

# *Artesia Public Schools Instructional Full Reentry Plan*

*2020-2021*

*UPDATED MARCH 2021*



# Purpose:

## Provide Quality Instructional Options Focused on Student Needs in a Safe Environment

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### Key Objectives

#### Safety of Students and Staff

- Meet all State Guidance – NMPED, NMDOH Orders, CDC, Covid-Safe Practices

#### Quality Instruction

- Provide options for all students K-12
  - Full Reentry
  - Remote
  - Fully Online Learning Model – APS Virtual

# Full Reentry:

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Students will attend their regularly scheduled classes five days each week\*.

- Social distancing is practiced to the greatest extent possible.
- Adhere to face covering and hygiene requirements.
- Group activities are minimized.
- Participate in contact tracing
- Follow protocols of NMPED [Reentry Guidance](#) and the [NMPED Toolkit](#)

\*Peñasco School continues their 4-day schedule (Monday-Thursday)

# Unfinished Teaching and Learning

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The COVID-19 pandemic has had an impact on education. Students have lost traditional, in-person, instructional time which has led to unfinished teaching and learning. To meet each child's academic goals, educators will prioritize these goals while offering appropriate support structures. This includes:

- Using data to determine unfinished learning, potential gaps, and ensuring strategic movement to grade-level content
- Assuring lessons and curriculum address the priority content
- Employing intentional intervention structures that include high-dosage tutoring
- Addressing social and emotional competencies
- Prioritizing family engagement

# Addressing Unfinished Teaching and Learning – Secondary Schools

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Educators in the secondary schools will address unfinished teaching and learning in the following ways:

- Night Library at Artesia High School – students can access tutoring in math and English, use school computers, access assessments that may be missed due to activities or absences.
- Before- or After-School Tutoring – students can access assistance with classroom content and access interventions that address learning gaps
- Credit Recovery – Students can access online courses to recover credit in classes that were not successfully completed. These courses are offered in the evening and during the summer months.
- Tutoring opportunities for English learners to meet each student’s specific needs.
- Additional instructional opportunities for students with disabilities.

# Addressing Unfinished Teaching and Learning – Elementary Schools

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Educators in the elementary schools will address unfinished teaching and learning in the following ways:

- Evening computer lab nights – students can access curriculum and extra help from a teacher in the evening
- Before- or After-School Tutoring – students can access assistance with classroom content and access interventions that address learning gaps
- Resuming pull-out opportunities for English learners to engage in English acquisition, tutoring, and Spanish enrichment. Resuming opportunities for those participating in Title I, Enrichment, etc.
- Additional instructional opportunities for students with disabilities.

# Addressing Unfinished Teaching and Learning – Protocols

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Because many intervention strategies require limited mixing of cohorts, it is important to mitigate any risk with enhanced COVID-safe practices:

- Stricter adherence to 6-foot social distancing
- Cleaning of areas between student groups
- All students and staff will wear masks at all times. Staff are encouraged to wear a face shield in addition to a mask for close contact work with students.
- Students will use hand sanitizer when entering and exiting learning spaces.

# Remote Model:

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Parents may opt for students to remain in the remote model by completing the *Waiver to Continue Remote* form in the Principal's office at their child's school. The form includes a review of current grades and an instructional plan to improve academic achievement, if necessary.

The form also includes these acknowledgements:

- In choosing to stay remote, the student and parents understand that the in-person experience is difficult to duplicate virtually. Therefore, access to some aspects of the curriculum may be limited.
- Secondary students in the Remote setting will be expected to follow their class bell schedule remotely every day. Students in the elementary setting will be expected to follow remotely a schedule determined by the classroom teacher and elementary principal.



# Hybrid Model:

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During full reentry, the hybrid model is discontinued.

# Fully Online Model (APS Virtual):

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Students will participate in Fully Online learning five days per week.

Secondary students will continue to use the Edgenuity platform. High school students will receive guidance from their counselor for those virtual classes that are teacher-led.

Elementary students in grades 1-5 will use the MobyMax platform, and kindergarten students will utilize Waterford for math, English/Language Arts, science, and social studies. Additional instruction will be incorporated from IXL Reading and Math or other platforms if warranted.

John Ross Null	Thad Phipps	Danny Parker	Mike Worley
Collaborate with Administrators to Determine Staffing Needs	Transportation To and From Activities	Secondary Instruction Full Reentry APS Virtual	Elementary Instruction Full Reentry APS Virtual
Coordinate Communication with Stakeholders.	Food Service Organization	PowerSchool	Professional Development
Oversee Process for any COVID-19 Testing of Staff-- Coordinate with the NMDOH and NMPED if Positive Case Occurs	Onsite Remote	Professional Development Training for the Full Reentry Model	Training for Full Reentry Model
Staff Onboarding Training	School Safety Emergency Drills Safety Plans	Substitutes	EL Students  Substitutes
	Personal Protective Equipment		

Cody Hanagan	Janet Grice	Scotty Stall	Cooper Henderson	Scott Simer
<p>Special Education DD-Pre &amp; Related Services</p> <p>Clinical Supervision Nurses Supporting Admin Supporting Families Connecting with Hospital Screenings of staff and students Response</p>	<p>Monitor Budgets Advise &amp; Adjust</p> <p>Facilitate Business Office Staff in support of special needs of district staff</p>	<p>Technology Support Devices and Connectivity Deploy Take- Home Devices</p> <p>Technology Professional Development Teachers Students</p>	<p>Athletics NMAA Return-to- Play Guidelines</p> <p>Rescheduling Seasons</p> <p>Coordination of weights and athletics</p> <p>Preparation for fan attendance at games</p> <p>Coordinate with Mr. Parker and Principals for Activities</p>	<p>Sanitizing of Buildings Procedures Products</p> <p>Training of Custodians and Maintenance</p> <p>Personal Protective Equipment</p>