ill (including symptoms like fever, cough, shortness of breath, sore throat, abdominal pain, fatigue, muscle aches, or headache).

- **Health hygiene education:** Staff will reinforce safe and healthy hygiene protocols (e.g. covering coughs and sneezes with tissues or elbows).

CDC guidelines provide considerations for schools planning to reopen safely in the fall.

Though a number of actions will need to be taken by schools, CDC has guidance and gating criteria that should allow for schools to safely reopen if applicable state and local orders allow it (see Appendix D). The CDC guidelines allow for school reopening with the following safeguards to protect children and employees at higher risk for severe illness.

- **Face Masks:** All staff must wear face coverings, and students are highly encouraged to wear face coverings.
- **Training and Education:** Schools must have adequate supplies to support healthy hygiene behaviors and post signs on how to stop the spread of COVID-19. All staff must be trained in safety actions.
- **Social Distancing:** Schools must promote social distancing, which includes spacing desks at least six feet apart, limiting gatherings, restricting all nonessential visitors, and closing communal use spaces, including cafeterias. Schools must limit the sharing of toys, personal belongings, books, and other equipment. Arrival and drop-off times and locations should also be staggered, and seating on buses should be staggered to create social distance.
- **Increased Cleaning:** Schools must intensify cleaning, disinfectant, and ventilations.
- **Tracking symptoms:** Schools should check for signs of symptoms among students and staff daily and should plan for when a staff member, child, or visitor becomes sick.
- **Contingency Plan:** Schools should have a closing plan in case of new outbreaks. This includes checking state and local health department notices daily about transmission in the area and adjusting operations accordingly. The school should maintain healthy operations, including flexible sick leave policies and maintaining a roster of trained back-up staff.

Operations -Student Nutrition/Transportation-NOT DONE

- Students will be offered a breakfast and lunch in their classroom.
- Students eating meals while at school will follow social distancing guidelines
- School buses run with social distancing practice in place
- Bus drivers and students will wear appropriate 'personal protective equipment' (PPE)

Option C: Students are on daily schedule with PPE and procedures in place that blended models are using.

Instructional/Professional Development-

Facilities-

Health & Wellness of Students/Staff-

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Plan 3-Back to Normal

TAOS MUNICIPAL SCHOOLS

FULL-RE-ENTRY PLAN

Taos High School/Taos Cyber Magnet PLAN:

Tuesday, April 6th, Taos High School will have a full Re-entry with students attending school (face to face instruction) every Monday, Tuesday, Thursday and Friday (Wednesday all THS students will attend remotely, and it will be an early dismissal day). Parents who selected the Remote Model for their student(s) will remain remote to the last day of school, which is Friday, June 11th (Monday-Friday).

K-8th Grades All Schools Plan:

Monday, April 12th, K-8 grades will open with a full Re-entry with students attending school (face to face instruction) every Monday, Tuesday, Thursday and Friday (Wednesday all elementary students will attend remotely, and it will be an early dismissal day). Parents who selected the Remote Model for their student(s) will remain remote to the last day of school, which is Friday, June 11th (Monday-Friday).

Instructional/Professional Development-

- Instruction will turn to normal as it usually had been before the pandemic.

Facilities-

Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Allow staff to wear face masks/covering, and other appropriate PPE as desired
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)

CDC Guidance

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

Health & Wellness of Students/Staff-

- a. Use PPE
- b. Use Safety Protocols set by TMS/TFUSE
- c. Contract with social worker specifically for staff
- d. Contract with Outcomes, an employee assistance program

Operations -Student Nutrition/Transportation-

- Transportation will return to routes back to normal
- Food will be delivered by 2 busses with condensed routes

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