



Española Public Schools

STRIVING FOR EXCELLENCE



SAFE RETURN TO IN-PERSON INSTRUCTION

Re-entry Plan 2021-22

Revised: March 3, 2022

(updates to Mask Requirements only)

INTERIM SUPERINTENDENT

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Introduction & Welcome

Welcome Back to the 2021-2022 school year,

I am your Interim Superintendent Vera Trujillo. I am honored and humbled to be able to be part of the EPS community. I bring over 42 years working in public education serving in many roles but the one that is most meaningful to me is that of “teacher.” I spent 24 years working in the neighboring Pojoaque Valley School District.

On Sunday, July 11, 2021 at 8:41 MST the Virgin Galactic Spaceship took off and flew 50 miles into space. The historic event took place Southeast of Truth or Consequences, New Mexico. This was a 17 plus years dream, in the making, for Richard Branson. Watching this historic moment reminded me of seeing the first US space flight back in 1961. The idea that we could go into space was unbelievable to me at that time.

So here we are today in 2021, where private citizens have and will continue to go into space. In listening to Mr. Branson speak that morning, I was struck by his statement in which he said “this was beyond my wildest dreams and now space flight will be accessible to all.” Imagine your son or daughter going into space as a US citizen. I bring this up now because I believe that dreams do come true. However, it takes hard work, dedication and perseverance to achieve them. This also ties in so well with our mission of “Striving for Excellence” here in the Espanola Public Schools (EPS).

The time to reopen our schools for students of this beautiful valley is approaching quickly. It is the responsibility of the EPS district to provide the educational supports, so every student dream will become a reality.

Our schools will be fully opened and continue to follow the CDC, NM State, and Public Education Department guidelines for the safety and well-being of students, staff and the community.

The most important key to the reopening is to have students back in person at their neighborhood schools. Research shows that direct and implicit instruction by a teacher increases student learning. Your schools Instructional Leader, aka Principal, and staff are preparing to deliver that instruction to meet the needs of all students based on data. If students are struggling each school site will have interventions in place to assist them.

Espanola Valley High School will be looking at some form of virtual schooling to support the challenges or opportunities for high school students. While life has changed for most, we want to ensure that day jobs, class courses, home responsibilities or other barriers do not bar any of our high schoolers from earning their diploma.

Please visit the district website, your school website, KDCE Tuesdays at 9:30 for updates on all the exciting changes happening for the students of EPS.

Also, know that your children will be taken care of academically, socially and emotionally, and will be given every opportunity to be successful, so they can follow their dreams.

Best regards,



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Overview

NMPED: Welcome Back to School!

NMPED is excited to welcome students safely back to school! COVID-safe practices are in effect and outlined in the updated [NMPED Toolkit](#) (Revised 7/26/2021).

Here's What You Need to Know:

All individuals in elementary schools regardless of vaccination status are required to wear a mask while:

- in a school building
- on school transportation
- or at an indoor school-sponsored event
- Secondary school students, staff, and volunteers who are fully vaccinated and provide documentation of full vaccination are not required to wear masks.

Secondary school students, staff, and volunteers who are unvaccinated (and those who do not provide documentation of full vaccination) are required to wear a mask while:

- in a school building
- on school transportation
- or at an indoor school-sponsored event

Masks are not required outdoors.

Back to Class



The COVID-19 pandemic has had an impact on education: Students have lost traditional instructional time, and educators have had to pivot, adjust, and learn new instructional strategies over the past school year. The NMPED has developed the **Roadmap to Accelerated Learning and Renewal** that builds from the lessons we learned through the pandemic as essential elements to renewal and an improved education system for the state.

The Española Public Schools revised 2021-2022 Re-entry Plan - Safe Return to In-Person Instruction has been updated to include new 2021-2022 information related to the 2021-2022 school year.

The revised plan also updates the structure of the plan to include guidance from NMPED [Reopening Roadmap 3.0](#) guidance, which includes the most relevant and up-to-date research, guidance and tools on the reopening topics school leaders have identified as being most urgent; including comprehensive review and planning to include:

- Health, Safety, Scheduling and Logistics
- Academics
- Equity, Language and Culture
- Special Education
- Student SEL Supports
- Staffing
- Communications
- Budgeting

Are You Connected?



The New Mexico Public Education Department launched [NM Student Connect](#) to help students and teachers who currently lack high-speed broadband internet service or devices get access to the internet. The [NM Student Connect Help Desk](#) can help eligible students' households sign up for the [FCC's Emergency Broadband Benefit \(EBB\) program](#). For info click [here](#) or call 1-888-723-4505.

Additional Resources:

- [NMPED Healthy Schools](#)
- [NMPED COVID-19 Resources for Schools](#)
- [NMDOH COVID-19 Vaccine Registration](#)
- [The NMED Rapid Response Watchlist](#)
- [The NMDOH county map](#)
- [NMPED Mask Guidance for PreK-12 Students.](#)
- [NMPED FAQ - Have Questions? Get answers here.](#)

Scheduling 2021-2022

Safe Return to In-Person Instruction

Española Public Schools is prioritizing a Safe Return to In-Person Learning for all students in grades PK-12. All students are scheduled to return to In-Person Learning. Student schedules will follow traditional, in-person learning with increased health, safety and wellness procedures to support a safe return to in-person learning.

Española Public Schools will continue to utilize technology resources and prioritize 1:1 devices for all students and staff to continuously develop technological skills and reduce the use of paper resources for submitting assignments.

Teachers and students will continue to utilize the Google Suite and other digital resources to support instruction and learning.

Española Public Schools will implement the Extended Learning Time Program for students, this program provides 10 additional days of instruction for students as well as additional afterschool programs for students to extend learning opportunities.

Remote Learning Accommodations

Medically fragile student with a documented health concern may be scheduled for remote learning options as an IEP or 504 accommodation with a qualifying need. At this time, remote learning options will be evaluated and scheduled on an individualized basis.

Española Public Schools may extend remote, learn from home options as part of NMPED's contracted service with outside vendors for students who demonstrate a health need for at-home services. This option may be available on a limited basis for our most at-risk, health compromised students.

Remote Learning Notification

Should there be a need to quarantine or isolate students, Española Public Schools will follow NMPED's Rapid Response Guidance and evaluate the need to isolate, quarantine and possibly return individual students, classrooms, school sites or the entire district to remote learning if needed.

Resources:

- [2021-2022 K-12 Calendar](#)
- [2021-2022 Pre-School Calendar](#)
- [School Supply List 2021-22 \(All Schools\)](#)
- [School Dress & Uniform Guidance 2021-22 \(All Schools\)](#)
- [Registration & Enrollment 2020-2021](#)
- [Transportation Services](#)
- [Española Public School 2021-2022 Reentry Plan – School Plans](#)
- [Española Public School 2021-2022 Reentry Plan – School Welcome Presentations](#)
- [2021-2022 \(12 Month\) Employee Calendar](#)
- [2021-2022 Employee Start/End Dates](#)
- [2021-2022 Employee Pay Dates](#)

Logistics & Procedures

Vaccination Events

For those eligible for the COVID-19 vaccine, vaccination is the most important COVID-safe practice to protect the individual and community. Schools may consider hosting vaccination events as part of the back to school process. Schools (along with other organizations) may request on-site vaccination events through this [Department of Health webform](#). Schools should have at least 25 people to be vaccinated, which can include family and community members. Parents who have signed students' vaccine consent forms do not need to be present for vaccination. For questions about vaccination, please reach out to Ashley Garcia at ashley.garcia@state.nm.us.

Social Distancing

Social distancing is required for unvaccinated students and staff in schools. Unvaccinated adults are to maintain 6 feet of social distance to the extent possible from other adults and from students. Unvaccinated students are to maintain 3 feet of social distance to the extent possible, except when eating, exercising, taking mask breaks, playing wind instruments, and singing or shouting, in which case 6 feet of social distance is required.

Screening

All adults who have not provided evidence of being fully vaccinated and who enter school buildings during normal school hours are subject to COVID-19 screening, which includes a temperature check and questions relevant to COVID-19 exposure, travel and COVID-19 testing. This does not apply to spectators in school buildings outside of normal school hours. There is no requirement to screen students for COVID-19

Test to Stay (Modified Quarantine)

All schools will participate in test to stay programs so that unvaccinated close contacts may either be tested for COVID-19 or quarantine at home.

Students and staff participating in test to stay may ride school transportation and participate in instructional activities at school. They may also participate in extracurricular activities, including athletics. Test to stay is only available to those individuals who are exposed to

COVID-19 in the school setting. Anyone with exposure to COVID-19 in the household setting is explicitly prohibited from participating in test to stay.

To participate in test to stay requires an individual to test negative on rapid COVID-19 tests on days one, three, and five following exposure (day zero is the day of exposure). A school may require individuals test more frequently than the required three tests. When there is a delay in being notified of exposure, the testing sequence begins on the first day in which a school is notified of the exposure and the individual is in attendance. When a testing day falls on a day that schools are not in session, or a day that a student is absent, the testing sequence resumes on the subsequent school day. Failure to test (regardless of the reason) when the individual is at school on a required testing day terminates test to stay for the individual and a return to quarantine at home for the duration of the quarantine period is required.

In the case that an individual participating in test to stay has a second close contact exposure while on modified quarantine, the testing sequence must be restarted for the most recent close contact.

If an individual on test to stay exhibits COVID-19 symptoms requiring self-isolation, then modified quarantine is terminated and the individual must self-isolate at home pending confirmation of a negative test for COVID-19 and ideally, an alternative explanation for the symptoms. If COVID-19 is confirmed, then self-isolation continues for 10 days following the day that symptoms began.

All schools are required to participate in test to stay programs to help ensure more students may continue in-person learning. Schools without current capacity to provide regular rapid COVID-19 testing at school should pursue funding and testing opportunities available through the Department of Health's Epidemiology and Laboratory Capacity (ELC) grant in an effort to successfully implement test to stay programs. Additional information, including registration instructions for the ELC grant, may be found at [Home – NM Schools COVID Testing](#). Tests are provided at no cost to schools, and funding through the grant opportunity may be utilized to hire support staff, or pay stipends to existing staff, for administration of the test to stay program.

Test to stay does not change self-isolation requirements for those who have tested positive for COVID-19 and are within the infectious period.

Quarantine Requirements

Unvaccinated close contacts of COVID-19 infectious individuals have two options. The primary option is participation in a test to stay program. Individuals opting not to participate in test to stay must quarantine at home to help stop the spread of COVID-19.

It is strongly encouraged that close contacts who have been fully vaccinated take a COVID-19 test (PCR or school-based/provider-based antigen test) on day five after exposure. Close contacts who have had laboratory-confirmed COVID-19 during the past 90 days and recovered, are not required to quarantine if they remain asymptomatic after the exposure. They should isolate and test immediately if symptoms develop. Fully vaccinated close contacts, and close contacts who had laboratory-confirmed COVID-19 during the past 90 days, should continue to wear a mask in public indoor settings for 14 days after exposure or until a negative test result is received.

For quarantine, the day of exposure (close contact) is day zero. Day one is the first day after exposure. The time of day of exposure does not matter, as the 10th day of quarantine is a full day quarantine. As an example, if an individual is exposed on the 1st day of the month, quarantine would go through the 11th of the month and assuming there were no other exposures, COVID-19 symptoms, or positive tests, the exposed individual could return to school the morning of the 12th.

EXAMPLE 1

Bob – Tested COVID-19 positive on November 5th but had no symptoms. Bob must self isolate through end of day on November 15th.

Note - If Bob is severely immune suppressed he must self isolate through November 25th.

Sally (unvaccinated) – Ate lunch with Bob (approx. 5 feet away) for 20 minutes on November 3rd. Sally starts her test to stay protocol or must quarantine through November 13th.

Note – If Sally develops symptoms or tests positive she will need to begin self-isolation

In situations in which there is COVID-19 exposure at home (continuous contact with an infectious individual in the same household) the quarantine begins upon notification of the positive case in the household; however, counting of the 10 quarantine days does not begin until the infectious period of the COVID-positive individual is completed. Quarantine for household members is 20 days from symptom onset date or

positive test so long as no other COVID-19 infections are identified in the household and there are no severely immune-suppressed individuals in the home.

If a second individual in the home tests positive then the quarantine clock is reset and the 20 days of quarantine starts from the symptom onset date or positive test date for the second positive individual.

The infectious period of a COVID-positive individual begins two days before symptom onset, or two days before a positive test in asymptomatic cases and continues for 10 days after symptom onset, or positive test. However, in those who are severely immune suppressed the infectious period lasts 20 days.

Household members are those individuals who live together in a building that shares a ventilation system (this definition does not extend across households in multi-family dwellings such as apartment complexes). If household members live in separate buildings (with separate heating/cooling, bathroom and kitchen facilities), they may not necessarily be continuously exposed to COVID-19.

EXAMPLE 2 – multiple household members test positive

Siblings Jose, Pablo and Maria live in the same household and are unvaccinated. Jose develops COVID-19 symptoms on September 10 and stays home from school. He tested positive for COVID-19 on September 11th. Pablo and Maria begin their quarantine on September 12th.

On September 15th, Pablo and Maria get tested for COVID-19. Pablo tests positive, but Maria has a negative test.

Maria is tested again on September 20th and is again negative.

Jose's symptoms improved by September 15th and he may return to school on September 21st.

Pablo quarantined until September 15th and then began self-isolation. Pablo remained asymptomatic. Pablo may return to school on September 26th.

Maria never developed symptoms and never tested positive. She may return to school on October 6th, 20 days after Pablo's positive test. Maria quarantines for a total of 24 days.

EXAMPLE 3 – severely immune suppressed household member

Unvaccinated stepsisters Ashley and Patricia live in the same household. Ashley is on chemotherapy and is severely immune suppressed. Ashley develops COVID-19 symptoms on January 5th and stays home from school. She tests positive for COVID-19 on January 6th. Patricia begins her quarantine on January 7th.

On January 10th, Patricia tests negative for COVID-19.

Ashley's symptoms improved by January 15th and she may return to school on January 26th.

Patricia never developed symptoms and never tested positive. She may return to school on February 5th, 30 days after Ashley's symptom onset.

Technology

Española Public Schools will utilize the Google Suite inclusive of Google Classroom and Google Meet to support student learning. Our Synergy student information system will be utilized to document and support attendance, grading, lesson planning and communication with students and parents. All students and staff in need of an electronic device will be issued a Chromebook. Classroom teachers will also utilize Chrome cameras, Smartboards, and document cameras to present synchronous and asynchronous lessons. Internet hot-spots will be provided at school sites, throughout the community and to families in need.

Before-School Procedures

A common time for students to socialize in groups is upon arrival at school and before the start of classes. This time period represents a high-risk time for transmitting COVID-19. Recommendations to reduce the risk of virus transmission before school include:

- Staggering arrival times such that there are fewer students entering the school at one time;
- Requiring students to enter classrooms immediately upon arrival at school;
- Requiring teachers to arrive prior to the arrival of buses;
- Providing space and supervision for students who arrive prior to the opening of classes;
- Providing adequate direction and procedural training to students and their families;
- Increasing the number of staff on morning duty (and during transitions) to ensure students maintain social distancing requirements, wear masks, and report directly to class.

Breakfast and Lunch Procedures

- Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing. To the greatest extent possible, unvaccinated students should eat outside, sit on only one side of a table and maintain greater than three feet of distance from others..
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

- Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Improve ventilation in food preparation, service, and seating areas.

Duty schedules may need to be amended to ensure that unvaccinated students maintain social distance while in the cafeteria. Please note that districts and charter schools that serve breakfast and lunch to students in classrooms will still be fully funded for all appropriate federal and state food programs.

It is strongly recommended that grab and go meals be provided for students in remote only instruction.

Classroom Transitions *(passing periods)*

Cohorting practices will limit classroom transitions; however, it will remain important for schools to develop procedures and to train students and staff on how to move through campus safely.

Schools with any in-person student learning must:

- Provide adequate supervision during transitions to ensure students are wearing masks and maintaining social distancing requirements;
- Provide training to students and staff with opportunities to practice safe transitions.

Schools should also consider:

- Staggering transition times to limit hallway traffic;
- Limiting hallway traffic to one-way, or if allowing two-way traffic, erecting dividers to separate lanes of traffic;
- Using visual cues, such as tape on the floor, to encourage social distancing.



After-school Procedures

Another common time for students to socialize in groups is upon dismissal. This time period represents a high-risk time for transmitting COVID-19. Recommendations to reduce the risk of virus transmission after school include:

- Staggering dismissal times such that there are fewer students exiting the school at one time;
- Requiring students to embark buses directly upon dismissal;

- Providing a space and supervision for students who are awaiting pickup;
- Providing adequate direction and procedural training to students and their families;
- Increasing the number of staff on afternoon duty to ensure students maintain social distancing requirements, wear masks, and exit campus expeditiously.

Seating Charts

For all in-person services, teachers will develop and maintain seating charts that ensure social distancing requirements are maintained and that limit the number of student interactions.

Papers and Shared Texts

Surface transmission of COVID-19 is not thought to be a main driver of transmission, but it can still occur. Previous studies have found that the virus was detectable on paper for 3 hours. As a precaution against transmitting the COVID-19 virus through shared texts, students should wash and/or sanitize their hands before and after using shared texts. As a precaution against transmitting the COVID-19 virus through shared papers, schools may consider having students submit papers directly into a receptacle, where the papers would sit for 3 hours before being touched.

Student Rest Breaks

Students, including preschool students, who rest or nap at school are not to wear masks during their rest breaks and must maintain social distance. Student mats must be spaced six feet apart and placed head-to-toe. Students must be supervised by adults during rest breaks.

Isolation Rooms

Schools will have isolation rooms where individuals who have tested positive, are exhibiting symptoms of COVID-19, or who refuse to wear a mask will wait to be transported home. Patients in an isolation room are to be supervised at all times, and supervising staff are to have appropriate PPE, including N95, KN95 or surgical mask, face shield or goggles and gloves.

Managing Individuals with COVID-19 Like Symptoms on Campus

An individual who begins exhibiting COVID-19 like symptoms, and who cannot immediately leave school grounds, should proceed (at the earliest possible time) to an isolation room and should not interact with other students or staff other than the isolation room monitor, until such time as an appropriate family member, school administrator with appropriate PPE, or health care provider with appropriate PPE, is able to transport the individual safely away from the facility. If the student or staff member with COVID-19 like symptoms were to receive an antigen test that provides a negative result, the student or staff member could return home on a bus but should still maintain social distance while on the bus.

Cleaning

In addition to the deep clean of spaces occupied by COVID-19 infectious individuals, schools are to maintain a daily cleaning schedule, particularly for high-touch surfaces. Schools must ensure safe and correct application of disinfectants and keep out of reach of children. See [CDC guidelines for cleaning facilities](#).

Drinking Fountains

Drinking fountains may be used in schools and should be considered high touch surfaces for frequent cleaning.

School Transportation Guidance

NMPED's Transportation Guidance for the 2021–22 School Year provides requirements, considerations, recommendations, and best practices to encourage a safe and successful school year.

The following are important minimum requirements:

1. All unvaccinated staff and students must wear face masks.
2. To the greatest extent possible, a maximum

The following are recommendations, suggestions, and other options:

1. NMPED has updated the [School Bus Inspection Guide](#) to allow for the installation of aftermarket equipment on all school buses that enhance the safety of the driver and passengers due to COVID-19

as long as they meet all federal guidelines and regulations. Examples include:

- a. Hand sanitizer dispensers
 - b. Driver shields
 - c. Passenger curtains.
2. Buses may be equipped with extra masks for those students who forget their masks.
 3. Bus drivers and school bus assistants must implement social distancing rules, to the greatest extent possible, and require students to be six feet apart at the bus stops.
 4. Bus drivers and school bus assistants must implement loading and unloading procedures on a school bus, which may include assigned seating. If possible, those students who board first should sit all the way to the back, and those who board last should sit in the front. When unloading, the front of the bus should unload first to prevent students from crossing the paths of one another.
 5. Student temperature checks are not required. Temperature checking students may be done at school bus stops (or at school). This can be done by the bus driver or a school bus assistant. Policies will need to be developed on what to do with students who have COVID-19 symptoms.
 6. Schools and districts should encourage families to have a parent or guardian present until the students are picked up to ensure no student is left unattended at a school bus stop. Implement clear policies and procedures for isolating students with symptoms and transporting them to their homes.
 7. Sanitization of a school bus before and after students are transported may be required. Implement procedures for the sanitization of a school bus and determine what staff will complete this type of work.
 8. Schools and districts must train all bus drivers and school bus assistants on updated policies and procedures related to COVID-19.

The following are FAQ's regarding School Transportation:

1. **Q:** In regulation, school districts are not allowed to cross district boundaries without an approved boundary agreement signed by the Secretary of NMPED. Can the district cross over district boundaries to deliver food?
A: Yes – 6.42.2.2 [SCOPE] provides that the “[p]rovisions of this rule apply to public school districts where temporary transportation boundaries are established to transport students from an adjoining district within a specified geographic area where it is impractical to transport such students to school within the district

where they live.” (Emphasis added.) This rule pertains to the transportation of students, not meals or other goods.

2. **Q:** In regulation school districts are allowed to pay families a per capita reimbursement for transporting their children to school when it is impractical to send a school bus to transport the students. Can LEAs still pay families a per capita feeder reimbursement for transporting their children to pick up meals?
A: No – 6.43.2.15 [PER CAPITA FEEDER REQUIREMENTS] provide that “[t]he local board may provide per capita or per mile reimbursement to a parent or guardian in cases where regular school bus transportation services are not available or impractical because of distance, road conditions or sparseness of population or in cases where the local board has authorized a parent to receive reimbursement for travel costs incurred by having a child attend a school outside the child's attendance zone.” **In this instance, reimbursement is not available for travel costs incurred for picking up meals, since the rule addresses travel costs for students only.**
3. **Q:** In regulation, school districts are required to conduct bus evacuations once per semester. Will districts be required to conduct these evacuations due to COVID-19 or can NMPED give a waiver?
A: Bus evacuations under NMAC 6.41.4.9(11) are required. Waivers will be considered on a case by case basis.
4. **Q:** Can tribal leaders require school district bus drivers to be tested for COVID-19 before they deliver meals on tribal lands?
A: Bus drivers are subject to surveillance testing under [NMPED requirements](#). If tribal leaders require more stringent testing, then bus drivers are subject to tribal policies when traveling to tribal lands under the doctrine of tribal sovereignty.
5. **Q:** Does the same transportation guidance apply to athletic trips?
A: Yes.
6. **Q:** What is the guidance regarding transportation of students in SUVs?
A: Smaller vehicles pose more risk to unvaccinated individuals, therefore NMPED recommends the use of a school bus. If there is no other alternative, then SUVs should be used with as few unvaccinated passengers as possible and to the extent possible, keep one unvaccinated individual per bench and staggered, so the students are not directly in front of or behind each other. The windows should be open, and masks must be worn by all unvaccinated individuals (everyone must wear a mask if elementary students are being transported).

Singing and Playing Wind Instruments

Music education is an important aspect of a well-rounded education; however, components of music education, such as singing and playing wind instruments, present a higher probability of COVID-19 transmission than other school subjects do.

The following COVID-safe practices (CSPs) are required for singing and playing wind instruments as part of an instructional class such as band and choir, and as part of co-curricular activities such as band attendance at athletic events.

Key safety requirements (CSPs) to allow for students singing and playing wind instruments include:

- Prohibiting unvaccinated students from sharing of instruments and supplies.
- Ensuring unvaccinated students each have their own instrument-specific multi-layered cloth mask for singing or playing a wind instrument, and instrument-specific multi-layered cloth bell cover for playing wind instruments. Students are to be solely responsible for cleaning and maintenance of masks and bell covers.
- Implementing and training unvaccinated students on protocols to ensure that students maintain social distancing (6 feet) while playing and singing, and 3 feet at all other times, especially when assembling and disassembling instruments.
- Using disposable absorbent pads or other receptacles, where possible, to catch the condensation expelled from water keys that will be discarded or cleaned properly after use.



School-Related Events

School-related events, including assemblies, dances, award ceremonies, academic competitions and extra-curricular events should be limited to only the most essential events; however, school-related events are permissible.

COVID-safe practices such as social distancing and mask wearing are required for unvaccinated individuals at all school events. Spectators are allowed at school-related events.

Safe Return to In-Person Instruction

School Board/Governing Council

Meetings

Gatherings and events continue to present opportunities for spread of the COVID-19 virus. School boards and governing councils may meet in person (subject to current public health order) or may continue to meet virtually (so long as the public has access to the meeting platform) in order to better protect community members.

Staff Meetings/Professional Development

In-person staff meetings are allowable school events. Staff who have not provided evidence of being fully vaccinated must maintain 6 feet of social distance, and if the meeting is indoors, must wear a mask.

Travel

Overnight and out-of-state travel are allowed for students and staff for field trips, athletics, professional development and other important school business. Quarantine is not required upon return (subject to current public health order). Unvaccinated individuals, who are not household members, may not share sleeping quarters.

Field trips should be limited to essential purposes, such as a culminating event to a unit of study, or a field application of theoretical concepts learned in the classroom. COVID-safe practices are to be enforced during the field trip, including social distancing (for unvaccinated individuals) to the extent possible. It is recommended that field trips be limited to outdoor destinations and that eating and drinking be limited to the outdoors.

COVID-19 Reporting for Interscholastic Events

Each school at an interscholastic event manages its own positive case reporting and rapid responses for students who were at the event and later tested positive, regardless of which school was hosting the event. All positive cases would be reported to the NMPED and to the hosting facility such that relevant areas of the facility can be closed and cleaned as appropriate.

Visitors

Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.

Adults that come on campus during school hours and who have not provided evidence of vaccination are required to complete a COVID-screening, including temperature check, upon entry. All visitors who have not provided evidence of vaccination must follow relevant COVID-safe practices including wearing masks and maintaining social distance. **This does not apply to spectators who come on campus outside of normal school hours**

Student Lockers

Schools may choose to limit access to student lockers if lockers become a place where groups of unvaccinated students congregate without maintaining social distance requirements.

Recess and Physical Education

It is recommended, but not required, that unvaccinated individuals wear masks outdoors when participating in outdoor play, recess, and physical education activities. When physical education activities or recess are held indoors, it is required for people who are not fully vaccinated to wear masks and to maintain social distancing requirements to the extent possible.

COVID-Safe Practices for Youth Sports

See comprehensive [guidance for NMAA activities covering eligibility to participate, COVID-Safe Practices, resources, and FAQs](#).

- Require masks for unvaccinated adults and students at all times (when indoors and not eating or drinking)
- Close communal use locker rooms, or ensure that locker rooms meet sufficient air filtration requirements and are only open when there is sufficient adult supervision to maintain social distancing requirements for unvaccinated students.
- Conduct practices and competitive play outdoors when possible.
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Intensify cleaning, disinfection, and ventilation.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing in pollens that may exacerbate asthma symptoms) to children using the facility.
- Include all coaches and staff in COVID-19 surveillance testing programs.
- Conduct trainings for students regarding hygiene and safety protocols including proper hand washing, touching of face, covering mouth and nose when coughing/sneezing and social distancing.
- Stagger arrival and drop-off times and locations. Students waiting to be picked up should maintain 3 feet social distancing.
- Establish protocols to limit direct contact with parents.
- Take the temperatures of staff (who have not provided evidence of vaccination) daily with a touchless thermometer. Individuals with elevated temperatures (above 100.4° F) or with COVID-19 related symptoms should stay home. Implement screenings safely, respectfully, and in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.

- Plan for when a staff, child, or visitor becomes sick. Advise sick staff members not to return until they have met DOH criteria to discontinue home isolation.
- Students who become sick should be picked up immediately. For emergency situations, staff should call 911.

As per guidance from NMAA's Sports Medicine Advisory Committee, any student who has had a COVID-19 infection must complete the self-isolation period and then receive medical clearance from a medical professional using the [COVID-19 Medical Clearance Form](#) before returning to participation in an NMAA sanctioned-activity. Students who have had COVID-19 infections and have received clearance for participation must continue to follow the protocols given for return to activity.

ADDITIONAL RESOURCES

- All Together New Mexico – [COVID-19 Safe Practices Guidance](#)
- New Mexico Department of Health COVID Hotline: 1-855-600-3453 (Available 24/7 in English and Spanish)
- [State of New Mexico COVID-19 website](#)
- [New Mexico Department of Health](#)
- [Centers for Disease Control and Prevention \(CDC\) COVID-19 website](#)
- Occupational Safety and Health Administration (OSHA): [Guidance on Preparing Workplaces for COVID-19](#)
- [CDC Guidelines for Cleaning and Disinfection Community Facilities](#)
- Environmental Protection Agency (EPA): [List N: Disinfectants for Use Against SARS-CoV-2](#)
- [CDC Print Resources in multiple languages](#)
- [CDC Frequently Asked Questions](#)
- List of Suppliers: [COVID-19 Emergency Supply Collaborative](#)
- [Frequently Asked Questions: Children and COVID-19](#)
- [Frequently Asked Questions: Summer Youth Programs](#)

Health

Addressing Community Spread

Española Public Schools will:

- Practice social distancing to the greatest extent possible.
- Establish and maintain communication with local and state DOH health officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see *When a Child, Staff Member, or Visitor Becomes Sick at School*).

Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see [Protecting High Risk Populations](#)).

Protecting High Risk Populations

Española Public Schools will implement standard operating procedures while taking preventative measures, such as:

- Establish a Point Person with the local health department.
- Identify local COVID-19 testing sites.
- Provide hand sanitizer for students and staff.

Practicing Prevention

Española Public Schools will:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and appropriate use of 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 of COVID-19.
- Clean/disinfect frequently touched surfaces at least daily and frequently shared objects after each use.
- Provide face masks or face shields and other appropriate personal protective equipment (PPE) to staff. Require the wearing of a face covering for all staff and students, except when there is a valid medical reason.

- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home.
- Take steps to ensure all water systems and features, such as water fountains, are safe.
- To the extent possible, turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home.
- Ensure ventilation systems operate properly and receive regular maintenance. Increase circulation of outdoor air as much as possible. Take immediate actions to assess cooling and heating systems, procure filters with the highest MERV rating compatible with existing school systems, and install the recommended filters as soon as they are delivered to the school site. Take all necessary measures to optimize filtration systems and augment air flow according to the [CDC guidance](#).
- Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends and school holidays/breaks.
- All districts/schools must work with state and local health officials to have a plan for contact tracing.



On February 17, 2022 Governor Michelle Lujan Grisham announced she has lifted the requirement for face coverings

Face Mask Requirements

Revised per BOE Action (2/25/2022)

MASK USE REQUIREMENTS

- EPS will CONTINUE required mask use for all students, staff and visitors during regular instructional time.
- Federal requirement for wearing a mask while on public transportation, including school buses, activity buses, and district transportation will remain in effect.
- Students and staff who are participating in **test to stay** are required to wear a mask during the five days of test to stay.
- Students and staff who are returning to school from a COVID infection after five days of self-isolation will be required to wear masks at school and at all school activities, from day six through day 10 to reduce the risk of COVID transmission. The day of symptom onset is day zero. If an individual is asymptomatic, the day of specimen collection for the positive COVID test is day zero.
- EPS will ENFORCE full mask use by everyone, in all areas for any school site as an Enhanced COVID Safe Practice (ECSP) for a 2 week period following a 5% or higher positivity rate as reported per our published [EPS COVID Positive Summary Report](#).

MASK USE EXCEPTIONS

- EPS has removed masking requirement, making it OPTIONAL, for students, staff and visitors to wear masks while outdoors, including recess time.
- Students are not required to wear masks while taking resting/sleeping breaks; students must maintain social distance and be supervised by staff while resting.
- EPS has removed masking requirement for student athletes, making it OPTIONAL to wear a mask while participating in close contact, indoor sports (this also includes coaches and officials).

VISITORS, ATHLETICS & SPONSORED EVENTS

- Visitors to a school, including visiting sports teams, will abide by the masking requirements of the school.
- All visitors, including students, staff and spectators will be required to wear masks while indoors.
- See exception above for student athletes, coaches and officials.

to be worn in most indoor spaces, effective immediately. However, the decision on masking in schools will be left up to

Face Mask Criteria

Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. **The types of allowable face masks include:**

1. [Face masks made of two or more layers of cloth.](#)
2. [Face masks with a clear plastic window.](#)
3. Surgical, procedural, [N95 or KN95 face masks](#) that are approved by the federal Food and Drug Administration (FDA) for use by staff performing medical duties or similar close contact assignments.

The following face coverings are NOT substitutes for face masks:

- [Masks that have exhalation valves or vents](#)
- Mesh Face Masks
- [Bandanas](#)
- Scarves
- [Neck gaiters](#) (also known as a neck fleece)
- Face shields (see further discussion below)

Mask Compliance

Schools should provide masks to those students who need them (including on buses), such as unvaccinated students who forgot to bring their mask or whose families are unable to afford them.

Espanola Public Schools has updated the enforcement matrix for students as attached. The updated Mask Requirements, Mask Criteria, Enforcement and Enforcement Matrix will be posted on the district website, and provided to all students and parents through email and posted as a Synergy notification.

If an unvaccinated adult refuses to wear a mask in the building, at an indoor school-sponsored event during school hours, or on school transportation, then the individual must leave. For unvaccinated staff members who refuse to wear a mask, HR policy will dictate disciplinary actions and whether the individual may choose to take leave when required to vacate the school building.

If a student removes the face mask and refuses to wear the mask, then the student will have to be picked up from school and taken home. While waiting for pick up, the student should be supervised and quarantined from other students.

Compliance Response

LEVEL 1 BEHAVIOR: Initial refusal to comply with mask requirements.

LEVEL 1 INTERVENTION: In most cases the classroom teacher is responsible for Level One Interventions.

1.0. Pre-Intervention

- Student is offered a mask.
- Student is offered a mask break.
- Classroom management system.

1.1. Student Warning

1.2. Student Conference

1.3. Parental Contact

1.4. Student Isolation/Quarantine

1.5. Referral to Level 2 Intervention
(3 or more level 1 violations)

LEVEL 2 BEHAVIOR: Ongoing Refusal to cooperate with school personnel regarding mask requirements.

LEVEL 2 INTERVENTION: Referral for administrative support and intervention.

2.1. Referral to an in-school support service

- Video to model how to wear a mask for explicit instruction (how to wear a mask, how to clean a mask, why it is important to wear a mask)
- Presentation on why face masks are important and where we wear them on school grounds
- PBIS incentives
- District letter to parents explaining (words and visuals) the necessity of masks
- Visuals created and displayed in all classrooms and around the school
- Advisory support
- Behavior Contract or Respect Agreement created with the whole class
- Parent Communication

2.2. Detention

2.3. Exclusion from extracurricular activities

2.4. Referral to Level 3 Intervention
(3 or more level 2 violations)

LEVEL 3 BEHAVIOR: Habitual/chronic refusal to cooperate with school personnel regarding mask requirements.

LEVEL 3 INTERVENTION: Referral for administrative support and intervention or alternative program placement.

3.1. Revision of Behavior Contract or Respect Agreement created with the whole class

3.2. Referral to alternative program placement or remote status. If an alternative or remote program is not available than applicable fees, payable by parents/guardians for remote services may apply.

Reasons for Wearing Face Masks

[Centers for Disease Control \(CDC\)](#) calls on Americans to [wear face masks to slow and stop the spread of COVID-19](#). Wearing face masks slows the spread of COVID-19 by reducing the distribution of respiratory droplets by the wearer. The Public Health order requires mask-wearing for all people, including asymptomatic or pre-symptomatic people who are around other people, because they don't know they have the virus. The most important function of masks is source control. When there is universal mask-wearing, people protect each other from getting the virus. Universal mask-wearing, coupled with social distancing, hygiene practices, and other transmission-reducing practices, are critical for reducing the contagion rate of COVID-19

Face Mask Criteria

Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. **The types of allowable face masks include:**

1. [Face masks made of two or more layers of cloth.](#)
2. [Face masks with a clear plastic window.](#)
3. Surgical, procedural, [N95 or KN95 face masks](#) that are approved by the federal Food and Drug Administration (FDA) for use by staff performing medical duties or similar close contact assignments.

The following face coverings are NOT substitutes for face masks:

- [Masks that have exhalation valves or vents](#)
- [Bandanas](#)
- Scarves
- [Neck gaiters](#) (also known as a neck fleece)
- Face shields (see further discussion below)

According to the CDC, [masks that have exhalation valves or vents cannot be used because they allow respiratory droplets to be expelled](#). Therefore, masks with exhalation valves or vents do not prevent the person wearing the mask from transmitting COVID-19 to others.

In addition, based on research that has emerged regarding the relative effectiveness of different types of materials and designs, bandanas, scarves, and neck gaiters are not permitted as substitutes for face masks because they are significantly less effective at containing the droplets that are expelled when a person speaks, sings, coughs, sneezes, etc.

Finally, the CDC states that "it is not known what level of protection a face shield provides to people nearby from the spray of respiratory droplets from the wearer. There is currently not enough evidence to support the

effectiveness of face shields for source control. Therefore, [the CDC does not currently recommend use of face shields as a substitute for masks.](#)"

Using Face Masks

Wearing the Face Mask Correctly

- Wash your hands before putting on your mask.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.
- Don't put the mask around your neck or up on your forehead.
- Don't touch the mask while it's on your face unless removing it to eat or drink, and, if you do, wash your hands or use hand sanitizer to disinfect before touching your mask.

Washing Cloth Face Masks

- Ideally, a cloth face mask should be washed and dried after each use (after a day at school).
- Masks may be washed in a washing machine or by hand. Optimally, the face mask is dried in a dryer at the hottest setting or is dried outside with sunlight.

Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. Schools regularly maintain documentation of people's immunization records. Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform masking and physical distancing practices, testing, contact tracing efforts, and quarantine and isolation practices. Schools that accept voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information should comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

There is currently no PED requirement for fully vaccinated individuals to disclose their vaccination status. However,

students, staff, volunteers and visitors who want to enter a secondary school building, ride school transportation, or attend an indoor secondary school-sponsored event during normal school hours without a mask must provide evidence of being fully vaccinated.

Evidence of full vaccination includes:

- Original or copy (including photo) of a vaccination card indicating the individual completed a course of COVID-19 vaccination at least 14 days prior to the current date; or
- Print out or screen shot from NMVaxView indicating the individual completed a course of COVID-19 vaccination at least 14 days prior to the current date.

Replacement vaccination cards are available at regional public health offices. Family health providers can provide a print out from NMVaxView. In circumstances in which a family attests to a student being fully vaccinated but the family is unwilling or unable to provide documentation, a school may check vaccination status through the Healthcare Effectiveness Data and Information Set (HEDIS).

Non-participant spectators at school events taking place outside of normal school hours are not required by the PED to provide evidence of being fully vaccinated to enter without a mask. However, schools may require spectators provide evidence of vaccination to enter the building without a mask, or a school may require that all spectators wear masks.

Identifying vaccinated individuals on campus

Secondary schools are required to develop a system for administrators, bus drivers and other staff members to quickly and easily verify whether an individual on campus has provided evidence of vaccination. In a large school this could be a student/staff/volunteer/visitor photo ID printed on a different colored background to signify that evidence of vaccination has been provided. In a smaller school this could be a list maintained in the front office and shared as needed with school staff.

In the absence of a system to quickly and easily verify that an individual on campus has provided evidence of vaccination, all individuals will be required to wear masks inside secondary school buildings, on school transportation, and at secondary school sponsored events.

Limited Exceptions to Wearing Face Masks

There are very limited circumstances under which a face mask cannot be worn. According to [CDC guidance](#), the following individuals should not wear a face covering: children under age two, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance. In these cases, fully remote learning is the best option to keep the student safe, as well as other students, staff, and the greater school community.

When wearing a face mask would obstruct breathing or exacerbate another medical condition for an unvaccinated

student, then the student should be seen by a healthcare provider to discuss whether it is safe for the student to be in school during the public health emergency. [American Lung Association Chief Medical Officer Dr. Albert Rizzo](#) states that “cases of exemption are very few and far between,” and “people with supplemental oxygen or compromised respiratory status which become short of breath even when walking might meet [CDC] criteria, which in that case, going out in public is a health risk to the person.” For these students, fully remote learning is the safest option.

For unvaccinated students who cannot wear a face mask and have an Individualized Education Plan (IEP) or a 504 Plan, the IEP team or 504 committee should meet to make a determination about possible accommodations based on the totality of needs, including the student’s needs and the community’s public health needs. In most cases, the IEP team or 504 committee should consider fully remote learning as the appropriate accommodation. In other cases, such as when the student has a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP team or 504 committee may determine whether a face shield could be substituted for a face mask after receiving medical documentation that would support such a determination. In the event the IEP team or 504 committee allows a face shield to be substituted for a face mask, the face shield must be hooded, or start at the forehead, and wrap around the face from ear to ear and extend to the chin. In extreme cases when a face mask or a face shield cannot safely be worn, the IEP team or 504 committee shall convene to review medical documentation and consider whether individualized accommodations would allow the student to receive in-person instruction in such a way that staff and other students are kept safe. Additional personal protective equipment (PPE) for the student, other students in proximity to the student, and the staff serving the student should be considered.

When an unvaccinated student with an IEP or 504 Plan cannot wear a face mask due to a behavioral issue, then the IEP team or 504 committee should convene to develop a fully remote learning option and a plan for teaching the student to wear a face covering so the student may return to in-person learning as soon as possible.

When convening the IEP team or 504 committee to consider remote learning, face shields or other individualized accommodations, please meet with your legal counsel and Special Education Director or 504 coordinator to ensure that all state and federal laws are followed, including the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the New Mexico Human Rights Act, Section 28-1-1 NMSA 1978 et seq. In addition, please convene appropriate school staff to explore all options to include the student in whatever activities are feasible, including outdoor learning, in a safe manner to the greatest extent possible while minimizing and mitigating risks and making other possible accommodations.

Unvaccinated students who do not have and are not eligible for an IEP or 504 Plan must wear a face mask in order to attend school in-person. The alternatives are fully remote learning or wholly outdoor learning. Unvaccinated students who cannot wear a mask and are participating in wholly outdoor learning, must still wear a mask while on school transportation, or upon entering a school building.

Mask-Wearing and the Americans with Disabilities Act

The need for public health and safety must be balanced with requirements under the Americans with Disabilities Act (ADA) to make reasonable accommodations for people with disabilities. Under the ADA, a public accommodation may not be required when it would pose a “direct threat” to the school community. [§ 36.208 \[Direct threat\]](#) of the ADA states as follows:

a. This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others.

b. In determining whether an individual poses a direct threat to the health or safety of others, a public establishment must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: The nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

Moreover, a reasonable accommodation also may not be required when it presents an “undue burden”. [§ 36.104 \[Definitions\]](#) of the ADA regulations defines “undue burden” as involving “significant difficulty or expense. In determining whether an action would result in an undue burden, factors to be considered include:

1. The nature and cost of the action needed under this part;
2. The overall financial resources of the site or sites involved in the action; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements that are necessary for safe operation, including crime prevention measures; or the impact otherwise of the action upon the operation of the site;

3. The geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; and
4. If applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities.

During the COVID-19 public health emergency, all people’s health and safety must be considered. To keep people safe by reducing community spread of COVID-19, wearing a face mask is a state mandate and must be enforced in schools. The following reasonable accommodations for students and staff who have a disability that precludes mask-wearing are permitted:

1. Students with an IEP or 504 Plan may have access to remote learning as the accommodation that keeps the maximum number of people safe;
2. For students who have a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP or 504 Plan team may consider whether to allow the student to wear a face shield after taking into account whether PPE and other additional precautionary measures could be used to keep everyone in the school community safe. In extreme cases when a face mask or a face shield cannot safely be worn by a student with an IEP or 504 Plan, the IEP team or 504 committee shall convene to review medical documentation and consider whether individualized accommodations would allow the student to receive in-person instruction in such a way that staff and other students are kept safe;
3. Staff for whom wearing a face mask would exacerbate a breathing obstruction or another severe medical condition may provide medical documentation in support of a request for alternate work as a reasonable accommodation.

Please note that the above discussions of legal considerations do not constitute legal advice and should not be relied upon in any individual case. It is critical that school districts and charter schools seek the advice of human resources staff and legal counsel about specific cas

Mask and PPE Supplies Required at Each School

Schools may require families to provide masks for their students. Schools also must have on hand a sufficient quantity of masks for students who have left their masks at home, as well as PPE for staff whose duties include close contact assignments.

Face Masks and Staff

According to the [Equal Employment Opportunity Commission of the U.S. Department of Labor](#), wearing a face mask is considered a lawful condition of employment.

Unvaccinated staff who work with unvaccinated students not wearing facemasks due to the circumstances described above should wear a medical mask or face shield in addition to a cloth face mask. For these situations, schools should provide staff with a

medical mask (surgical, procedural, [N95, or KN95](#)) and/or other PPE.

Unvaccinated staff who work with students who need to lip read or face read in order to learn should wear a face mask that has a clear plastic window or is made of clear material. Discussion of [clear plastic mask features and where to buy clear plastic masks](#) may be found online. (NMPED does not endorse any particular face mask vendor.)

Resources:

- [CDC Guidance for COVID-19 Prevention in K12 Schools](#)
- [CDC Guidance for Wearing Masks](#)
- [Life is Better with Clean Hands](#)

Rapid Response to a COVID-19 Case in a School Facility

Reporting of a Positive COVID-19 Case is Required

ACTION STEP	RESPONSIBLE	TIMELINE
<p>1. Ensure the positive individual has been isolated and sent home. Inform the positive individual and his/her parents/guardians (if a student), that the positive individual will need to self-isolate for 10 days from the specimen collection leading to the positive test result AND until fever-free for 24 hours without fever reducing medication AND until symptoms are improving.</p>	<p>School Administrator or District/School COVID-19 Point Person</p>	<p>Within 4 hours of notification</p>
<p>2. If a staff member, also report the positive case within 4 hours to NMENV at 505-476-8700.</p>	<p>School Administrator or District/School COVID-19 Point Person</p>	<p>Within 4 hours of notification</p>
<p>3. Report the positive case (if infectious while on campus) on the NMPED Rapid Response Submission website or call 505-476-5825 by the next business day of the school being notified. Be ready to provide information about the positive case.</p>	<p>School Administrator or District/School COVID-19 Point Person</p>	<p>By the next business day</p>
<p>4. Shut down impacted facilities/classrooms for 24 hours and perform enhanced cleaning, sanitizing, and disinfecting of facilities in accordance with CDC guidance.</p>	<p>School Administrator or District/School COVID-19 Point Person</p>	<p>Within 6 hours of notification</p>
<p>5. Provide COVID-19 Positive Case Letter to all staff and families in appropriate languages and on district/school letterhead. If the positive individual was not at school from two days prior to symptom onset (or if asymptomatic, two days before the specimen leading to the positive test result was collected) through the isolation period, there is not a school exposure and there is no need to notify the school community.</p>	<p>School Administrator</p>	<p>Within 6 hours of notification</p>
<p>6. Call your regional School Health Advocate for any guidance needed regarding testing, cleaning, closure, etc. See the School Health Advocate Contact List on page 23.</p>	<p>School Administrator or District/School COVID-19 Point Person</p>	<p>No time requirement</p>

Resources:

- **NMPED Hotline:** 505-476-5825 (8am–6pm Monday-Sunday)
- [New Mexico Testing Sites](#)
- [COVID-19 Test Results](#) website indicates which NMDOH results tested negative
- [CDC Cleaning and Disinfecting Guidance](#)
- [COVID-19 Vaccination Registration System](#)
- [NMPED Rapid Response Submission website](#)
- [COVID-19 Positive Case Letter](#)

What to Report for Schools

Espanola Public Schools COVID-19 Point Person must report positive cases of COVID-19 to NMPED for any student, staff, or contractor and NMENV (only if a staff member).

Point Person	Contact Information	Google Form Link
Janelle Lujan	Janelle.lujan@k12espanola.org (505)367-3333	Rapid Response Reporting Form

Report all positive cases of COVID-19 to NMPED by the next business day.

- Case of COVID-19 who were infectious while on campus should be reported to NMPED on the [Rapid Response Submission website](#) or at **505-476-5825**. Be ready to answer the questions about the positive case and close contacts.
- If the case is a **staff member**, also report to NMENV within 4 hours of notification by one of these methods:
 - › EMAIL NMENV-OSHA@state.nm.us
 - › CALL **505-476-8700**
 - › FAX **505-476-8734**



Each district or school's COVID-19 Point Person must report positive cases of COVID-19 to NMPED for any student, staff, or contractor and NMENV (only if a staff member).

When your district or school's COVID-19 Point Person goes to the [Rapid Response Submission website](#) or calls NMPED, the Point Person will provide information about the positive case, such as name, date of birth as well as contact information for the point person. The Point Person will also be required to call NMENV if the positive case is an employee.

Your district or school's COVID-19 Point Person needs the information below to complete the NMPED report.

Incident Report Information:

1. Name and address of the school or district site that the infected person physically occupied
2. Date employer was notified of the positive test(s)
3. Last date each positive employee or student was at the school or district site
4. Date each positive employee/student began self-isolation
5. Name, email, and cell phone number of Principal or Director
6. Number of staff/contractors and all other persons who were in the building on the date of positive case notification
7. Number of students who were in the building on the date of positive case notification
8. Type of School: Public, Charter, State-supported, Bureau of Indian Education (BIE), or Private.
9. Role of the positive individual (for example: student, teacher, school administrator, food service, custodial, bus driver, counselor, librarian, school nurse, educational assistant, administrator, secretary)
10. If a student, the grade the positive student is in
11. If a student, was the student on campus for athletics
12. STARS ID#, if positive individual is a student

13. If a staff member, why was staff member on campus?
14. Home mailing address of the positive individual
15. Email address of the positive individual (or parent)
16. Phone number of the positive individual (or parent)
17. Have you notified NMENV for employee cases?
18. What date were families notified of the positive case? If they have not been notified yet, what date will they be notified? Please feel free to use the **Positive Case Letter template** provided on page 24 of this Toolkit, printed on your school/district letterhead (also available in Spanish).
19. On what date were staff notified of the positive case? If they have not been notified yet, what date will they be notified? Please feel free to use the Positive Case Letter template provided in this Toolkit, printed on your school/district letterhead (also available in Spanish).
20. What type of reentry model was the district or school in when notified of the positive case? (For example: Full Reentry, Hybrid (ES), (ES, MS), (ES, MS, HS) or Small Groups of PreK-3, and/or Students with Disabilities only)
21. Which parts of the school site or building have you closed or will you close? (classroom, wing, school, cafeteria)
22. Is the case related to an earlier case at your school that you know of?
23. If the case is related to an earlier case, on what date was the school notified of the earlier case?
24. How many individuals are in the cohort of the positive case?
25. How many student close contacts were identified?
26. How many staff close contacts were identified?
27. On what date did the school or impacted area reopen?
28. How long was the school (fully or partially) closed?
29. Has the case received one or more vaccine shots? If so, when and which one?

A "close contact" in a school is defined as:

- Anyone who came within six feet of the infected individual (even while wearing a mask) for a cumulative total of 15 minutes over a 24-hour period.
- **Exception:** In the K-12 indoor classroom setting, the close contact definition *excludes* students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a [clinically compatible illness](#)) where
 - both students were engaged in consistent and [correct](#) use of [well-fitting face masks](#); and
 - other [K-12 school prevention strategies](#) (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the K-12 school setting.

Important Final Step: Check to see if the confirmed positive individual resides with any other district students or employees—for example, siblings or household members of a confirmed positive student who attend other schools, or students who are the children of employees or contractors at the district/school. If so, share confirmed positive case information among the appropriate schools through their COVID-19 Points of Contact so that impacted students and staff are quarantined.

Important Note: If you are notified that a household member of a student or staff member is infected with COVID-19, any unvaccinated students or staff members who reside in the same household of this confirmed case must quarantine.

They should quarantine for 10 days from the last date of contact with the infected individual or, if continuously exposed, 10 days from the last date on which the infected case is likely to have been infectious (10 days after symptom onset, or 10 days from specimen collection leading to positive test result) and the household members, are encouraged to get tested for COVID-19.



NMDOH – School Health Advocate Contact List

Districts and schools may contact their local School Health Advocate (SHA) according to their region for guidance in terms of testing and quarantine procedures.

SCHOOL HEALTH ADVOCATE	REGION	EMAIL	OFFICE PHONE	PROFESSIONAL CELL
Leslie Berry RN	Northwest	leslie.berry@state.nm.us	505-863-4561	505-490-7948
Susan Acosta RN	Northeast	susan.acosta@state.nm.us	Teleworking	505-490-2763
B. Lynn Wheeler RN	Northwest-Metro Area	barbaral.wheeler@state.nm.us	Teleworking	505-467-9292
Maricelda Pisana RN	Southeast	maricelda.pisana@state.nm.us	Teleworking	575-528-8863
Crista Pierce RN	Southwest	crista.pierce@state.nm.us	Teleworking	575-339-4380



Useful Phone Numbers & Contacts

Coronavirus

- **Coronavirus Health Hotline**—call for any health-related questions about the Coronavirus: 1-855-600-3453
- **Coronavirus Information Hotline**—call if you have any questions about school closures, job issues, eviction notices, etc.: 1-833-551-0518

Food

- **Assistance obtaining food for school-age children:** 1-505-827-6683
- **SNAP Benefits:** 1-800-283-4465
- **Special Supplemental Nutrition Program for Women, Infants, and Children**—questions on food or formula availability: 1-505-469-0929
- **Special Supplemental Nutrition Program for Women, Infants, and Children**—general questions: 1-866-867-3124

Mental Health

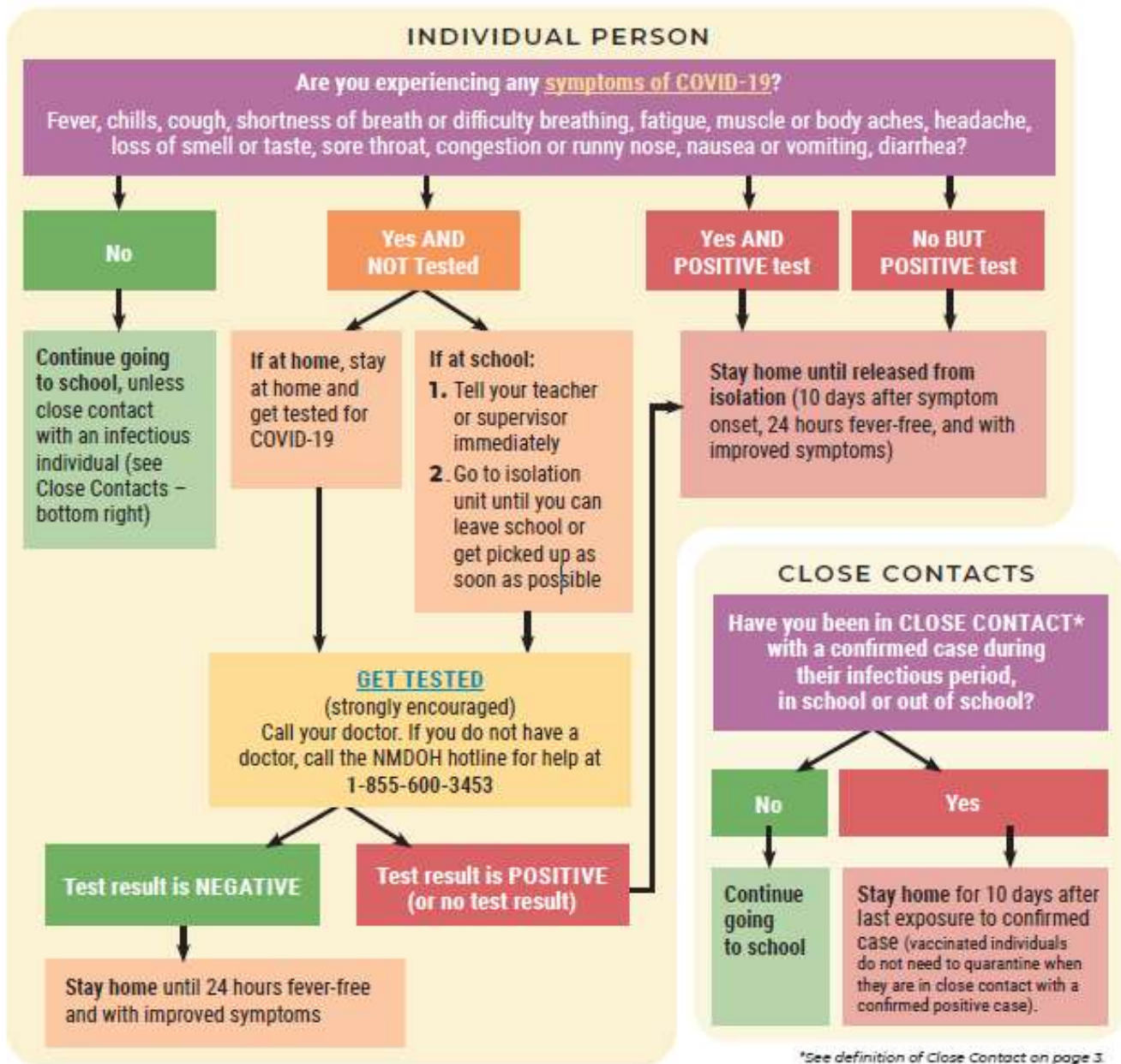
- **New Mexico Crisis and Access Line**—24/7 community and state resources for individuals, families, and agencies concerned with mental health: 1-855-662-7474 or 1-855-227-5485 (TTY)
- **National Hopeline Network:** 1-800-SUICIDE
- **Spanish-Language Suicide Hotline:** 1-866-331-9474
- **Suicide 24/7 Emergency Line:** 575-758-1125
- **Suicide Text Line:** 741741
- **University of New Mexico Mental Health:** 505-272-2800

Additional Resources

- **Alcoholics Anonymous:** 505-266-1900
- **Child Abuse Hotline:** 505-841-6100 or dial #SAFE from a mobile phone (note: #SAFE cannot receive text messages)
- **Domestic Violence Hotline:** 1-800-773-3645
- **Gambling Addiction:** 1-800-522-4700
- **National Child Abuse Hotline:** 1-800-24-ACHILD
- **National Child Abuse Prevention Line:** 1-800-CHILDREN
- **National Human Trafficking Hotline:** Call 1-888-373-7888 (TTY: 711) *Text 233733
- **National Domestic Violence Hotline:** 1-800-799-SAFE (7233)
- **National Domestic Violence Hotline (Español):** 1-800-942-6908
- **National Domestic Violence Hotline**—TTY, text telephone for deaf, hard of hearing, or speech-impaired): 1-800-787-3224
- **National Runaway Switchboard:** 1-800-637-0701 Ext. 118
- **National Sexual Assault Hotline:** 1-800-656-HOPE
- **National Teen Dating Abuse Help:** 1-866-331-9474
- **Native American Professional Parent Resources:** 505-345-6289
- **New Mexico Healthcare Worker and First Responder Support Line:** 855-507-5509
- **New Mexico Legal Aid:** 505-633-6694
- **New Mexico Rape Crisis Center:** 505-266-7711
- **New Mexico Substance Abuse Helpline:** 1-855-505-4505
- **Poison Control:** 1-800-222-1222
- **Pull Together:** 1-800-691-9067

School Staff and Student Decision Tree

The following decision tree was created for families, students, and staff to better understand the steps that should be taken if an individual develops symptoms. Testing of close contacts (strongly encouraged) should happen 7–10 days into quarantine, or at onset of symptoms. A negative test for a close contact of a COVID-19 positive individual does not end the quarantine period.



Symptoms in a Recovered Individual: If a person is positive for COVID-19, completes their self-isolation, recovers, and then develops new COVID-like symptoms within 90 days of their first infection, they should stay home until fever-free for at least 24 hours without fever-reducing medication and with improvement in symptoms. They may consider consulting their healthcare provider for additional guidance. If a person who was positive for COVID-19 more than 90 days ago develops new COVID-like symptoms, they should follow the same guidance as for someone who was never previously a case.

*See [definitions section](#) for definition of **Close Contact**.

COVID-19 Symptoms

As more research emerges on COVID-19, the clinical definition of the disease improves. In determining who needs to self-isolate or be tested for COVID-19 consider the following symptom sets and note that unvaccinated close contacts must follow test to stay protocol or quarantine and should be tested for COVID-19 five days after exposure.

The table below provides two symptom sets with clinical definitions for COVID-19 (in the absence of another diagnosis—see *Acute vs Chronic COVID Symptoms*). COVID-19 is suspected if an individual has one symptom from column one, OR two symptoms from column two.

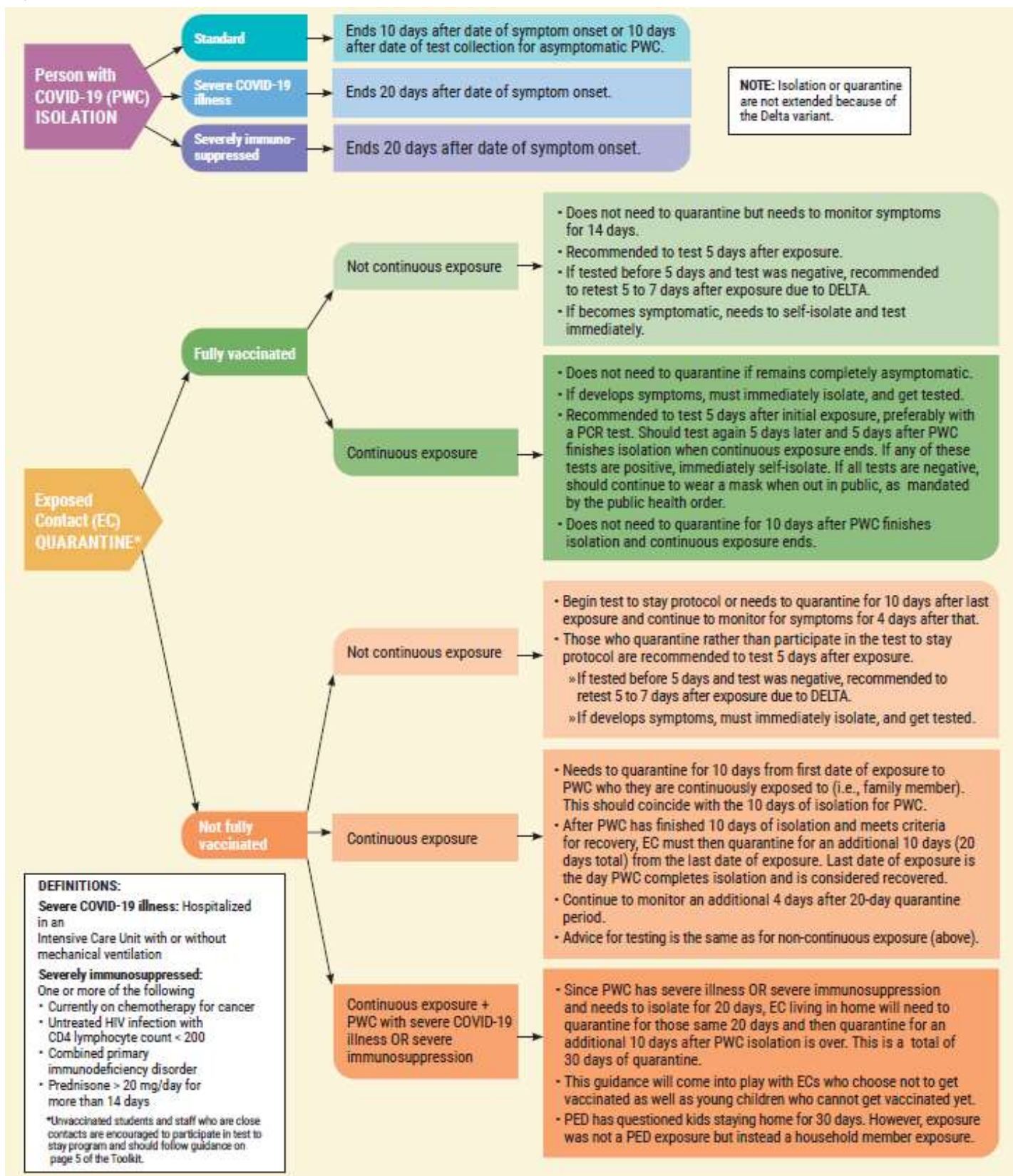
COLUMN 1 ONE SYMPTOM & COVID IS SUSPECTED	COLUMN 2 TWO SYMPTOMS & COVID IS SUSPECTED
<ul style="list-style-type: none">• Cough• Shortness of breath• Difficulty breathing• Olfactory disorder• Taste disorder• Confusion or change in mental status• Persistent pain or pressure in the chest• Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone• Inability to wake or stay awake	<ul style="list-style-type: none">• Fever (measured or subjective)• Chills• Rigors• Myalgia• Headache• Sore throat• Nausea or vomiting• Diarrhea• Fatigue• Congestion or runny nose

Special Considerations

School personnel should be aware of students who repeatedly present to the health office with symptoms requiring isolation. If a student has recently tested negative, has no known exposure, and continues to present with undiagnosed illness, the school health team may wish to meet with the parents/guardians and other school personnel involved in the child's education to discuss potential strategies to ensure in-person learning. When making decisions regarding the student's ability to remain in school, please refer to the two-column COVID-19 symptom table on page 12.

When schools require that students isolate, students must be provided academic support and instruction during their days at home when they would have been at school. For example, schools may require students to do online/remote instruction from home, or they may provide the student with instructional packets. In an effort to maximize in-person learning, unvaccinated close contacts are strongly encouraged to participate in the test to stay program.

Quarantine & Isolation Decision Tree



Acute vs. Chronic COVID Symptoms in Schools

Acute Symptoms

Students or school staff with no known exposure to COVID-19 and with new onset (acute) COVID-19 symptoms, such as headache, runny nose, diarrhea, etc., should be sent home to self-isolate, unless they provide evidence of vaccination, in which case they may stay in school provided that the symptoms do not interfere with the ability to work or learn at school.

Symptomatic staff and students who have not provided evidence of COVID-19 vaccination are encouraged to get tested for COVID-19 with a PCR test (VAULT, Curative or Public Health Office testing site) and should remain in isolation until the results are available. A negative test result will discontinue the isolation and the student or staff member may be allowed to return to school provided that the symptoms do not interfere with the ability to work or learn at school. **If an unvaccinated symptomatic person has had a known exposure to COVID-19, they must quarantine for the full 10 days regardless of a negative test.**

Chronic Symptoms:

Students who have not provided evidence of vaccination and who exhibit chronic, mild non-specific COVID-19 symptoms should have their symptoms assessed either by a school nurse or primary care provider. If there are no changes in symptoms from the baseline state, students would not need to be tested and may participate in school. If students have a change in symptoms from their baseline as assessed either by a school nurse or a primary care provider, then the students should be tested for COVID-19 and

be placed in isolation until the results are available. A negative result will discontinue the isolation. If a student has a change in their baseline state and the student does not get tested, the student must self-isolate for 10 days and be fever-free without fever-reducing medication for 24 hours and have improving symptoms before returning to school.

Staff with allergies, asthma, or other non-infectious chronic disease which may present with mild non-specific COVID-19 symptoms should contact their primary care provider. The primary care provider may furnish the staff member with medical documentation stating that present, non-specific mild symptoms do not differ from the patient's baseline, indicating the individual may return to school without being tested for COVID-19.

Students or staff who have not provided evidence of COVID-19 vaccination, who have tested negative for COVID-19 in the past two weeks and who have no known exposure to COVID-19, should not be tested again in the presence of chronic symptoms that have not changed in a meaningful way during that interval. If those symptoms were to change from their baseline, then the student or staff should begin home isolation.

Students and staff with mild, chronic conditions, such as asthma or allergies, who have not provided evidence of COVID-19 vaccination and who receive a negative BinaxNOW COVID-19 antigen test, are not required to self-isolate and may participate in school and extra-curricular activities until such time as the individual has a positive COVID-19 test or has a change in symptoms. A note from a primary care provider is not required for reentry in such cases.

If I develop symptoms after vaccination, should I isolate myself and get tested for COVID-19?

Individuals who develop symptoms after vaccination may be unsure if their symptoms are related to the vaccination or if they are infected with the SARS-CoV-2 virus. The following approach should be utilized to determine next steps when post-vaccination symptoms occur and get better within three days of vaccination.

PRESENCE OF ANY SYMPTOMS AFTER VACCINATION	SUGGESTED APPROACH
Injection site pain, swelling, and/or redness	These symptoms are consistent with the COVID-19 vaccination. Self-isolation is not recommended.
Cough, shortness of breath, runny nose, sore throat, and/or loss of taste or smell	These symptoms are unlikely to be from the COVID-19 vaccination. Self-isolate immediately and get tested for COVID-19.
Fever (100.0°F or higher), fatigue, headache, chills, myalgia, and/or arthralgia	These symptoms are consistent with post-vaccination, SARS-CoV-2 infection, or another infectious pathogen. Self-isolate until all of the following conditions have been met: <ul style="list-style-type: none"> • Feel well enough to perform normal activities, AND • Fever has resolved, AND • No additional symptoms are experienced (i.e. do not have other signs of COVID-19, including cough, shortness of breath, sore throat, and/or change in smell or taste) Self-isolate and get tested for COVID-19* if symptoms are not improving or persist for more than three days.

*Positive viral (nucleic acid or antigen) tests for SARS-CoV-2, if performed, should not be attributed to the COVID-19 vaccine, as vaccination does not influence the results of these tests.

TO REPORT POSITIVE CASES OF COVID-19 IN SCHOOLS, GO TO: [NMPED RAPID RESPONSE SUBMISSION WEBSITE](#)

COVID-19 Surveillance Testing in Public Schools

COVID-19 surveillance testing is required for all schools providing in-person student services, including athletics. The purpose of surveillance testing is to detect COVID-19 outbreaks as early as possible by screening asymptomatic individuals.

COVID-19 surveillance testing programs test unvaccinated asymptomatic individuals to discover undiagnosed cases and to better understand the rate of infection in the community. Staff and students who provide evidence of COVID-19 vaccination and those who have tested positive for COVID-19 in the past 90 days are not included in surveillance testing.

Districts and charter schools must ensure that 25% of their faculty and staff who have not provided evidence of COVID-19 vaccination and work onsite participate in COVID-19 testing each week that student services are provided at school. No staff member should be required to participate in weekly surveillance testing more than once every four weeks.

Schools are required to provide student surveillance testing programs to all unvaccinated students on a voluntary basis. In alignment with CDC guidance, those who participate in athletics and other extra-curricular activities are strongly encouraged to participate in surveillance testing. Schools have a weekly goal of testing 25% of unvaccinated students.

“To facilitate safe participation in sports, extracurricular activities, and other activities with elevated risk (such as activities that involve singing, shouting, band, and exercise that could lead to increased exhalation), schools may consider implementing screening testing for participants who are not fully vaccinated. Schools can routinely test student athletes, participants, coaches, and trainers, and other people (such as adult volunteers) who are not fully vaccinated and could come into close contact with others during these activities.”

[–CDC Guidance for COVID-19 Prevention in K–12 Schools](#)

Districts and charter schools are required to report the number of staff and students tested for COVID-19 each week through the [NMDOH Provider Portal for COVID-19](#).

Surveillance testing of school employees and students is to be provided using PCR testing through [VAULT, Curative](#), the ***Safe Return to In-Person Instruction***

Department of Health’s Public Health Office testing sites, through school-based BinaxNOW rapid antigen testing programs, or through pooled testing options sponsored by the DOH.

Access to COVID-19 surveillance testing at the accepted providers for surveillance testing (VAULT, Curative, Public Health Offices) is provided at no cost to the individual. Surveillance testing at other sites is likely to incur a charge. Insurance information will be requested, but deductibles, copayments, or other out-of-pocket charges will not be incurred. Testing also will be provided to people without insurance. If payment is requested for COVID-19 testing, please notify [Ashley Garcia \(ashley.garcia@state.nm.us\)](mailto:ashley.garcia@state.nm.us).

Testing sites/companies will bill insurance for insured individuals who take the test. Please note that the goal of surveillance testing is to reduce the transmission of cases and that the cost of testing is less than the cost of treatment. Also, please note that VAULT testing requires access to UPS shipping.

The testing companies are subject to all HIPAA regulations and must comply with patient privacy laws.

Asymptomatic individuals who have not been exposed to COVID-19 and who participate in surveillance testing are not required to self-isolate/quarantine from specimen collection until their results arrive. However, asymptomatic individuals who test positive for COVID-19 must self-isolate for 10 days from the date of specimen collection.

At-Home Rapid Tests

At-home rapid COVID tests should not be used for surveillance testing. Students and staff members who test positive with an at-home rapid COVID test kit need to self-isolate, and the school should notify close contacts of exposure. However, there is no need to report such a case to NMPED, and those individuals should not be included as surveillance test numbers. This guidance does not apply to VAULT testing, which is PCR testing. It is recommended that those who have a positive at-home rapid test confirm the result with a test performed by a healthcare provider. A negative PCR test with a sample collected within 48 hours of the positive at-home rapid COVID test would negate the positive test and would not require continued self-isolation based off of the at-home rapid COVID test. **This only applies to those persons who are asymptomatic and not considered a close contact.** Symptomatic individuals should continue to self-isolate, and close contact individuals not participating in test to stay should continue to quarantine, regardless of the PCR test result. If more than 48 hours separate the two specimen collections, a laboratory-based PCR should be considered a separate test—not a confirmation of the earlier test.

Important Definitions

Definitions

Asymptomatic Confirmed Case: A person who has tested positive for COVID-19 by laboratory testing but did not experience any symptoms of illness within 10 days of the test.

Close Contact: Someone who over a 24-hour period, has a cumulative exposure of fifteen minutes or longer within six feet of a confirmed COVID-19 case with or without a face covering.

- **Exception:** In the K–12 indoor classroom setting, the close contact definition *excludes* students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a [clinically compatible illness](#)) where
 - both students were engaged in consistent and [correct](#) use of [well-fitting face masks](#); and
 - other [K–12 school prevention strategies](#) (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the K–12 school setting. **This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.**

Confirmed Case: A person who has tested positive for COVID-19 by laboratory testing.

Confirmatory laboratory tests include Polymerase Chain Reaction (PCR) or antigen tests from respiratory or oral specimens.

Cohorting: The practice of keeping groups of students, and staff together over the course of the school day with the goal of limiting exposures to only those within the same cohort. This practice may help reduce the spread of COVID-19 by:

- Limiting exposure to an individual with COVID-19 to one particular cohort and not posing a broad risk to the rest of the school.
- Facilitating more efficient contact tracing in the event of a positive case.
- Allowing for targeted quarantine, testing, and/or isolation of a single cohort, instead of school-wide measures in the event of a positive case or cluster.

Contact Tracing Process: Contact tracing is the process of reaching out to individuals who have been exposed to a confirmed case of the virus in order to ensure they take the necessary precautions and receive any needed testing.

COVID Symptoms: Fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of smell or taste, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. [See additional information from the Centers for Disease Control \(CDC\).](#)

Infectious Period: Time during which an infected person is contagious and most likely to spread disease to others. If students, staff, contractors or volunteers were at school during their infectious period, all of their close contacts must be identified and quarantined.

- For a confirmed symptomatic COVID-19 case, the infectious period starts two days prior to the illness onset date and continues 10 days after illness onset AND until patient is fever-free for 24 hours without the use of fever-reducing medications AND symptoms have improved.
- For a confirmed symptomatic COVID-19 case with severe illness or severe immunosuppression, the infectious period starts two days prior to illness onset date and extends to 20 days after illness

onset date AND until patient is fever-free for 24 hours without the use of fever-reducing medications AND symptoms have improved.

- For a confirmed asymptomatic COVID-19 case, the infectious period starts two days prior to the specimen collection date and continues for 10 days after.
- If a confirmed asymptomatic COVID-19 case has severe immunosuppression, the infectious period starts two days prior to the specimen collection date and continues 20 days after.

Isolation: The act of keeping someone who is sick or who tested positive for COVID-19 away from others by staying home from school, work, and other activities while infectious.

- Isolation should last at least 10 days after the onset of symptoms, and until fever-free for 24 hours without the use of fever-reducing medications, and experiencing improvement of symptoms.
- For people who never had symptoms, the isolation period is 10 days after the date their first positive test was collected.
- If someone has a severe illness or severe immunosuppression, the isolation period should be extended to 20 days.
- A negative test is not required to determine when to end the isolation period. Nor does a negative test end the isolation period. When in doubt, the New Mexico Department of Health should be consulted.

Quarantine: Keeping individuals who were in close contact with someone who has COVID-19 away from others. Close contacts with a confirmed case of COVID-19, should stay home from school, work, and other activities for 10 days following their last exposure. Exposed contacts should be tested for the novel coronavirus (SARS-CoV-2) no sooner than three days, ideally between seven and 10 days, following the last exposure to a confirmed case. If the close contact has a positive result, isolation should be implemented as described above.

For the first 90 days after a positive PCR or school-based BinaxNOW test, individuals who have had COVID-19 infections and who have completed their self-isolation periods, do not need to quarantine if they are a close contact of a COVID-19 infectious person.

Individuals who are fully vaccinated against COVID-19 and who have had close contact with a COVID-19 infectious individual are not required to quarantine if they meet the following criteria:

- Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
- Have remained asymptomatic since the current COVID-19 exposure

Severe Illness: Indicated by hospitalization in an intensive care unit with or without mechanical ventilation.

Severe Immunosuppression: Severe suppression of immune response of an individual includes being on chemotherapy for cancer, untreated HIV infection with CD4 T lymphocyte count <200 , combined primary immunodeficiency disorder, and receipt of prednisone >20 mg/day for more than 14 days.

- Other factors such as advanced age, diabetes mellitus, or end-stage renal disease, may pose a much lower degree of immunocompromise and not clearly affect decisions about duration of isolation.

4

Note: Any reference to COVID, also includes COVID variant(s).

Safety

Española Public Schools' safety plan for successful reentry is rooted in prioritizing the health and safety of our students, staff, and communities; maximizing the amount of safe, in-person learning opportunities; and making decisions based on science and data. EPS' safety plan for successful reentry provides considerations, recommendations, and best practices to encourage a safe and successful school year.

Air Filtration in Schools

High-quality air filtration is one aspect of a multi-pronged strategy for ensuring healthy school environments. To address issues and concerns surrounding air quality, NMPED will work with each district and school to ensure installation of high-quality air filters. In addition, each district shall have an established and written protocol on inspecting, repairing and providing maintenance on ventilation systems within all school facilities.

Ventilation system upgrades and improvements will increase the delivery of clean air and dilute potential contaminants within each classroom and school facility. The NMPED will be deploying the [American Society of Heating, Refrigerating and Air-Conditioning Engineers \(ASHRAE\) recommendation](#), which states the target level for filtration in schools is minimum efficiency reporting value (MERV) 13 or higher. On average, this will remove 75 percent of particle size of 0.3 to 1.0 μm .

This higher standard of filtration is more effective at removing viral particles from the air. The ASHRAE document linked above provides additional guidance on determining compatibility of various types of HVAC systems with a MERV 13 filter.

NMPED will work with those districts and schools to identify the highest quality compatible filters.

Additionally, districts and schools unable to immediately install MERV 13 or its equivalent must work with their operations staff to take the following actions in accordance with the [guidelines from the CDC](#):

1. Run the central air fan continuously;
2. Open dampers to increase air flow;
3. Open windows and doors (be mindful of possible safety considerations); and
4. Deploy box fans or other portable fans and air purifiers with high air circulation capacity in addition to prioritizing the use of these items in classrooms with higher ventilation needs.

Maintaining Clean School Facilities

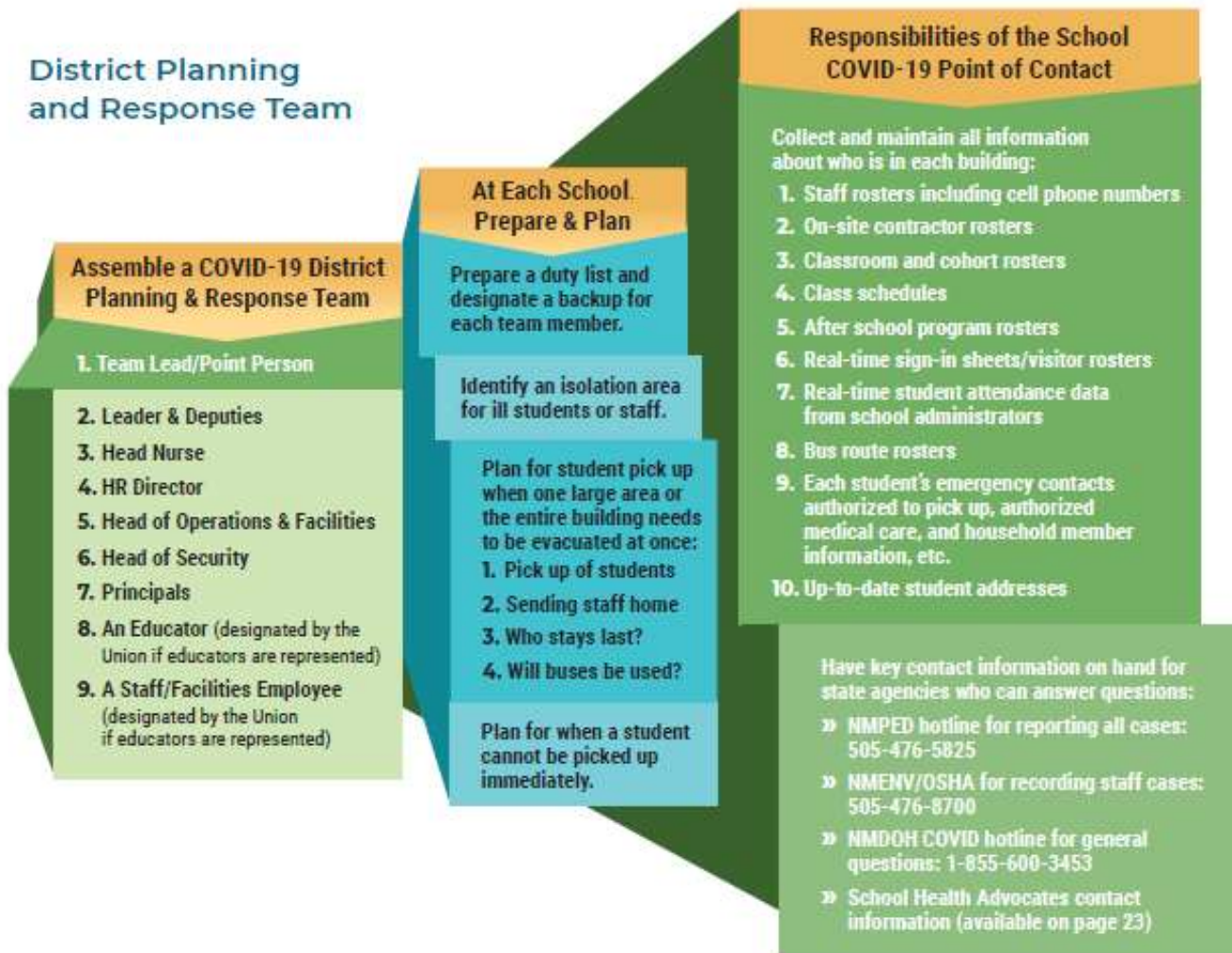
Reducing the risk of exposure to SARS-CoV-2, the virus that causes COVID-19, by cleaning and disinfection is an integral part of opening schools. Española Public Schools will implement standard cleaning procedures and protocols following CDC guidance to protect the health, safety, and wellbeing of students, teachers, other school staff, families, and communities.

In addition to the deep clean of spaces occupied by COVID-19 infectious individuals, schools are to maintain a daily cleaning schedule, particularly for high-touch surfaces. Schools must ensure safe and correct application of disinfectants and keep out of reach of children. See [CDC guidelines for cleaning facilities](#).

Resources:

- [Six Steps to Clean and Disinfect Your Schools](#)
- [Cleaning and Disinfecting Classrooms](#)

COVID-19 Preparation and Response for Schools



District Re-Entry Planning & Response Team

District Re-Entry Planning & Response Team

Point of Contact

Vera Trujillo, Interim Superintendent
vera.trujillo@k12espnola.org
(505) 367-3303

Curriculum & Instruction

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Assessment & Accountability

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Finance & Business Services

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Special Education & Student Services

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STARS/Synergy SIS

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Technology

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Technology Helpdesk

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Transportation

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Española NEA Designee

Lucille Martinez-Holguin
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Denise Lopez
djl_jms@yahoo.com

School Planning & Response Teams

School Planning & Response Team	Responsibilities of the School COVID-19 POC
<p>School sites will:</p> <p>Prepare a duty list and designate a backup for each team member including:</p> <ul style="list-style-type: none"> ▪ Point of Contact (POC) ▪ Health, Wellness & Reporting ▪ Communications ▪ Facilities ▪ Student Supervision <p>Identify essential re-entry protocols/safety information</p> <ul style="list-style-type: none"> ▪ signage including: prevention and traffic flow. ▪ sanitization stations & protocols (hand washing/ sanitizer) ▪ ventilation & filtration ▪ cohort groups/scheduling ▪ seating charts ▪ before school procedures, including building entrance & temperature checks ▪ classroom setup ▪ classroom transition procedures ▪ breakfast and lunch procedures ▪ afterschool procedures ▪ isolation area for ill students or staff. <p>Plan for emergency response including:</p> <ul style="list-style-type: none"> ▪ evacuation rally point & protocols ▪ student pick up procedures ▪ student transportation procedures ▪ plan for when a student cannot be picked up immediately ▪ sending staff home (who stays last) 	<p>Collect and maintain all information about who is in each building:</p> <ol style="list-style-type: none"> 1. Staff rosters, including cell phone numbers* 2. On-site contractor rosters, including cell phone numbers* 3. Classroom and cohort rosters* 4. Class schedules* 5. After school program rosters* 6. Bus route rosters* 7. Student Profile (STU201), includes all contact and emergency information for each student* 8. <i>Real-time sign-in sheets/visitor rosters</i> 9. <i>Real-time student attendance data</i> <p><i>*All information should be printed and filed in the school's emergency response binder.</i></p> <p>Have key contact information on hand for state agencies who can answer questions:</p> <ul style="list-style-type: none"> ➤ NMPED hotline for reporting all cases: 505-476-5825 ➤ NMENV/OSHA for recording staff cases: 505-476-8700 ➤ NMDOH COVID hotline for general questions: 1-855-600-3453 ➤ School Health Advocates contact information (available on page 22)

Resources:

- [Española Public School 2021-2022 Reentry Plan – School Plans](#)
- [Española Public School 2021-2022 Reentry Plan – School Welcome Presentations](#)

School Safety Plan Checklist for COVID-19: Preparation and Response Assurances

- ✓ You have and will maintain an inventory of masks and PPE for students and staff:
 - Additional disposable masks for students and staff
 - 20 medical masks (surgical, procedural, [KN95 or N95](#)) and a face shield for each staff member with a close contact assignment (for optimal protection KN95 and N95 masks may be fit tested for better seal and filtration)
 - At the request of the employee, a reusable or disposable full-length gown for any employee whose duties subject them to conditions in which social distancing and PPE standards cannot be guaranteed
 - Bottled hand sanitizer (with at least 60% alcohol) or soap and water hand-washing stations available for use by employees and students
 - Employees who work with staff or students with COVID-like symptoms (school nurses, staff in isolation rooms, etc.) shall have N95/KN95 masks, or surgical masks and face shields when performing high risk, non-aerosol generating procedures. Such employees shall also have gowns and gloves.
- ✓ You have identified a **PPE Point Person for your district/school** and [entered their contact information in the appropriate NMPED Google document](#). Your district PPE Point Person is responsible for maintaining and reporting weekly inventory of masks and PPE, as well as surveillance testing numbers, to NMPED through a web-based portal.
- ✓ You have identified a **COVID-19 Point Person for each school** in your district/charter and [entered their contact information in the appropriate NMPED Google document](#).
- ✓ You have and will maintain an inventory of **CDC-approved cleaning supplies**.
- ✓ You have **sufficient custodial resources** so that the areas of the schools are cleaned in accordance with [CDC standards for cleaning and disinfecting schools](#).
- ✓ You have an established and written **protocol on inspecting, repairing, and providing maintenance on ventilation systems** within your buildings. Filtration levels (MERV ratings) shall be maximized for equipment capabilities. MERV 13 filters shall be used in HVAC systems that are compatible with that type of filter. Systems that are not compatible with a MERV 13 filter shall use the filter with the highest MERV rating compatible with the system.
- ✓ You have read and reviewed **NMPED's COVID-19 Response Toolkit for New Mexico's Public Schools** and will abide by its guidelines

I certify that my district/school has completed the above actions.

Española Public Schools

DISTRICT/CHARTER SCHOOL NAME

Fred Trujillo

SUPERINTENDENT/CHARTER DIRECTOR NAME



SUPERINTENDENT/CHARTER DIRECTOR SIGNATURE

March 18, 2021

DATE

Curriculum

District adopted curriculum has been used as the primary means of instruction following approved pacing guidance to ensure students receive rigorous, robust learning aligned to New Mexico learning standards.

School Curriculum Guides will continue to be utilized to support learning at all levels (PK-12). Common schedules, lesson planning, PLC review of data and planning and administrative observation of classroom instruction will continue to be utilized to support and ensure appropriate curriculum delivery.

Grading

Traditional letter grading following district approved policy will be utilized for grades 1-12. Developmental grading following district approved policy will be used for Pre-K and Kindergarten students. Teachers will check for understanding using questioning and discussion, exit tickets and completed assignments. Feedback will be provided verbally, through comments on graded artifacts, comments in Google Classroom and teacher check-ins with students.

Technology

Española Public Schools will:

- issue all students and staff a Laptop, Chromebook or iPad for use during instruction. Española Public Schools has utilized Cares Act, Title I and LANL Foundation funding to ensure a 1:1 student to computer ratio.
- provide hot-spots for use within the district and community.
- purchase and provide hotspots for families with connectivity issues. Hotspots will be provided for individual families in need.
- partner with local vendors, Verizon and Windstream, to provide reduced rate internet service for families.
- will utilize Google Suite inclusive of Google Meet and Google Classroom to support student learning. Ongoing professional development for teachers in Google Meet and Google Classroom is scheduled.
- Utilize Chrome cameras, Smartboards and document cameras to present synchronous and asynchronous lessons as available.
- will employ a Family Tech Liaison. This employee will work with teachers and parents to troubleshoot any technology issues that might arise either within classroom or home. The Family Tech Liaison will be available both during and after school hours via email and at tech help line.
- utilize our Synergy student information system to document and support attendance, grading, lesson planning and communication with students and parents.
- utilize ParentVue and StudentVue in Synergy SIS for two-way communication with parents.
- provide teacher and staff emails on the district website as a means for parents to contact and communicate with their child's teacher and school.
- gather data regarding calls, number of calls and types of issues from tech help line to determine potential adjustments and resets.
- communicate regularly with technology and school sites to ensure implementation of technology resources is proceeding.

Attendance

The COVID-19 pandemic exacerbated student engagement issues, and during reentry may lead to poor attendance for some students. Prior to dropping a student for 10 consecutive absences, schools must provide interventions as required by the Attendance for Success Act including intensive specialized supports and referral to the probation services office.

Intensive specialized supports may include **referral to Engage NM** for students who meet Tier 3 and Tier 4 criteria for Attendance for Success Act. When LEAs refer students to ENGAGE New Mexico, a dedicated outreach team will reach out to the student/family through multiple modalities (phone, email, text message, social media, and US mail) to engage the family and offer them the on-going support of an academic coach throughout the school year.

Academic coaches work with students/families to support engagement and attendance, address academic performance issues, navigate academic resources in all learning modalities, and connect families with state and community resources. LEAs receive a weekly report identifying student's response to the intervention. Should an attendance referral become necessary in the future, documentation related to this intervention is provided directly to CYFD by ENGAGE New Mexico. For additional information, contact EngageNM@graduationalliance.com.

If after receiving intensive specialized supports, such as referral to Engage NM, a student continues to have unexcused absences a referral to the probation services office of the judicial district in which the student resides shall be made. Once a referral is received, the probation services office will contact the family and set up a meeting with the student and parents, school officials, and other individuals whom the family requests participate. These meetings may occur at the school, or during the pandemic, may be conducted over Zoom.

Engagement and Participation

Española Public Schools is prioritizing a Safe Return to In-Person Instruction for all students in grades PK-12. Student schedules will follow traditional, in-person instruction with increased health, safety and wellness procedures to support a safe return.

All Students are assigned by grade level to teaching staff and a school counselor that will:

- establish office hours for both in person or virtual consultation.
- provide students with academic advisement that includes:
 - check in with at risk students weekly
 - review of schedules and next step plans for students (CFVMS & EVHS)
 - conducting credit checks with students and parents (at EVHS)
 - counseling, referrals and support as needed
- Be available for in person and virtual meetings (including IEP, SAT and 504 as necessary)

High Quality Instructional Materials

District adopted curriculum will be utilized, along with district approved short cycle assessment to monitor student learning and attainment of learning goals. The elementary, middle, and high school participation rubric will be utilized to monitor and ensure student engagement.

Grade-band-specific instructional materials are identified in ELA, Math, Science, and Social Studies, and aligned with state academic standards or approved adopted materials. Instructional materials and their resources are explicitly identified to support at-risk student groups.

Preparation and planning practices are embedded and evident in schedules, coaching, and teacher feedback regardless of instructional environment.

All student groups will have access to grade level instruction through the use of culturally responsive, high-quality

instructional materials.

Elementary schools use Wonders as the core reading district curriculum. Each class schedule reflects a 90-minute reading block and a 30-minute intervention block. Each school site offers bilingual education, Language for Native Speakers, Spanish and TEWA as appropriate. All English Language learners (ELs) receive a 45-minute English Language Development block daily, provided by a TESOL endorsed teacher. Case managers and Special Education staff work directly with classroom teacher core instruction while providing accommodation specific intervention to meet each individual student needs. Istation instruction is the online intervention used with all students K-6. Istation data is reviewed monthly by teachers and principals. Teachers use recommended Istation times as indicated by program. Elementary schools have adopted EnVisions Math PreK-6 for the 2020-2021 school year.

Middle School teachers follow 7-8 ELA Curriculum Framework. The Framework is broken down by grade level and quarters. Core curriculum is taken from the Pearson Common Core Literature Textbook, Pearson Common Core Close Reading Workbook per grade level. Interventions using Renaissance Assessments provide a Lexile score, placement scores, benchmark testing, and end of book quizzes to assess skill level for remediation and/or enhancement. CFVMS provides 21st CCLC out of school time for students. Student receive additional Reading and Math tutoring instruction specific to their needs based on NWEA data and team recommendations. CFVMS has adopted Middle School Math for the 2020-2021 school year.

High school teachers use the 9-12 Curriculum Framework. The Framework is broken down by grade level and quarters. Core curriculum is taken from the HMH collections and Norton Reader per grade level and supplemented with novels/plays, excerpts, short stories, and newspapers/magazines/journal articles. Among many other means of scaffolding, staff accommodate students by reducing the size of our assignments. Rather than a five-paragraph essay, students might produce a three-paragraph essay that demonstrates the same skills, but in less space. (This is especially true if the accommodation is indicated in the student's IEP). EVHS currently offers English tutoring four days a week during lunch through Title 1 funds. EVHS staff (teachers, counselors, principal,) meet with students independently to ensure each student meets and understands graduation requirements. Española Valley High School has adopted Carnegie math for the 2020-2021 school year.

Electives, Specials & Extracurricular Activities

Española Public Schools recognize that electives, specials and extracurricular activities are an important part of students learning and social emotional development and will continue to schedule and provide electives/specials and extracurricular activities as applicable and with PED and CDC guidance.

- Elective teachers and courses at the secondary level will continue to provide instruction via synchronous, asynchronous and in person learning as determined by the model (remote/full).
- Specials teachers will continue to provide support and specials courses via in-person and/or synchronous and asynchronous remote video learning.
- Extra-curricular activities will continue to take place at the secondary level as allowable and under the direction of the NMAA.

Monitoring Student Progress

Española Public Schools will continue to monitor student progress via short cycle assessment data, observation and through parent, teacher, community referrals to monitor student progress or need for interventions.

The MLSS, SAT and 504 model will be utilized to track and monitor intervention strategies, effectiveness and/or need for modification or diagnostic assessment. SATs and 504s will be completed virtually and/or through a traditional meeting depending on individual family needs. The SAT/504 team chair will reach out to each student/family to review and complete all needed components of SAT or 504.

Española Public Schools will:

- utilize the district adopted curriculum, along with district approved short cycle assessment to monitor student learning and attainment of learning goals.
- utilize the elementary, middle, and high school participation rubric as needed to monitor and ensure student engagement.
- check in with students daily via in-person and remote learning time.
- utilize prep & planning time to check in with students, reach out to parents, conduct parent meetings and provide feedback to both parents and student.
- establish weekly virtual office hours for remote learning support; including tutoring, small group intervention, chat check ins and re-teaching.
- determine duration of check-in based on parent and student need.
- work collaboratively with parents, teachers and the school administrator to create a plan for supporting these students. Parents, teachers and the school administrator will be included in SAT/ MLSS meetings which will be held either in person, practicing social distancing, or by virtually as meets the needs of the family.
- coordinate and provide interventions and other services needed by students both when on campus and remotely as appropriate.
- provide time in the daily learning schedule for small group instruction and one on one instruction.

Supporting At-Risk Students

Española Public Schools will utilize the following measures to support at-risk students, Native American students and students served under Title Programs (EL, Migrant, homeless, etc.):

STUDENTS WITH DISABILITIES: Students who receive special education services will be contacted by their special education caseworker and/teacher to determine how to best support them. Española Public Schools is committed to providing a modified version of accommodations and/or services that can be safely instituted remotely for students as well as compliant with their IEP. At Risk Students (Tier 3) will be monitored weekly by all school site wellness teams (inclusive of teachers, counselors, Social Workers, Psychologists, Nurses, etc.) utilizing a weekly communication log.

ANCILLARY SERVICES: Ancillary services will be provided to students by assigned therapists. The therapy services may look different and will be provided in an alternative manner - temporarily. It is not recommended that EPS staff provide services in the home or in person due to the risk of COVID-19. Special Education Evaluations: NMPED has advised that the district complete any portions of the evaluation they can complete to acquire valid results. This might mean rating scales and parent interviews; possibly articulation. EPS will focus on quality over timelines; complete what is possible in good faith, draft an interim report, and if enough information is available, hold an Educational Determination Team (EDT) to determine eligibility in any area possible. A Prior Written Notice (PWN) will be provided documenting the evaluation was not completed and why, what determination was made based on the existing data, and that the remainder of the evaluation will be completed when school resumes.

ENGLISH LANGUAGE LEARNERS: Students who are identified as English Learners (ELs) and/or who participate in a district bilingual education program will be contacted directly by an EPS ELD /TESOL endorsed teacher to ensure proper support is in place to assist with their grade level learning plan. Equal access to learning is a priority and all supplemental supports for students will be implemented to the greatest extent possible. We will ensure synchronous remote learning that includes explicit language practice for English Learners (ELs). The district will provide support at the word, sentence and discourse levels. ELD instruction will continue to be appropriate to the grade level and the English language proficiency level of the students. Online programs such as Rosetta Stone, Learning A-Z, iLit ELL, Duolingo, and other online resources will be utilized to support bilingual students in the process of learning a new language.

INDIAN EDUCATION: Española Public Schools is prioritizing communication with San Juan Pueblo and Santa Clara Pueblo regarding travel and curfew restrictions in out of the Pueblo, availability of Internet for students and internet connectivity. The Indian Education Department is charged with making sure all Native American students have access to technology and curriculum. If there are any obstacles or barriers to learning, the Indian Education Department in consultation with the tribal entities will provide support and resources necessary.

A Needs Assessment is currently underway to meet the guidelines of the Indian Education Act. The district is currently in consultation with both San Juan Pueblo and Santa Clara to complete the needs assessment. The information gleaned from the assessment will provide future guidance for improving programmatic needs.

HOMELESS SERVICES: Homeless Students and families will continue to be identified and monitored by staff HOPE (Homeless) liaisons utilizing the weekly check-in form. Needs will be addressed using resources supported by Title 1A and McKinney-Vento Subgrant funding. If food referrals are needed for any student, local agencies will be contacted. The Northern NM Food Network coalition includes agencies such as Luciente, HelpNM, and Food for Kids NM which are currently in communication with the EPS Homeless Liaison.

High School Student & Senior Supports

Meeting Credit Requirements

Española Public Schools, specifically Española Valley High School will:

- conduct credit reviews for all students prior to the beginning of the 2021/2022 school year and ensure all students are scheduled for required courses and/or credit recovery courses utilizing the Edgenuity curriculum.
- will monitor student progress through weekly team meetings and grade checks conducted in collaboration with students’ counselors and advisory period teacher.
- utilize student progress and assistance teams to continually monitor all students progress and maintain communication with students and parents to ensure credit completion through remote/reentry learning.

For students entering as ninth (9th) graders in 2009-2010 at least one (1) unit of the following twenty-four (24) units must be earned in an advanced placement or honors program, a dual-credit course or distance learning course.

• English (grammar, nonfiction writing and literature emphasis)	4.0 units***
• Math (one [1] equal to algebra II or higher unless parents sign off and a financial literacy course may meet one of the required units)	4.0 units* ***
• Science (two [2] with a laboratory component)	3.0 units* ***
• United States History and Geography, World History and	3.5 units
• Geography, and Government and Economics and one-half (1/2) unit of New Mexico History	
• Physical Education or marching band or Jr. ROTC or NMAA sanctioned interscholastic sports	1.0 unit
• Career cluster course, workplace readiness or language	1.0 unit
• Electives including student service learning	<u>7.5 units**</u>
Total	24.0 units

*For students entering the ninth (9th) grade in the 2017-2018 school year and after, a course in computer science may satisfy either a unit of mathematics or science, but not both, if taken after competency is determined in the subject for which the unit is applied.

**For students entering the eighth (8th) grade in the 2012-2013 school year and after, a course in health education is required prior to graduation.

***A department-approved work-based training or career and technical education course that meets state academic content and performance standards in English, mathematics, or science shall qualify as one (1) of the requirements needed for graduation in each of these areas.

Assignment of Students to Classes and Grade Levels

All current and transfer students will be classified each year as follows:

- All students will be classified based on credits during enrollment at the start of each school year.
- A student must have a minimum of five and a half (5.5) credits to be classified as a sophomore.
- A student must have a minimum of eleven and a half (11.5) credits to be classified as a junior.
- A student must have a minimum of seventeen (17) credits to be classified as a senior.

Local Demonstration of Graduation Competency

Española Public Schools, specifically Española Valley High School has:

- established portfolios, projects and presentations to satisfy assessment criteria.
- prepared rubrics specific to instructional departments to support student success.
- has outlined contact information and resources that are available to guide the completion of the ADC.

Tracking Graduation Requirements

Española Public Schools, specifically, Española Valley High School will:

- conduct credit reviews for all students prior to the beginning of the 2021/2022 school year
- ensure all students are scheduled for required courses and/or credit recovery courses
- utilize the Edgenuity curriculum for credit recovery
- monitor student progress through weekly team meetings and grade checks conducted in collaboration with students' advisory teacher and school counselors.
- monitor student progress and maintain communication with students and parents to ensure credit completion through remote/reentry learning.

Next Steps Plans

Española Public Schools, specifically Española Valley High School and Carlos F. Vigil Middle School will:

- review and update all Next Step Plans with students, prioritizing senior reviews prior to the first day of school and sophomore, juniors and freshman reviews in August.
- maintain a master spreadsheet to track Next Step Plans and Graduation requirement completion.
- conduct reviews of progress for Juniors and Seniors quarterly.
- conduct credit reviews for Freshman and Sophomores each semester.
- assign support staff to track and mentor all seniors to ensure completion of Next Step Plans and completion of graduation requirements.
- ensure completion of Next Step Plans either virtually and/or through a traditional meeting depending on individual family needs (CFVMS & EVHS).
- utilize the counseling department to reach out to personally each student/family to review and complete all needed components of the Next Step Plan.

Dual Credit Support

Española Public School will:

- continue to partner with dual credit institutions to ensure that students at Española Valley High School are afforded the opportunity and access to enroll in dual credit courses. Current partnerships include: Northern New Mexico College, Santa Fe Community College, Luna Community College
- identify all dual credit students and determine individual supports they may need, including Wi-Fi access, computer device and text books.
- utilize the EVHS counseling department and advisory team to conduct regular check-ins with each student enrolled in dual credit to determine if additional supports are needed.

CTE Course Support

Española Public Schools will:

- continue to support CTE courses through in-person and synchronous remote learning.
- ensure that dual credit courses, and employment credit programs are included in the master schedule for Española Valley High School.
- support career/technical education goals for students.

Bilingual and ELD Services

The Bilingual Education Department strives to promote and develop English proficiency, intellectual growth, self-concept and cultural sensitivity in *English as a Second Language* (ESL) students. The Bilingual Education Department strives to ensure Española Public Schools students have access to effective bilingual multicultural education programs providing culturally and linguistically responsive, rigorous instructional programming that supports all students—including immigrant and/or English learners (ELs)—to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success, such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community.

Española Public Schools will:

- focus on maintaining the Spanish or Tewa native languages by providing 45-60 minutes of daily Spanish Language Arts or Tewa; utilizing project-based learning, and 45-60 minutes of daily English Language Development.
- Students who are identified as English Learners (ELs) and/or who participate in a district bilingual education program will be contacted directly by an EPS ELD/TESOL endorsed teacher to ensure proper support is in place to assist with their grade level learning plan.
- prioritize equal access to learning and provide all supplemental supports for students to the greatest extent possible.
- will ensure learning that includes explicit language practice for English Learners (ELs).
- will provide support at the word, sentence and discourse levels.
- will continue to provide ELD instruction that is appropriate to the grade level and the English language proficiency level of the students.

will utilize online programs such as Rosetta Stone, Learning A-Z, iLit ELL, Duolingo, and other online resources to support bilingual students in the process of learning a new language.

English Learner Resources:

- [NM PED's Serving ELs Guidance](#)
- [EL Identification in NM](#)
- [Screening and Assessing ELs](#)
- [WIDA Educator Exchange Facebook Group](#)

HOPE - Homeless Services

Española Public Schools offers support for students experiencing homelessness. The HOPE (**Homeless Opportunities = Power in Education**) Program supports students who are experiencing unstable housing, doubled-up situations, homelessness or inadequate living conditions. **The HOPE Program** strives to improve training, identification, enrollment, stability and success in school from pre-school to high school to post-secondary education.

FULL REENTRY	REMOTE
<p>Española Public Schools will:</p> <ul style="list-style-type: none"> • continue to identify and provide services and support to HOPE students. HOPE liaisons will monitor both personal and academic needs of students via weekly either in person while on school campus or by phone communication. <p>Identification, Outreach and Communication</p> <ul style="list-style-type: none"> • document check-ins utilizing a weekly check-in form. • identify and monitor current living situations, health, safety, basic and educational needs and assist them in accessing services as needed • share resources and information • train staff to recognize and refer students who are potentially homelessness <p>Ensure Health, Safety and Basic needs are met:</p> <ul style="list-style-type: none"> • identify and communicate safe and stable housing options for quarantine or recovery, • assist with accessing food, health care and mental health services • ensure students have access to, or provision of meals at school and at home if needed. • ensure students receive mental health services and supports delivered either remotely or in person (for those who require this service). <p>Ensure Access to Learning:</p> <ul style="list-style-type: none"> • review & implement all requirements of the McKinney-Vento Act. • remove barriers to enrollment. • Provide waivers for fees related to birth certificates, class materials, extracurricular activities, field trips and before/ after school programming to identified students. • provide training to staff emphasizing teachers may need to provide additional flexibility for deadlines and participation requirements. • train staff to provide accommodations for students who may not be able to participate in online learning opportunities due to homeless living situations, including those with disabilities or ELL. • ensure students have all needed school supplies (including technology and WIFI), • ensure students have access to supplemental tutoring after school if needed. • will conduct <i>home visits</i> as needed in order to monitor students physical and mental wellbeing. 	<p>Española Public Schools will:</p> <ul style="list-style-type: none"> • continue with <i>identification</i> making affirmative and aggressive efforts to identify new homeless children • ensure <i>Health, Safety and Basic needs</i> are met • identify and communicate safe and stable housing options for quarantine or recovery. • assist students and families with accessing food, health care and mental health services • <i>continue with outreach and Communication.</i> • document check-ins utilizing a weekly check-in form. • identify and monitor current living situations, health, safety, basic and educational needs • assist them in accessing community services when needed • share resources and information with families as needed • <i>ensure access to learning by removing barriers to enrollment of new students</i> • provide waivers for fees related to birth certificates, class materials, extracurricular activities, field trips and before/ after school programming to identified students. • provide school supplies (including learning packets, technology and WIFI), • train staff to provide accommodations for students who may not be able to participate in online learning opportunities due to homeless living situations, including those with disabilities or ELs. • conduct <i>home visits</i> as needed to monitor students physical and mental wellbeing. <p>will develop plans through HOPE to respond to potential increased trauma caused by extended shelter-in-place orders in unsafe living situations and increased economic stress.</p>

Indian Education

The Indian Education Department provides a culturally-appropriate and responsive educational experience, while providing a quality education for the capacity and sustainability of our Native American students and their tribes, while providing and strengthening community, cultural relations, and understandings within the Española valley.

Española Public Schools will continue to support Indian Education student through

- accessibility
- connectivity
- use of Chromebook and other devices as needed.
- devices needed by students upon their needs.
- federal, special needs, migrant, and homeless resources for all students, inclusive of Indian students
- ongoing collaboration with local pueblos will continue to support emotional and mental health services for Indian Education students.
- utilize Indian education staff for weekly student/parent check-ins.

Indian Education Resources:

- [NM PED's guidance document for internet access on Tribal lands](#)
- [NMPED Martinez/Yazzie Readiness Assessment](#)

Interventions

The Mission of the Española Public Schools Federal Programs Department is to improve student literacy and math achievement by providing customer service to all stakeholders through quality processes and effective communication. Federal Programs supports effective intervention and staffing throughout the district.

Española Public Schools will:

- provide students with daily in-person small group interventions.
 - utilize interventions from approved research-based strategies.
 - continue to monitor and track student progress.
 - provide parents with student progress updates.
- continue to support students and families through ongoing outreach.

MLSS, SAT & 504 Services

MLSS – Multi-Layered System of Support

New Mexico's **MLSS** model addresses student needs by providing three layers of intervention. All students receive Layer 1, universal interventions, which include high-quality differentiated core instruction aligned to the Common Core State Standards (CCSS) delivered via Culturally and Linguistically Responsive Instruction to meet the needs of most students. Layer 1 also includes a system of Positive Behavioral Interventions and Supports (PBIS) for all students, and universal screening (assessments) to identify students whose needs are not satisfactorily met by Layer 1 interventions alone.

A student not making expected progress (academically, behaviorally, or who is insufficiently challenged academically with high-quality core curriculum and Layer 1 universal interventions may need additional academic or behavioral interventions or Layer 2 – targeted interventions. The focus of Layer 2 interventions is individualized and targeted to support students' acquisition of the knowledge and skills identified in the CCSS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidence-based interventions.

Layer 3 intensive interventions include core curriculum and instruction, and intensive and individualized evidence-based interventions. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive.

SAT- Student Assistance Team (Academic & Behavior Improvement Plans)

While the MLSS provides immediate, data informed supports for students struggling academically and behaviorally, it does not preclude the initiation of the **SAT** process for students who may benefit from the creation of an Academic Improvement Plan (AIP) or a Behavior Intervention Plan (BIP). Under NM state statute, the AIP is a written plan required for students in grades K–8 who have been retained and those who have been promoted despite a retention recommendation. The AIP is developed by the SAT.

Section 504

Section 504 is federal civil rights law under the Rehabilitation Act of 1973. It provides protection against discrimination for individuals with disabilities.

Students in school settings fall under the protection of Section 504 and prohibits discrimination on the basis of disability from all school programs and activities in both public and private schools receiving direct or indirect federal funding. This also includes public charter schools. Section 504 could be a service option available to students with disabilities who have been evaluated and met Section 504 identification criteria. Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. It is not a plan designed to enhance a student’s performance. It is only a plan to provide fairness and equal access to education.

In New Mexico, the Student Assistance Team (SAT) is the starting point to consider whether or not a student needs to be evaluated for a Section 504 Plan. When a student has not responded positively to research-based interventions in a SAT intervention Plan and/or has a suspected disability, the SAT may determine that it needs to consider this option.

Española Public Schools will:

- continue to monitor student progress or Need for interventions via short cycle assessment data, observation and through parent, teacher and community referrals.
- will identify and refer students that are struggling with schoolwork and/or attendance to SAT. These referrals will be made to the SAT/MLSS coordinator / team at each school site.
- work collaboratively with parents, teachers and the school administrator to create a plan for supporting these students. Parents, teachers and the school administrator will be included in SAT/ MLSS meetings which will be held either in person, practicing social distancing, or by virtually as meets the needs of the family.
- coordinate and provide interventions and other services needed by students as appropriate.
- utilize the MLSS, SAT and 504 model will be utilized to track and monitor intervention strategies, effectiveness and/or need for modification or diagnostic assessment. SATs and 504s will be completed virtually and/or through a traditional meeting depending on individual family needs.
- the SAT/504 team chair, counselor or principal will reach out to each student/family to review and complete all needed components of SAT or 504.

21st Century Community Learning Centers (CCLC)

21st Century Community Learning Centers (CCLC) is an out of school time program offered free of charge through a federal grant administered by the New Mexico Public Education Department. The program offers academic, leadership, and enrichment opportunities for students and families.

FULL REENTRY	REMOTE
<p><i>Española Public Schools will:</i></p> <ul style="list-style-type: none">• provide a two-hour 21st CCLC daily program to students at the identified 10 sites that offer enrichment and academic tutoring.• provide family and adult learning sessions.• provide meals and snacks following the guidelines under meals	<p><i>Española Public Schools will:</i></p> <ul style="list-style-type: none">• offer 21st CCLC virtual programming to students at the identified 10 sites.• provide 21st Century Community Learning Centers virtual sessions to students.• provide students with academic tutoring.• provide student and family outreach support.

*Full reentry service will be prioritized for all students. Remote service will be provided if needed.

Special Education

Students with Disabilities who receive special education services will receive instruction, related services and supports in person and virtually. Parents of Students with Disabilities will be contacted by their special education caseworker and/teacher to determine student needs and how to best support them.

FULL REENTRY	REMOTE
<p>Española Public Schools will:</p> <ul style="list-style-type: none"> • ensure that Students with Disabilities are provided services in accordance with their IEPs. • continue to conduct IEPs in person and virtually to maintain IEP compliance. • provide Prior Written Notice (PWN) to parents documenting IEP meetings, revisions, evaluation determination process, service and delivery, changes to modifications and accommodations. • provide ancillary services utilizing assigned related service providers. 	<p>Española Public Schools will:</p> <ul style="list-style-type: none"> • ensure that Students with Disabilities are provided services in accordance with their IEPs. • continue to conduct IEPs in virtually to maintain IEP compliance. • provide Prior Written Notice (PWN) to parents documenting IEP meetings, revisions, evaluation determination process, service and delivery, changes to modifications and accommodations. • as per PED guidance, provide ancillary services virtually utilizing assigned related service providers. • check in with students via remote learning daily. • schedule and complete diagnostic evaluations utilizing NMPED guidance which advised that the any portion of the evaluation that can be completed including but limited to rating scales, parent interview, articulation, etc. are completed in a manner so as to acquire valid results. • determine eligibility using available data, diagnostics and NM TEAM with a focus on compliance timelines. The eligibility determination will be completed in good faith utilizing a draft interim report and available information is available. An Educational Determination Team (EDT) will be convened to determine eligibility in any area possible. • schedule virtual office hours for special education teachers and case manages as a means to provide additional learning supports for Students with Disabilities. • as per PED guidance and the Governor’s health order, medically fragile/homebound /life skills students will receive instruction virtually during remote learning.

Special Education Resources:

- [NM PED’s Special Education Bureau Covid-19 information and updates](#)
- [NM PED FAQs Q&A, Providing Special Education Services During Covid-19](#)

Mandatory Reporting & Wellness Checks

Española Public Schools will:

- ensure that training for mandatory reporting occurs at the beginning of the year.
- utilize School Support Teams to conduct an analysis of student needs in order to target students and clarify supports needed.
- utilize school staff (including Behavioral and Mental Health staff) to monitor and check-in with At Risk students (especially those needing higher levels of support) to ensure for their safety and wellbeing through weekly check-ins with families.
- schedule weekly School Support Team meetings at each school site to ensure effective communication amongst staff and also that student wellbeing is monitored.
- utilize educational assistants, teachers and counselors for weekly student/parent check-ins.
- utilize Indian Education staff for weekly student/parent check-ins for our Native students.

Supporting Families

Española Public Schools will:

- provide professional development for families/parents on Google Meet and Google Classroom. Schedule has been developed and trainings are scheduled for the 1st 2 weeks in August.
- provide technology resources to students and families to support and facilitate student learning, including 1:1 computer device, live synchronous instruction.
- provide a technology Help Desk for parents and students in order to facilitate use of technology and troubleshoot issues with technology.
- utilize the district's Health and Wellness staff to work with schools and families to provide support and resources as identified/needed.
- Continue to provide social emotional supports utilizing Edgenuity.
- provide a list of social emotional providers, community supports and resources.
- utilize REC 2 as a resource for providing childcare options for parents.

Social-Emotional Services

In order to engage in rigorous academics and reenter school with new protocols, social emotional wellness, behavioral health, and culturally responsive trauma-informed care need to be front and center and embedded across all of our work. When both students and staff are physically and psychologically safe, they are able to engage in formal, rigorous teaching and learning.

Española Public Schools will support students Social/Emotional well-being through the following varying levels of educational integration:

Cultural Relevance

- Española Public Schools prioritizes the safety and social emotional wellbeing of ALL students, staff, and families.
- Honor identity and cultural nuances by communicating in multiple, appropriate languages.
- Include curricula that teaches students about diversity and antiracism.

Relationships

- Create and maintain healthy, caring relationships among and between students and staff by creating a sense of belonging and connection.
- Have teachers, educators, and other school staff set up video calls with students and families during remote learning to conduct interviews and/or do regular check-ins, as well as email students and families.
- Offer opportunities for students to share and process their emotions.
- Support students and staff in adapting to a new normal and in understanding change in traditional school structures.

Real-time Support

- Recognize and attend to trauma and grief.
- Build infrastructure that allows for screening, care, and connectivity with wraparound services or partners.
- Establish robust, site-based behavioral health support systems and frameworks for check-ins that focus on building healthy coping skills.
- Create systems to monitor students, staff and families in order to support those who are struggling.

Remote Learning Integration

- Focus on the sequence and flow of the remote learning content, incorporating pauses and allowing time for students to gather their thoughts and share out.
- Use social emotional programs, groups, and individualized supports developed in the “brick and mortar” setting to engage students and connect them to tools and resources for remote learning.
- Adopt social emotional learning curriculum that is comprehensive and embedded across instruction, whether in-person or remote settings.
- Provide consistency in daily routines to reduce stress and promote positive learning conditions.

Social-Emotional Assurances

Española Public Schools will:

- conduct an analysis of student needs using a student data collection form in order to target students and clarify supports needed.
- continue partnerships supporting the social and emotional wellbeing of students include El Centro Family Health behavioral support staff (ECFH - School Based Health Center), Southwest Family Guidance Center, and CareNet De Española.
- provide training for staff on trauma informed care which is supported by Southwest Family Guidance Center as well as the online Shape System resources.
- engage all staff (including educational assistants and other support staff) and provide information and training on social and emotional curriculum resources and on Trauma Informed practices. Curriculum resources include utilizing adopted Healthy Lifestyle Choices Curriculum for students in grades K-8. Real Essentials/Healthy Relationships Curriculum in grades 6-12
- provide and implement online Social and Emotional Curriculum grades 6-12 utilizing Edgenuity SEL. Training will be provided to counselors, principals, teachers, social workers, school psychologist. Additional online resources include the Shape System (www.shapesystem.org) library of resources and assessments.
- establish a School Support Team (SST) made up of counselors, social workers, nurses, psychologists, building administrators, and non-homeroom staff to include support teachers (P.E., Art, Music, Library) and Educational Assistants (EAs). The team's responsibility will include follow up and communication with parents/families and teachers regarding:
 - hard to reach or non-responsive students (missing, disconnected or blocked phone numbers).
 - socio/emotional concerns or referrals, IEPs, SAT and 504s.
 - HOPE students (displaced students and families) to ensure basic needs are met.
 - follow up with case managers, counselors or local service referrals as necessary.
 - home visits, wellness checks and/or CYFD referrals if necessary. School resource officers may also follow up with hard to reach families or students in order to conduct well checks.
 - direct services via phone or computer for those students with IEPs.
 - providing teachers with specific lessons as needed for students in the areas of coping, stress, relationships, drug awareness, safety, etc.

Staffing

"The good news for the educator preparation programs is COVID was a time to engage with districts in a way they never would have in person; enabling novice teachers a chance to complete practicums and work immediately in service to a school. In this section you will find more information on staffing and the requirements for the coming school year."

- Seana Flanagan

Getting the right licensed person in every classroom is essential to New Mexico's districts, schools, and tribal communities. Currently, a lack of qualified candidates stems from teacher shortage and specifically, a shortage of teacher with the right licenses. Throughout the pandemic, PED worked with districts to make accommodations for completers and quickly pivoted to support emergency licensure. In fact, PED gave one-year licenses to every first-year teacher; and, continues to offer those accommodations. What's more important is that all districts (urban, rural, and suburban) get the right person, with the content they need and the license they require.

The Española Public School Human Resources department will support appropriate staffing, licensure and necessary and appropriate accommodations per policy as allowable.

Human Resources will:

Related Guidance	Description
Ensure staffing aligns to student projections	Update student projections for in-person learning and adjust any hiring required. For frequently asked questions, please visit FAQs on the New Mexico PED Licensure website .
Communicate licensure requirements	Provide outlines of professional learning - based on plan for the summer and early fall. Begin professional development for teachers and other staff
Consider using Title II to employ creative funding strategies that address new and/or historic staffing shortages	Think differently about Title II spending. This funding source can be used to fund teaching position through stipends or recruiting bonuses. Many district, charter and tribal leaders may prefer not to exercise this option due collective bargaining agreements and other serious considerations. But for some, Title II funding may be better than ESSR money to address shortages because it is available every year and can build a stable foundation for more effective staffing.
Analyze your current staff capacity, skill sets and needs to reimagine staffing assignments of existing staff	An analysis of your current roster and needs can help leaders leverage the talents of existing staff (part-time and full-time). In critical areas where funding for new staff positions may be difficult, this analysis may identify a new focus for PD that provides stretch and growth opportunities for existing staff members who may like to pursue hard-to-fill roles.

Staff Safety

Employees are expected to follow guidelines in the current [statewide public health order](#). Staff must be trained in local and state rules regarding health and safety procedures such as appropriate use of PPE and what to do if a student or staff member is exhibiting symptoms. The CDC's [How to Protect Yourself and Others](#) may be a useful resource. Please see [Safety Procedures](#) section for detailed plan.

Staff Vaccination & Return to Work

All New Mexico educators and school staff will be offered the COVID-19 vaccine before the end of March as a gateway to further expanding safe in-person learning with a goal of reaching full reentry as quickly as possible.

If you are a teacher and don't want to be vaccinated, you have a right to decline the vaccine, but that will not excuse you from coming back to work if your job requires it. We feel confident about the safety of these vaccines and encourage all New Mexicans, especially educators, to get their shots as quickly as they are available.

Staff with high-risk medical conditions are exempt from in-person learning until reaching full protection from the vaccine. The two-shot vaccines reach full efficacy two weeks after the second shot; the one-shot Johnson & Johnson vaccine reaches full efficacy two weeks after the single shot.

Districts and charter schools must ensure that any faculty and staff who have not provided evidence of COVID-19 vaccination and work onsite participate in COVID-19 testing each week that student services are provided at school.

Per the recent Public Health Order (December 2, 2021):

1. All School Workers in any private school, public school, or charter school who are not fully vaccinated against COVID-19; have not received a booster dose, if eligible according to the FDA, by January 17, 2022, or within 4 weeks of becoming eligible, and/or are unwilling to provide proof of such vaccination to their respective supervisors shall:
 - a) Provide adequate proof that the school worker has tested negative for COVID-19 on a weekly basis, and
 - b) Wear a mask or multilayer face covering at all times indoors during the course and scope of their employment except when eating or drinking. An unvaccinated school worker will only be exempt from wearing a mask indoors if adequate proof is provided that the school worker has been instructed otherwise by a licensed healthcare provider.
2. All private schools, public schools, and charter schools shall maintain records of school worker vaccination status in accordance with applicable privacy laws and regulations. The records regarding a worker's vaccinations status shall be provided to the Department of Health promptly upon request.

Face Masks and Staff

According to the [Equal Employment Opportunity Commission of the U.S. Department of Labor](#), wearing a face mask is considered a lawful condition of employment.

Unvaccinated staff who work with unvaccinated students not wearing facemasks due to the circumstances described above should wear a medical mask or face shield in addition to a cloth face mask. For these situations, schools should provide staff with a medical mask (surgical, procedural, [N95, or KN95](#)) and/or other PPE.

Unvaccinated staff who work with students who need to lip read or face read in order to learn should wear a face mask that has a clear plastic window or is made of clear material. Discussion of [clear plastic mask features and where to buy clear plastic masks](#) may be found online. (NMPED does not endorse any particular face mask vendor.)

Staff Assignments

Reasonable accommodations such as alternate work assignments may be available to an employee, including [high risk staff](#), under the Americans with Disabilities Act (ADA). Leave under the Family Medical Leave Act (FMLA) may be available to an employee who is unable to perform his or her duties due to the employee's or eligible family member's serious medical condition. ADA and FMLA requests may include consideration of the mitigating effects of the COVID-19 vaccine, which have been, and are being, made available to all school staff. Human Resources staff, under the direction of legal counsel, will make determinations about reasonable accommodations under the ADA and/or leave under the FMLA.

Emergency Paid Sick Leave

Districts and state-chartered schools must provide emergency paid sick leave to employees under House Bill 2 (signed April 9, 2021). The federal government renewed and expanded the Families First Coronavirus Response Act (FFCRA) as a voluntary program for the period April 1, 2021, through Sept. 30, 2021. However, House Bill 2 requires LEAs to implement the provisions of FFCRA through June 30, 2022. ([See House Bill 2](#), lines 22-25 on p. 169 and lines 1–2 on p. 170.) To pay for this mandate, you may use state-appropriated operational funds or available Elementary and Secondary School Emergency Relief funds. ([See House Bill 2](#), lines 1–2 on p. 170.) ESSER funds are also subject to federal statutory use requirements and applicable federal regulations. If using ESSER funds, such use must be listed under “other activities necessary to maintain operation and continuity of services” in the American Rescue Plan application.

Educator Licensing & Waiver Requests

While there are no changes to educator certification requirements, waivers may be requested in the case that educators in high risk category may need to work from home and therefore teach in a grade level or subject area for which they are not currently licensed. To request a waiver please seek assistance from Esther Romero in the Human Resources department (esther.romero@k12espanola.org) or send an email to licensureunit@state.nm.us.

Substitutes

NMPED recommends cross training all Educational Assistants to be licensed Substitutes and all Substitutes to be licensed Education Assistants. The Licensure Bureau will waive the fee for an Educational Assistant to add a Substitute license and for Substitutes to add an Educational Assistant license. If your district has educators who would like to pursue this option, please contact licensureunit@state.nm.us for next steps. Consider contacting the educator preparation program in your community to see if the program might identify students who could fill these roles while earning credit towards their programs.

Student Teachers

Student teachers may provide additional support during this time. PED suggests partnering with the educator preparation program in your community to think differently about the scope of responsibility of student teachers with their mentor teachers. These student teachers could help their mentor teachers with virtual learning. PED also suggests having these student teachers apply for an EA license so they may earn a paycheck while providing these additional supports, per local agreements with the educator preparation programs in your community.

Technology

Española Public Schools will utilize the Google Suite inclusive of Google Classroom and Google Meet to support student learning. Our Synergy student information system will be utilized to document and support attendance, grading, lesson planning and communication with students and parents. All students and staff in need of an electronic device will be issued a Chromebook. Classroom teachers will also utilize Chrome cameras, Smartboards, and document cameras to present synchronous and asynchronous lessons. Internet hot-spots will be provided at school sites, throughout the community and to families in need.

Professional Development/Learning

Technology rich teaching may be new for some educators, and they will need to be trained on how to deliver instruction via the web and how to utilize technology resources to enhance learning. Professional learning should be provided to teachers and educators on designing equitable instruction regardless of whether it is delivered in a virtual or in an in-person environment. Administrators will need professional learning on assisting, observing, and providing feedback to teachers in an online environment. Induction programs must consider how school closures impact professional learning, mentoring, and coaching for non-tenured teachers. Consider partnering with institutions of higher education to offer courses related to teaching and learning through various delivery models, including teaching in a virtual environment.

Staff Professional Development Training Schedule

As part of the Extended Learning Time Program (ELTP), Española Public School employees will participate in 87+ hours of professional development during the 2021-2022 school year.

Professional Learning Inservice Schedule	
August 2	Yr 1 Teacher PD/Mentorship
August 3	New Staff Inservice PD (No school for students)
August 4	Teacher Inservice PD (No school for students)
August 5	Teacher Inservice PD (No school for students)
August 6	Teacher Inservice PD (No school for students)
October 11	Teacher Inservice PD (No school for students)
January 3	Teacher Inservice PD (No school for students)
Times: 8:00-4:00 PM with a 1-hour lunch	

Professional Learning Early Release Schedule	
August 18	January 12, 26
September 1, 15, 29	February 2, 16
October 6	March 9
November 3, 17	April 6
December 8	May 18, June 3
Professional Staff Learning 1:30-4:30 PM (utilizing 1x15=15 CBA hrs.)	

Communications

Espanola Public Schools values stakeholder feedback, communication and input.

Española Public Schools will:

- provide information regarding Safe Return to In-Person Instruction Reentry Plan and learning supports via the district website, Superintendent's weekly updates, memorandums, Synergy mail blasts (students, parents, staff), social media posts (Twitter & Facebook), and School Messenger alerts (phone & email).
- utilize the Superintendent's weekly radio show, local newspaper, City, County and Chamber of Commerce websites to keep families informed about current and changing circumstances.
- provide emergency response templates to schools to support rapid communication
- conduct parent surveys regarding method of instruction, connectivity and needs to determine processes, procedures and supports.
- utilize ParentVue and StudentVue in Synergy SIS for two-way communication with parents. Synergy mail (allows for single point email correspondence to/from students, to/from parents and school staff),
- provide teacher and staff emails on the district website as a means for parents to contact and communicate with their child's teacher and school.
- provide school and district administration contact phone numbers and email on district website and parent information.
- provide teacher email contact on district website to ensure parents are able to communicate with their child's teacher.
- Teachers will utilize their established preparation time in order to communicate with students, parents and families and when necessary schedule one to one meetings.
- provide information in both English and Spanish. The following forms of communication will be utilized and will be translated to Spanish.
 - provide information regarding COVID-19, Remote and full re-entry, and learning supports via the district website, Superintendent's weekly updates, Synergy mail blasts (students, parents, staff), memorandums, social media posts (Twitter & Facebook), and School Messenger alerts (phone & email).
 - provide informational packets and printed information during device distribution.
 - utilize City, County and Chamber of Commerce websites to keep families informed about current and changing circumstances.

COVID-19 Point of Contact (POC)

Each school must identify a COVID-19 Point Person to liaise with the New Mexico Public Education Department (NMPED) Rapid Response Team. For many schools, the school nurse may be well-suited to serve in this role. In the event of a confirmed positive case in the school, the point person must be prepared to:

- Effectively communicate with NMPED and other state officials conducting case investigations.
- Provide classroom rosters and bus rosters that list all riding students and the buses they ride, and after school program lists for all participating students that include location and program sponsor.
- Provide up-to-date contact information for each student at the school.
- Identify close contacts of confirmed cases.
- Ensure close contacts do not return to school until the appropriate isolation or quarantine period has passed.

Communication with Families

Communication regarding positive cases should be handled in a timely and thoughtful manner. Every effort should be made to maintain confidentiality of the infected individual. Within four hours of the school being notified of a positive case, the close contacts (**see page 3 for the definition**) should be notified by the school of the requirement to

quarantine for 10 days from the last exposure. Students and staff identified as close contacts are highly encouraged to be tested.

Within four hours of the initial notification of the positive case, schools must also notify families and staff that a positive case has been identified at the school site. Please use the language contained in the ***Notification Letter Template*** for school communications regarding positive cases. **Notification of the school community is only required if the positive case was on campus while infectious.**

Please see the [Staff & Student Individual Decision Tree](#) and the [Quarantine Decision Tree](#) for additional information.

Confidentiality Considerations

An individual's right to privacy should always be considered. In sharing information with students, families, and staff members, report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student or staff member who is infected.

However, in relation to the sharing of information with NMPED Rapid Response members or NMDOH School Health Advocates, the Federal Education Rights and Privacy Act (FERPA) permits non- consensual disclosures of Personally Identifiable Information (PII) from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. Additional information regarding FERPA and COVID-19 may be found in the [U.S. Department of Education's FERPA & Coronavirus Disease 2019 \(COVID-19\) Frequently Asked Questions \(FAQs\)](#).

Budgeting

"(The) fiscal cliff is real. It is important to sequence through September 30, 2024; this is the time to invest in one-time expenditures. Grants management is important." - CCSO Deputies' Call on ESSER funding

"In addition to the wide range of allowable uses of ARP ESSER funds, an LEA that receives ARP ESSER funds must reserve at least 20 percent of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic." - [ARPA Act 2021](#)

As shared in the ARP ESSER Fact Sheet and included in [PED's Award Memo](#), the purpose funding is "to help schools to return safely to in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional, and mental health impacts of the COVID-19 pandemic on New Mexico's students." Of particular note is the requirement that [20% of funds](#), referenced above, are used to address the academic impact of lost instructional time and the requirement that, along with flexibility comes the mandate from Congress for LEAs to address the disproportionate impact COVID-19 has had on the student subgroups named in the [American Rescue Plan Act of 2021](#). Many districts are also considering leveraging federal funds to send teachers and families to professional learning opportunities this year, taking what we learned during COVID-19 to invest in our children in the future. For example, schools/districts are encouraged to offer stipends to educators who conduct welcoming home visits outside of contract hours. To that end, federal regulations also require all ARP ESSER plans to be made publicly available online. It is also required that these plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Local Education Agencies (LEAs) must seek public comment on plans while also taking into account public comment.

Española Public Schools has utilized a Re-Entry 2021-22 Stakeholder Feedback Survey (administered June 16-July 2, 2021) to gather valuable input related to remote learning practices, re-entry, and budgeting. Espanola Public Schools has also conducted Re-Entry 2021-22 Stakeholder Feedback Meetings (June 23 & July 7, 2021), as well as conducted Student Stakeholder Feedback Meetings at EVHS (June 24, 2021). Espanola Public Schools will also continue to solicit stakeholder feedback quarterly throughout our reentry year.

ARP ESSER Funds must be spent by September 30, 2024. LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. As stated before, NMPED is encouraging districts to addressing unfinished teaching, including supporting low-income students, children with disabilities, English learners, students experiencing homelessness, and children and youth in foster care across New Mexico.