

**NMSBVI Reopening of School Buildings:  
Alamogordo and Albuquerque**

**(Guidance for our Birth to 3 Program will be submitted at a later date)**

**COVID-19**

**Throughout the summer, NMSBVI has carefully watched how the virus is impacting our NM communities and has stayed current with guidance from the Public Education Department.  Because of the rise in COVID19 cases in the state, NMSBVI will begin the Fall semester using a Full Remote Learning Plan until at least Sept. 8. In preparation for re-opening, we received feedback from our families and our NMSBVI COVID19 Task Force and we designed a model for the re-opening of school to keep everyone as safe as possible while continuing our students’ education.  As a result, we created our Flexible Learning System which will be launched upon re-opening. This system will give students and families the option of fully continuing with Remote Learning, having a customized Hybrid Learning Model with a combination of Remote Learning and periodic in-person instruction, or participating in a Traditional Model of in-person instruction.**

**Goals:**

* Enact adequate COVID-Safe Practices to operate the school.
* Have the confidence of families and staff.
* Follow directives of the Governor.
* Use state and internal data to assess effectiveness.
* Provide a robust education across all models.

**Strategies: (See Attachment A)**

* Distancing (Classrooms, Food Services, Dormitories, limiting Assemblies and other gatherings)
* Disinfection (Regular cleaning and disinfecting, handwashing “recesses”, cleaning stations at each building’s entrance”, increased frequency of disinfecting common surfaces)
* Education (Hand washing, COVID, Masks, Stay home if sick, Tissue)
* Daily screenings
* Protocol for student or staff with positive case (School Closure, Quarantine, Disinfection)
* Phase in of student access (Dorms, Schedules, Remote Learning for students from communities where schools have not yet opened or students who are in the high-risk category for COVID19)
* Phase in of public access (Ditzler Auditorium, Gym, Field, Natatorium)
* Communication (Coronavirus; State data; NMSBVI data)



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| **Buildings Closed: Full Remote Learning** | **(See Attachment B)** |
| What is open? | What is restricted? |
| * School buildings are closed, with only essential staff performing essential duties on campus. * Remote Learning Model is activated * Teachers will teach from their classrooms via zoom, if possible. (see full Remote Learning Plan) | * Limited campus access |



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| **Partial Building Opening: Flexible Learning System** | |
| **TRADITIONAL LEARNING** | |
| What opens? | What remains restricted and is required? |
| * School on campus for Day Students Who are not in a High Risk for COVID19 category or whose families choose for them to stay home * School on campus for Dorm Students who live in areas where their public schools have opened. * One on one face to face learning for High Risk students (or those choosing to stay home) at the school on a limited basis in order to ensure continued learning. * Online Registration | * Number of students in the class restricted * Students in High Risk for COVID19 Category and students who choose remote learning will continue with learning at home * Sports restricted * Field trips restricted * Student organization meetings (continue to occur through Zoom and Telephonically) * Assemblies cancelled * In person registration cancelled |
| * Dormitories in Alamogordo: single occupancy and single bathrooms with adjacent single room for homework and meals (breakfast and dinner) | **Required**   * masks (age 3 and above, excluding those for whom it is contraindicated) * screening of students daily * regular schedule of disinfection * distancing * stay home if ill or had known exposure |
| * Number of students per dorm room restricted to 1 * Family and community events cancelled * Field trips restricted * Number of students in Recreation Center and common rooms restricted to fewer than 5 with strict social distancing measures. |
| * Transportation | **Required**   * masks * regular schedule of disinfection * distancing |
| * Number of students per vehicle restricted * Students from areas where schools have not yet opened remain home * Students who have a fever, are ill or have been exposed to COVID19 will not be transported |
| * Food services in the classroom | Required   * masks (age 3 and above, unless contra-indicated) * screening (testing) of students * regular schedule of disinfection * social distancing |
| Food services in the cafeteria restricted |
|  | Ditzler Auditorium and use of other NMSBVI facilities by outside organizations restricted  Interns restricted |
| * Essential employees for student education and safety * Mission essential presence on campus only for non-essential staff (a specific task that needs to be done in a short period of time) | * Number of staff on campus restricted * Staff who can complete their jobs from home offices will continue to do so and come to campus for mission essential work only (i.e. distribution of keys; running checks) * Meetings (continue to occur through Zoom and Telephonically) * Social distancing is enforced * In person orientation restricted |
| * Essential employees for student education and safety * Mission essential presence on campus only for non-essential staff (a specific task that needs to be done in a short period of time) | Required   * screening of staff daily * regular schedule of disinfection * social distancing * stay home if ill |
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| **Partial Building Opening: Flexible Learning System**  **(See Attachment C)** | |
| **HYBRID LEARNING** |  |
| **What opens?** | **What is required?** |
| * Remote learning from home for students who are high risk and/or whose parents want them to stay home. * Individualized face to face instruction and assessments to supplement remote learning. | * Technology provided to students in need * Homework packets provided * Rigorous Educational Program provided, with student assignments and projects * Individual Education Plans will be followed * Combination of real time virtual learning and videotaped sessions * Partnerships with families to assist students in virtual learning. * COVID19 precautions while at school * Staff virtual office hours |
| Partial Building Opening: Flexible Learning System | |
| **REMOTE LEARNING** |  |
| * Remote learning from home | * Technology provided to students in need * Homework packets provided * Rigorous Educational Program provided, with student assignments and projects * Individual Education Plans will be followed * Combination of Real time virtual learning and videotaped sessions * Partnerships with families to assist students in virtual learning. * Parent support * Staff office hours |



**Full Building Opening Model**

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| Full Building Opening with Full COVID19 Precautions and Cleaning Schedules | |
| What opens? | What remains restricted? |
| * All students return to campus unless exposed or ill. | COVID19 Precautions remain including social distancing, masks, restricted use of common spaces (See Attachment A) |
| * All staff return to campus |  |
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| Full Building Opening with Standard Precautions and cleaning | |
| What opens? | What remains restricted? |
| * All students and staff on campus | * Continue with Standard precautions and cleaning procedures. * Continue with requirements for staying home from school if sick or exposed. |
| * All common areas are open |  |
| * Ditzler Hall, Recreation Center and Natatorium are open |  |
| * Students return to Dining Hall for meals |  |

**ATTACHMENT A**

**NMSBVI COVID-19 PREVENTION: ENHANCED CLEANING AND DISINFECTION PROTOCOLS**

In alignment with public health recommendations, NMSBVI is taking measures to prevent community spread of COVID-19, which includes undertaking enhanced cleaning and disinfection procedures. The Center for Disease Control (CDC) has recommended enhanced cleaning and disinfection procedures for schools to follow during the COVID-19 public health situation.

1. **Enhanced cleaning and disinfection for prevention**

* Increase the frequency of cleaning and disinfecting
  + Using only EPA approved products that kill the Coronavirus
* Perform good practices
* Wear appropriate PPE during cleaning and disinfecting

1. **Enhanced cleaning and disinfection after notification of a confirmed case of COVID-19 on NMSBVI campus.** *It is applied from 48 hours prior to the onset of symptoms until seven days have passed since the person was present on the NMSBVI Campus.*

* Identify areas that require restricted access during and immediately following enhanced cleaning.
* Clean/disinfect based on the risk of potential contamination as determined by the Center for Disease Control (CDC) and the New Mexico State Health Department (NMDOH), in coordination with the impacted department, Health Services, Administration and Housekeeping.
* Communicate with impacted department(s).
* Coordinate with building coordinators/managers.
* Wear the required personal protective equipment (PPE) during cleaning and disinfecting

**COVID-19 PREPARATION: OPERATING PROCEDURES**

NMSBVI staff is currently taking steps to prevent the spread of COVID-19 among our students and staff. Operating procedures are organized into three categories based on the level of community transmission: 1) when there is no community transmission (preparedness phase), 2) when there is minimal to moderate community transmission, and 3) when there is substantial community transmission. The CDC also provides guidance for when a confirmed case has entered a school, regardless of the level of community transmission.

1. **No community transmission (preparedness phase)**

* Intensify cleaning efforts
* Teach and reinforce healthy hygiene practices
* Ensure adequate PPE and supplies to support cleaning and disinfection practices
* Limit non-essential staff, volunteers and visitors
* Minimize visitors in dorm rooms
* Perform adequate social distancing
* Monitor absenteeism
* Postpone non-critical gatherings and events
* Screen students and staff daily
  + Require sick students and staff to stay home

1. **Minimal to moderate community transmission**

* Continue using the strategies implemented when there is no community transmission. Additionally, the CDC recommends the following:
  + Coordinate with local health officials
  + Practice additional social distancing strategies:
    - Cancel field trips, assemblies, and other large gatherings.
    - Cancel or modify classes where students are likely to be in very close contact.
    - Increase the space between desks.
    - Avoid mixing students in common areas.
    - Reduce congestion in the health office.
    - Stagger arrival and/or dismissal times.
    - Limit cross-school transfer for special programs
    - Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19.
      * Encourage the high risk/medically fragile students to consider using remote learning to deliver the instruction.

1. **Substantial community transmission**

Continue using the same strategies that were implemented when there is no, minimal, or moderate transmission identified. However, additional strategies should also be considered when there is substantial transmission in the local community.

* Continue to coordinate with local health officials.
* Consider extended school dismissals.
* Ensure continuity of education.
* Ensure continuity of meal programs.
* Providing essential medical and social services for students remotely, as best as possible.

1. **Confirmed case at NMSBVI, regardless of community transmission**

* Report positive case(s) to NMDOH and OSHA
* Coordinate with local health officials and create a site/case specific plan
* Perform contact tracing; with the assistance of local health officials
* Communicate with staff and parents.
* Clean and disinfect thoroughly.
* Administrators will seek additional guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.
* Ensure continuity of education.
* Ensure continuity of meal programs.
* Provide essential medical and social services for students remotely, as best as possible.

**ATTACHMENT B**

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**Remote Learning Model**NMSBVI has created a robust remote learning model for the beginning of the Fall 2020 semester and as an option throughout the year as part of our Flexible Learning System. Daily student attendance and participation is required, as are student assignments, projects and assessments. NMSBVI will partner with families in order to provide the best education possible for our students. Because we have two campuses and several different populations of students, we have a few different models.

**Early Childhood Program in Albuquerque:**

Staff will start on August 5th.  Staff will participate in trainings, prepare classrooms, complete IEP/file review, and prepare student “go-bags” during the first week. Teachers will be training parents on Class Dojo during this time as well.

We are aligning our schedule with Albuquerque Public Schools, so Mondays will be half days for Kindergarten students and there will be no class for preschool students on Mondays. There will be class for all students Tuesday through Friday. Mondays will involve deep cleaning, half-day kindergarten class, staffing/community meetings, and activity/lesson plan/IEP development, etc.

Students will begin remote learning on August 12th.  Kindergarten students will do half-day virtual learning on Mondays; this will remain virtual even during a hybrid schedule to allow for deep cleaning on campus.

**Remote learning plan**:

* Teachers will create individualized lesson plans for each student that will provide 5 ½ hours of daily learning. Related service goals will be incorporated into these lesson plans.
* Teachers will conduct at least 1 live online class (30-60 minutes) Tuesday through Friday.  Related service staff will join these classes.
* Teachers will plan 2 other 30 minute live online lessons each day that the teacher or EA’s can lead.
* Teachers will contact family to determine progress weekly.
* Teachers will contact each family weekly in order to determine when additional individualized online lessons are needed to help students learn and to determine other supports needed.
* OT, PT, SLP, and O&M will collaborate with the teachers when creating lesson plans in order to embed targeted skills for the students.
* OT, PT, SLP, and O&M will provide therapy during at least one group online activity per classroom, per week.
* OT, PT, SLP, and O&M will provide one-on-one services with the student/family each week.
* Teachers and related service staff will schedule one hour per day, Tuesday through Friday, for office hours.
* Music class will be provided live online twice per week for 30 minutes.
* Story/Library class will be provided live online twice per week for 30 minutes.
* Social work services will be provided live online for 30 minutes to provide Second Step curriculum lessons (social-emotional well-being).
* The social worker will provide wellness checks and resources to families regularly.
* Individualized student “go-bags” will be created the first week, which will consist of materials, supplies and activities.  These will be updated and sent home throughout the Remote Learning process and families will be given guidance about when and how to use the materials.
* **All live online sessions will be recorded and posted on Class Dojo so that parents/students who are unable to attend the live sessions can watch and participate at a later time.**

**Baseline Assessments and Analysis of Learning Loss and Learning Recovery Needs**:

From August 12 to August 26, we will create a rotating schedule of students to be assessed at school (as possible based on State health orders). Teachers and related service staff will assess the students’ current baselines and compare to their spring baselines.  This will help to determine what additional supports might be needed by a student in order to ensure progress and growth on skills.  (Assessment time will be considered IEP contact time for that week for the therapists and for the day for the teachers.)

**How our students will learn throughout their school day**

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| **Attend** | **Read** | **Watch** | **Discuss** | **Practice** |
| **Zoom group lessons (total 2 hours/day)**  **recorded and shared for families unable to access at scheduled live time** | **Literacy activities provided to families**  **Examples include book bags, PowerPoint books, teacher read stories** | **All live lessons will be recorded** | **Peer to peer interaction will be embedded into the live zoom group activities** | **Provided routines created by teachers and therapists embedding target skills into daily home activities and/or packets with directed home learning** |
| **1 hr teacher led**  **lessons** | **Activity provided (weekly, bimonthly, monthly per developmental needs)** | **Specials:**  **Weekly music**  **Social emotional**  **Story time** |  | **Teacher therapist check-ins via Class Dojo or scheduled office hours weekly** |
| **2- 30 minute EA led lessons** | **Complete activity daily with caregiver support** |  |  |  |

**SAMPLE SCHEDULE:**

**Core Curriculum, including Math and Literacy will be embedded throughout the day (activities) in each student’s individualized lesson plans.**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8:00 | Meetings (aligned with APS) | Individual contact with families | Individual contact with families | Individual contact with families | Individual contact with families |
| 9:00 |  | Individual contact with families or one on one zoom for students to meet IEP goals | Individual contact with families or one on one zoom for students to meet IEP goals | Individual contact with families or one on one zoom for students to meet IEP goals | Individual contact with families or one on one zoom for students to meet IEP goals |
| 10:00 | **Kinder ½ day**  **Focus on core curriculum: Math and Literacy** | Teacher’s class on zoom\*  **Teacher zoom will be either 10 or 11 based on therapy needs** | Teacher’s class on zoom\*  **Teacher zoom will be either 10 or 11 based on therapy needs** | Teacher’s class on zoom\*  **Teacher zoom will be either 10 or 11 based on therapy needs** | Teacher’s class on zoom\*  **Teacher zoom will be either 10 or 11 based on therapy needs** |
| 11:00 |  | EA class live zoom plan for 30 minutes  Teachers/ Therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals |
| 12-12:30 |  | Lunch | Lunch | Lunch | Lunch |
| 12:30-1 |  | EA class live zoom plan for 30 minutes  Teachers/ therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals | EA class live zoom plan for 30 minutes  Teachers/therapist individual contact with families or one on one zoom for students to meet IEP goals |
| 1 |  | 1-1:30  Soc-Em 2nd steps (all students)  Office hours\* | Office hours\* | Office hours\*  Soc-Em 2nd steps (all students) | Office hours\* |
| 2:00 |  | 2-2:30  Story/library  Individual contact with families or one on one zoom | 2-2:30  Music/Dance  Individual contact with families or one on one zoom | 2-2:30  Story/library time  Individual contact with families or one on one zoom | 2-2:30  Music/Dance  Individual contact with families or one on one zoom |
| 3:00 |  | Prep  Individual contact with families | Prep  Individual contact with families | Prep  Individual contact with families | Prep  Individual contact with families |
|  | **Weekly:**  Collaborative planning groups  **Monthly:**  Classroom staffings  Staff meetings |  | Individualized “go bags” created for students and sent home as needed. Bags could include but not limited to story bags, sensory bags, fine motor bags, art bags… |  |  |

**ALAMOGORDO CAMPUS**

**All Students:**

* Classrooms will implement the Choose Love social-emotional learning curriculum on a weekly basis.
* Students will be provided counseling services as identified in their IEP via video or phone contact.
* Students will be offered counseling as needed to help meet any social emotional needs that may arise from the pandemic and resulting societal changes.
* Social worker will be available as need by families or students to help identify resources needed during this time.
* NMSBVI will provide weekly social gathering opportunities online for students to stay connected with each other.

**Preschool and Special Education Classes:**

* Daily Zoom group lessons (such as calendar time, reading, art or sensory activities).
* 30-60 minutes daily (dependent on student ability to focus for certain amounts of time) individualized lesson focused on IEP goals and Core Curriclum.
* Zoom PE and music class daily.
* Supplemental scripted activities provided to families to implement.
* Parents will be provided technology and supplemental resources as needed to complete the activities assigned in teacher’s lesson plans.
* Therapists will join one day per week with the classroom individualized sessions.
* Therapists will provide one session per week individually to focus on related services goals.
* Staff will assess students by looking at growth or decrease in skills specified in IEP goals and review progress and data from prior to the school closure. Assessment of skills will be conducted via online observation, parent submission of videos and scheduled in-person 1:1 observation.
* Preschool hours: Morning Preschool - 8:10-111:30 am M-Th. Afternoon Preschool – 12:30-4:00 M-Th
* Intensive Support Program hours: Mondays-Thursdays: 8:10-4:00. Fridays: 8:10-11:50

**Sample Schedule**:

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|  | Preschool | ISP 1 | ISP 3 | Elementary | **Music** | **Adapted PE** |
| **1st**  **8:10-9:00** | **Music** | Classroom group activity daily | Classroom group activity daily | **PE** | Pre-K | Elementary |
| **2nd**  **9:05-9:55** | **PE** | 2- 30 Breakout with 2 students, Teacher/EA working with one, EA/EA working with another. | 30/45 min/1 hr (by age/tolerance) Breakout with 2 students, Teacher/EA working with one, EA/RLA working with another. |  |  | Preschool |
| **3rd**  **10:00-10:50** | Classroom time – group Zoom 10-11 with 30 minute breakouts for students to work on goals 10-11:30 | **PE** | **Music** |  | ISP 3 | ISP 1 |
| **4th**  **10:55-11:45** | Classroom time – group Zoom 10-11 with 30 minute breakouts for students to work on goals  1 activity provided to parents for at-home | **Music** | **PE** |  | ISP 1 | ISP 3 |
| **5th**  **11:50-12:40** | Classroom time – group Zoom 12:30-1:20 with 30 minute breakouts for students to work on goals |  | 30/45 min/1 hr (by age/tolerance) Breakout with 2 students, Teacher/EA working with one, EA/RLA working with another. |  |  |  |
| **6th**  **1:20-2:10** | **Music** | 2- 30 Breakout with 2 students, Teacher/EA working with one, EA/EA working with another. | 30/45 min/1 hr (by age/tolerance) Breakout with 2 students, Teacher/EA working with one, EA/RLA working with another. |  | Pre-K |  |
| **7th**  **2:15-3:05** | **PE** | Classroom Group Sensory or Reading Activity | 30/45 min/1 hr (by age/tolerance) Breakout with 2 students, Teacher/EA working with one, EA/RLA working with another. | **Music** | Elementary | Preschool |
| **8th**  **3:10-4:00** | Continued: 30 minute breakouts for students to work on goals  1 activity provided to parents for at-home |  | Classroom Group Art, Sensory or Reading Activity |  | Secondary – Adapted PE - or  Fitness | Secondary |

**Academic Secondary Program Weekly Class Schedule:**

**Mondays & Thursdays (Periods 1, 3, 5, 7)**

**Tuesdays & Wednesdays (Periods 2, 4, 6, 8)**

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| --- | --- | --- |
| **Time** | **Mondays & Thursdays**  **Class Period** | **Tuesdays & Wednesdays**  **Class Period** |
| 8:00 - 8:30 | Teacher Prep Time | Teacher Prep Time |
| 8:30 – 10:00 | 1 | 2 |
| 10:10 – 11:40 | 3 | 4 |
| 11:45-12:45 | Lunch | Lunch |
| 12:50-2:20 | 5 | 6 |
| 2:30-4:00 | 7 | 8 |
| 4:00-5:00 & 5:30-7:30 | Resource Room via Zoom | |

* Class periods 1.5 hours each
* Two 30-45 minutes video zoom teaching conferences per class per week (lectures, group activities, etc.)
* Rest of class period: Guided work, independent student work, practice, work in projects, etc.
* Educational Assistant/Dorm Staff assigned to each teacher -join each zoom class, support students on class activities
* Resource Room via zoom – Support students with homework assignments, projects, tutoring

**Fridays (All Class Periods)**

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| --- | --- |
| **Time** | **Class period** |
| 8:00-8:30 | 1 |
| 8:35-9:05 | 2 |
| 9:10-9:40 | 3 |
| 9:45-10:15 | 4 |
| 10:20-10:50 | 5 |
| 10:55-11:25 | 6 |
| 11:30-12:00 | 7 |
| 12:05-12:35 | 8 |
| 12:40-1:20 | Lunch |
| 1:25-4:00 | Planning Time\* |

* 8:00-12:35 Teacher Office Hours per class periods and/or additional time for student support
* \*1:25-4:00 Teacher Planning time, staffing meetings, department meetings, professional development trainings, BOY trainings (e.g. Safe Schools), collaboration, etc.

**Academic Elementary Program Weekly Class Schedule**

**Kindergarten – Second Grade Classes**

**Mondays-Thursdays: 8:10-3:05**

**Fridays: 8:10-11:50**

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| **Time** | **Length (min.)** | **K-2** |
| 8:10-9:00 | 50 | PE |
| 9:05-9:50 | 45 | Circle Time |
| 9:55-10:10 | 15 | Break |
| 10:15-11:05 | 50 | Math |
| 11:10-11:50 | 40 | Library/Read Aloud |
| 11:55-12:55 | 60 | Lunch |
| 1:00-1:50 | 50 | ELA/Braille |
| 1:55-2:10 | 15 | Break |
| 2:15-3:05 | 50 | Music |

* Math & ELA: 20-25 minute video conference at least 3 times per class per week; other days pre-recorded lessons, online activities, independent work, etc.
* PE, Music, and Circle Time - group K-5
* Circle Time: calendar, social skills, social emotional
* Library – 2 days per week
* Read Aloud – 2 days Digital/Online Activity per week
* Technology – 1 day per week

**Third – Fifth Grade Classes**

**Mondays-Thursdays: 8:10-4:00**

**Fridays: 8:10-11:50**

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| **Time** | **Length (min.)** | **3-5** |
| 8:10-9:00 | 50 | PE |
| 9:05-9:50 | 45 | Circle Time |
| 9:55-10:10 | 15 | Break |
| 10:15-11:05 | 50 | Math |
| 11:10-12:00 | 50 | Braille/Library/ Math-ELA Intervention |
| 12:05-1:05 | 60 | Lunch |
| 1:10-2:00 | 50 | ELA/Braille |
| 2:05-2:10 | 5 | Break |
| 2:15-3:05 | 50 | Music |
| 3:10-4:00 | 50 | Technology |

* Math & ELA – 25-30 minute video conference at least 3 times per class per week; other days pre-recorded lessons, online activities, independent work, etc.
* PE, Music, and Circle Time - group K-5
* Circle Time: calendar, social skills, social emotional

Library – 2 days per week, Braille/Math-ELA Intervention – 3 days per week

**ATTACHMENT C**

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**New Mexico School for the Blind and Visually Impaired ● Flexible Learning System  
REENTRY, FALL 2020**

The New Mexico School for the Blind and Visually Impaired holds the health and safety of our students, families and staff at the top of our list of priorities. NMSBVI also stresses the importance of education for all of our students. NMSBVI will begin the semester with a Full Remote Learning Model until at least Sept. 8. However, to prepare for our re-entry, NMSBVI has prepared a Flexible Learning System in order to ensure that all of our priorities are addressed through our Reentry Plan for Fall, 2020.

NMSBVI is following the guidelines presented by the New Mexico Department of Education, the Center for Disease Control, the New Mexico Special Education Division and the New Mexico Department of Health. We are also acknowledging the needs of our families, who expressed a need for choices in the coming year. As always, NMSBVI is driven by our mission:

*NMSBVI, an innovative leader and unifying entity in the field of educating students birth-high school who are blind or visually impaired, will identify and ensure quality education through collaborative relationships with students, families, and local/ state/national partners to provide outstanding advocacy, training, resources, and support services, thus ensuring that all students who are blind or visually impaired will become independent, productive members of their communities.*

With that in mind, NMSBVI has created a partial reentry plan in line with the NMPED’s Reentry Guidance that was issued on June 20,2020. (<https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryGuide_Hybrid.pdf>). The guide recommends a phased approach to reentry. NMSBVI is offering a traditional learning model, a hybrid model and a full virtual model.

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| **FLEXIBLE LEARNING SYSTEM** |  |
| **TRADITIONAL LEARNING:**  **Learning at school with a traditional schedule** | Traditional learning in school for day students and school on campus for dorm students who live in areas where their public schools have opened. High Risk students can participate with parent and doctor permission. Social Distancing will be strictly adhered to within the classrooms and dormitories. A Blended Learning Model will be utilized. This will include both online teaching and face to face teaching while at school. Stations will be implemented so that student cohorts can remain small and separated and stations will be located throughout the schools. Full student participation (and attendance) is expected and students will be expected to complete assignments. Grades will be given according to progress of the student and/ or evidence of acquired skills through student assignments, data collection, etc. |
| **HYBRID LEARNING**:  **Mostly remote learning, with individualized face to face learning at school on a periodic basis. (Designed for High Risk Students and Families/ students who choose a mostly “at home” model)** | Students and families can choose to continue to receive services from their homes. These services will be provided through an online platform and through specific online curricula with both live, virtual sessions and pre-recorded learning sessions. This will be a rigorous educational program with required student assignments and projects. NMSBVI will assist families with technology when needed. This mode of learning will be individualized to each student’s and family’s needs. Students may also receive face to face instruction at the school in a designated room in order to support online learning. These services may include ancillary services, vision services, academic services and evaluations and assessments.  Full student participation (and attendance) is expected and students will be expected to complete assignments. Grades will be given according to progress of the student and/ or evidence of acquired skills through student assignments, data collection, etc. |
| **Full Remote Learning:**  **Designed for High Risk students and families/ students who choose the at home model** | Students and families can choose to continue receiving all services from home. They will be provided through an online platform and through online curricula. This will be a rigorous educational program with required student assignments and projects. NMSBVI will assist families with technology when needed.  Full student participation (and attendance) is expected and students will be expected to complete assignments. Grades will be given according to progress of the student and/ or evidence of acquired skills through student assignments, data collection, etc. |

**Assessment Tools:**

* **MAPS**
* **Saxon Inventory**
* **Key Math**
* **Brigance**
* **ECC Assessment**
* **Oregon**
* **Insite**
* **Communication Matrix**
* **ECOT/ ECOT kindergarten**
* **Data collection**
* **Johns Basic Reading inventory (Braille)**
* **Achieve 3000**

**Curricula/ Activities:**

**Preschool and K-5:**

* **Building on Patterns/ Building on Patterns Preschool (Braille)**
* **Handwriting Without Tears**
* **Wonders (K-5 Reading)**
* **My Math (K-5 Math)**

**Middle School:**

* **Connected Mathematics (Connected Mathematics Project-Michigan State University- CMP)**
* **Pearson: Integrated Science (Course 1,2, and 3)**

**High School:**

* **McGraw-Hill: Core-Plus Mathematics (Course 1, 2, 3, and 4)**
* **Pearson: Chemistry, Biology, Physics**
* **Cengage: Astronomy**
* **Achieve 3000 (online)**
* **Lexia (online)**

**Additions:**

* **Starfall**
* **ECC Curriculum**
* **Khan Academy**

**Special Education:**

* **EQUALS (SPED preK-12)**
* **EQUALS Math (SPED K-12)**
* **MeVille to WeVille (SPED Lang. Arts)**

**ONLINE PLATFORMS AND RESOURCES:**

**Microsoft TEAMS Platform**

[**https://www.youtube.com/watch?v=AIrD0zgUwhc**](https://www.youtube.com/watch?v=AIrD0zgUwhc) **(teachers)**

[**https://support.office.com/en-us/article/video-welcome-to-microsoft-teams-b98d533f-118e-4bae-bf44-3df2470c2b12?wt.mc\_id=otc\_microsoft\_teams**](https://support.office.com/en-us/article/video-welcome-to-microsoft-teams-b98d533f-118e-4bae-bf44-3df2470c2b12?wt.mc_id=otc_microsoft_teams) **(teachers)**

[**https://www.youtube.com/watch?v=IaiZc0jomz4**](https://www.youtube.com/watch?v=IaiZc0jomz4) **(teachers and students)**

[**https://www.dummies.com/software/microsoft-office/microsoft-teams-for-dummies-cheat-sheet/**](https://www.dummies.com/software/microsoft-office/microsoft-teams-for-dummies-cheat-sheet/) **(students and teachers)**

**SeeSaw:**

[**https://www.youtube.com/watch?v=g5jG9VoROFs**](https://www.youtube.com/watch?v=g5jG9VoROFs) **(students)**

[**https://www.youtube.com/watch?v=l231B9sk\_n**I](https://www.youtube.com/watch?v=l231B9sk_nI) **(teachers)**

**Classroom DOJO:**

[**https://www.youtube.com/watch?v=EIEt\_CNstx0**](https://www.youtube.com/watch?v=EIEt_CNstx0) **(student)**

[**https://www.youtube.com/watch?v=Rzzb5cmNoc0**](https://www.youtube.com/watch?v=Rzzb5cmNoc0)

**ZoomText:**

**https://www.perkinselearning .org/technology/posts/jaws-zoomtext-and-fusion-free-home-use-during-covid-19**

**ZOOM:**

[**file:///C:/Users/PBeecher/Downloads/Zoom%20Guide%20for%20Students%20V3.pdf**](file:///C:/Users/PBeecher/Downloads/Zoom%20Guide%20for%20Students%20V3.pdf)

[**https://www.commonsensemedia.org/blog/parents-ultimate-guide-to-zoom##whatis**](https://www.commonsensemedia.org/blog/parents-ultimate-guide-to-zoom)

**Khan Academy:**

[**https://www.khanacademy.org/about**](https://www.khanacademy.org/about)

[**https://learn.khanacademy.org/khan-academy-kids/**](https://learn.khanacademy.org/khan-academy-kids/) **(student)**