

Coral Community Charter School

Re-Entry Plan

Fall 2020

General

Coral Community Charter School (CCCS) will follow the requirements for school re-entry as described in the guidance documents in the links below. The subsequent narrative provides details describing how the school will implement requirements that include using the hybrid model; surveillance and rapid response; social distancing; no large gatherings; wearing face coverings; screening; transportation; and providing meals for students.

NMPED Guidance homepage:

<https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

NMPED Guidance & Requirements June 24, 2020

https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryGuide_Hybrid.pdf

Social Emotional Learning

The school has drawn upon strategies and practices already in place as well as information gathered under the Continuous Learning Plan to develop the following list of components that will be implemented to ensure effective student social emotional learning.

Student Engagement – An instrument with 3 to 5 questions will be used to determine level of engagement/excitement about learning. We will build this survey from existing research instruments and administer weekly. In addition, students will complete an interest inventory at the beginning of the year.

Personal Education Plans for all students – One of the school’s mission specific terms is the development of an individual plan for each student. These plans are developed collaboratively with teachers, staff, students and their families and are reviewed and updated twice per school year. Information gathered from the student engagement instruments described above will be used to develop initial and updated PEPs. Each plan includes academic as well as social emotional goals. The Essential Indicators in the New Mexico Early Learning Guidelines (NM ELG) are used and adapted to write PEP social emotional goal statements for students of all ages and grade levels.

Explicit lesson design - Teachers and staff will establish weekly structured social emotional learning activities that support the routines of the class and a positive school climate. These activities will be posted in the building and in online classroom spaces. In addition, school administrators will highlight activities using the school wide communication platform, Bloomz. The following information will be considered to ensure high quality lessons are created and that they have the capacity to meet the current needs of students: survey instrument results; knowledge of students; grade level and developmental content needs; critical standards; and charter specific expectations including:

- North Stars: Our Guiding Principles at <http://www.coralcharter.com/home.html>
- Charter Traits at <http://www.coralcharter.com/about-us.html>,
- Leadership Traits at <https://www.leaderinme.org/the-7-habits-of-happy-kids/>

Lesson templates will be created and updated during weekly Academy meetings.

Culturally and Linguistically Relevant (CLR) teaching and learning - Coral Community Charter School is committed to utilizing Culturally and Linguistically Relevant (CLR) instructional strategies and best practices to support student learning and teacher development of high quality, engaging learning activities. The desired outcome is to successfully address student development and application of coping skills; support students in meeting Common Core State Standards; scaffold students from their current learning level to the next; and continue learning to realize their full potential. School staff recognize that they must also providing a comprehensive connection to services for students and families through self-identification and teacher/family collaboration. The development of PEPs for all students will greatly assist the school in ensuring CLR teaching and learning is provided.

Teachers will review and establish best practices for responding to students using Culturally and Linguistically Relevant (CLR) instructional strategies to ensure that students are highly engaged with materials in the classroom and content provided through virtual learning platforms. In alignment with the 4 pillars of the school mission statement, teachers will work to identify and build upon CLR instructional strategies that address both social emotional and academic development in all students. In addition, classroom teachers and school staff will work to analyze student assessment data, review student and family surveys and directly address individual student needs through PEPs and interventions designed in collaboration with the family and student.

The school will also take the following actions

- Set up measures that show whether curriculum and instruction are having a positive impact
- Keep teachers and staff informed at monthly all staff Collaboration Days of state initiatives surrounding the Yazzie Martinez ruling, and current CLR practices
- Provide planning time for teachers and staff to embed CLR practices, review effective models for in person and remote learning, create innovative approaches
- Collaborate and participate with organizations leading educational reform, such as Future Focused Education (<https://futurefocusededucation.org/>)
- Implement antiracist curriculum in combination with teacher created modules with community learning that engages students in New Mexico cultures, lands, current communities and past communities as well as the stories and perspectives of the various cultures that make up New Mexico.
- Develop, review, and sustain Coral's CLR Framework in collaboration with the Coral Equity Council, students and families, educators and administrators

Restorative Practices - As students and teachers return from COVID-19, school staff will work to engage students, families and our community by providing a safe space for to communicate and process the previous, current, and future events that have challenged and stressed our community, homes, and jobs, and personal and professional lives.

Anti-racist curriculum – Our educators are committed to reviewing the content of lessons through a lens of anti-racism and researching and implementing anti-racist lessons and curriculum through a review of tools designed by organizations to structure classroom learning and develop a school-based sequence of lessons that engage learners. In the development and implementation of anti-racist curriculum, Coral Community Charter School will develop a long-term plan to address racism and provide students with experiences and education that support the development of students who are prepared engage in efforts for progress. School staff will post numerous lessons and resources for families and educators, in a focused effort to determine and implement the lessons that meet the needs of the school’s diverse learners.

Mindfulness strategies – Educators will work to develop and implement mindfulness strategies and routines in the daily classroom curriculum and environment that respect the individual students in the classroom. Mindfulness strategies will be used in conjunction with social emotional learning and as research-based strategies for ensuring that students have the support to meet their individual social emotional learning and development goals.

Building teacher capacity to provide social emotional support- Teachers and staff will continue to build on previous work designed to address trauma of students in their classrooms and utilize responsive approaches to student behaviors that interfere with learning and positive social relationships. Social emotional learning and its effectiveness will be included as topics for weekly Boys and Girls Academy meetings as well as monthly all staff Collaboration Days. A member of the administrative team is designated to provide support to teachers in effective social emotional learning strategies, implementation of individual student plans; and implementing interventions for students who are identified at risk. This administrator also maintains current trainer credentials in Non Violent Crisis Intervention and provides all teachers and staff with annual training and support in completing certification.

Coral has built upon the Essential Indicators in NM ELG referenced above. These guidelines form a basis for social emotional learning standards and encourages teachers in PreK – 3rd grades to participate in Conscious Discipline as described by Becky Bailey. This approach is steeped in the research on recognizing trauma and the resulting behavior in the classroom. It provides specific strategies and interventions for supporting students in the classroom environment and establishing relationships and trust with students. The strategies and interventions align with Positive Behavior Intervention and Supports (PBIS) and with Pyramid Model Innovations used in our PreK classrooms, which is also based upon PBIS. Teachers in need of social emotional standards beyond the NM ELG are encouraged to review and access Illinois State Board of Education (ISBE) Social/Emotional Learning Standards found at <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>. All staff are guided to the Collaborative for Academic, Social, and Emotional Learning (CASEL) in designing classroom supports and individual interventions for social and emotional development in the school and classroom settings. This resource is found at <https://casel.org/core-competencies/>.

Relationships – Building connections with individual students is one of our mission specific strategies and addresses needs identified by our Coral Equity Council meeting in July 2020. Families tell us in no uncertain terms that building relationships with students should be a priority for our school community. Coral Community Charter School teachers and staff will structure a support system that establishes a 1:1 relationship between teachers and students' who are in their cohort groups. As a secondary measure,

relationships will be fostered by pairing students with educators who have related expertise in supporting the identified needs of specific students. Additional support will be provided through special education and ancillary service providers as necessary to ensure that student and family needs are addressed.

Wellness checks & reporting - Teachers and staff will continue to conduct weekly check ins with students and families while in Remote and Hybrid learning models. The instrument used in the Continuous Learning Plan (CLP) in Spring 2020 to gather information about family and student well-being will be reviewed and updated prior to August 3, 2020, when K5 Plus begins. As part of the weekly check in, teachers and staff will maintain a regular schedule for each family's appointment using Google Meet, log communication with the student, check for progress towards the students individual PEP social/emotional goal, address the resource and instructional support needs of the student and the family and refer the student and family to school personnel who can support with community resource connections. The information gathered is monitored by the Administrative Team and is reported to teachers and staff at weekly Academy meetings. Based on information received and current conditions, survey questions will be changed as necessary.

Schedule - Teachers and staff have developed a school and classroom instructional schedule that includes time daily during in person and remote learning for sharing and processing emotions. Students will have a continuously accessible space for collective grieving and an environment for listening and support.

The school's master schedule meets requirements of Remote, Hybrid and Full learning models. It provides consistency in daily classroom level and school level routines including academic lab times, virtual community instruction opportunities, brain breaks, structured activities focused on social and emotional development. The school will ensure structure and consistency is provided for all students and families through access to teachers and instruction when they are not in the building by utilizing online learning management software, the school communication platform and virtual meetings with families. This approach will be utilized under any and all learning models.

Staff Well-Being -

Training - Employees are expected to follow guidelines in the current statewide public health order. During July at an all staff Collaboration Day, teachers were provided with training in implementing the school re-entry plan, proper use of PPE, and accessing current state and federal guidance.

Reduce movement - In order to reduce contact, teachers will move between classes and students will remain in the same space together. The weekly schedule will be built to have the same class/group of students function independently as much as possible from other students. Each group of students will have recess together, eat together, etc.

Looping - The school already "loops" elementary school teachers with the same group of students for more than one school year so that students return to a familiar face for increased emotional security as well as starting the year with established relationships and knowledge of students' learning needs. This practice will continue under the re-entry plan.

Space - Teachers and staff may request a socially distanced place in the school building to work when it is not possible to do so at home during planning days and other days when students are not in the building.

Coverage in case of illness - All teachers are required to complete plans for a substitute and upload them to an online shared space. The update of these plans will be completed by each teacher during September all staff Collaboration Day so that teachers have time to experience working during the hybrid model and will be able to draft quality plans. The Administrative Team developed a document that designates primary and secondary contacts for key processes.

Weekly interaction with school leaders – the Principal will provide weekly time for all staff to check in with at least one member of the leadership team to ensure overall well-being and potentially provide support.

Remote Learning

Technology Upgrades - The school's priority focus in the area of teaching and learning for fall 2021 is strengthening the effectiveness of remote learning. In order to accomplish this goal, the following upgrades are being completed: installation of additional access points; upgrade of internet; upgrade of server; and the purchase of additional student devices. All classrooms will be equipped with a new interactive whiteboard. Students will be offered live teaching, weekly online interactive/social opportunities; school created, mission specific learning modules. For the school created modules, teachers will create recorded virtual Out of School Instruction (OSI) activities and interactive math vocabulary lessons. These school created modules can be used by all students in all grades.

Increased student engagement - In order to improve the quality of remote learning and instruction, teachers will be provided with training and support in utilizing technology and the school's online learning platform and specific, high quality professional learning opportunities for teachers and staff in the use of online learning and application of school initiatives in a virtual educational setting. The Leadership Team will provide teachers with examples of highly engaging online content, lessons, and approaches and conduct structured discussions and planning and reflection time on the quality and engaging nature of remote learning activities. Teachers will be provided with results of student engagement surveys and changes will be made based on student input.

Instructional Materials – Instruction will be delivered in person and through online live streaming. Content available to students who attend in person will be posted in virtual classrooms as well. See attached CCCS Re Entry Instructional Materials for Remote Learning for additional details.

Establishing baseline & providing effective student support - During two staff collaboration days in mid-July, teachers and leaders discussed and determined what information about student skills will be most beneficial to gather at the beginning of the year– in addition to formative assessments - so teachers can begin developing plans that effectively support each individual student, no matter what performance level they demonstrate. The needs identified as a result of this conversation include knowledge about social emotional state of both students and family members; establishing and SEL baseline as well as an academic one; parent/family perspective on the pros and cons of online learning; parent/family perspective on the academic strengths and weaknesses of their children; what activities

and lessons do students find engaging. CCCS will utilize time during the K5 Plus program to initially assess an academic baseline using Istation ELA and Math as well as anecdotal input from staff and students. At the start of fall semester, all students will be assessed in Istation ELA and Math and MAP ELA and Math. The school will follow guidelines for remote assessment forthcoming from NMPED. We are currently investigating options for monitored testing while in remote learning or at home learning during the Hybrid model. Based on the results, teachers and leaders will identify priority standards to accelerate student learning and address skill deficits during September staff Collaboration Day. In addition, a Personal Education Plan (PEP) is developed in collaboration with teachers, staff, students and families each year for all students and outlines individual student goals in the social emotional domain as well as in academic domains. The baseline data gathered from family reports and student assessment data will be used to develop PEPs and to set academic and social emotional goals for the 2020-21 school year. Instructional coaches will support teachers and focus on the students who demonstrate the greatest need as well as provide coaching and modeling to teachers in appropriate delivery of content and curriculum. We will continue to use the cycle of reviewing assessment data, identifying needs, and adjusting resources to meet those needs. Teachers and staff participate in monthly Collaboration Days which include time to analyze data and make adjustments. Teachers and staff also participate in weekly Academy meetings which include time to vertically align strategies and approaches to closing learning gaps as well as adjust scope and sequence of content to meet current student needs.

Intervention – One of the pillars of the school mission is individualized learning. All students have a collaboratively created Personal Education Plan. MLSS/RTI and SAT services are captured in these plans. Academy Directors hold weekly meetings and include a review of status and actions necessary for each student. Based on these discussions, the Leadership Team ensures resources are aligned to meet student needs. The school utilizes instructional coaches to provide support for priority at risk needs. Under the Continuous Learning Plan, all required MLSS/RTI and SAT actions were completed online. The school will continue to use online platforms to provide support services for students.

The school is committed to developing learning opportunities that are culturally and linguistically relevant and will ensure this happens in several ways. During student PEP development, all students will complete a learning engagement survey, inclusive of an interest inventory to establish a baseline for their engagement and support the development of social emotional skills. The school will develop a plan to address student engagement for ELs, Native American Students and Students with Disabilities and make changes and improvements as necessary. The school will allow special education students to continue in-person instruction as appropriate in order to increase exposure to established daily routines and social interactions to address their individual learning needs.

The students and families of our Native American population currently all live in the city. The unique needs of this subgroup are represented on the Coral Equity Council and are sought out for information about individual student and family needs. Native American Students enrolled at the school represent 9 different Tribes and come from different Pueblos and Nations. Students often return to the Pueblo or Nation on the weekends, days off from school, and for ceremonies and festivals that are observed. The Coral Equity Council is actively seeking to build relationships with an urban Native American organization to support our Native American Students and review the school reopening plan.

In consideration of our Native American Students and families that commute or regularly return to their Pueblo or Nation, the school's hybrid model allows families to attend 2 full days a week that are back to back. Families may also choose all remote learning if they would like to remain in a virtual education model. The school will set start and end times that allow families time to commute and will refrain from changing the instructional start and end times for students.

Bilingual Education – We will continue to utilize our family technology needs assessment to identify initial needs and our weekly family check in form to identify emerging technology needs. Our English Learners will receive support from classroom teachers as well as instructional coaches. The coaches assist classroom teachers in planning culturally and linguistically relevant activities and will attend and/or conduct check ins for these students whenever possible. Coaches will consult regularly with classroom teachers to ensure each child's needs are being addressed; appropriate materials are utilized; individualized and equity of access to opportunities is provided. The majority of these actions can be completed during weekly Academy meetings; however, additional time will be scheduled as necessary. The coaches and Leadership will meet regularly to ensure that our English Learners are engaged and have remote learning resources needed. Service logs will continue to be maintained by providers and monitored by Administrators just as they have been in past years. The school will continue to support students using a structured English immersion approach and can draw on 4 highly experienced staff members who are TESOL endorsed and 1 staff member who is Bilingual endorsed.

Special Education - We will continue to utilize our family technology needs assessment to identify initial needs and our weekly family check in form to identify emerging technology needs. The Leadership Team and Special Education Coordinator will work with providers to ensure that the identified family learning and technology needs are addressed and adjust learning activities as appropriate and aligned to IEPs. Our OT, SLP, and SW have training and access to school resources and online learning platforms and attend weekly Academy meetings. All providers have already utilized online learning and are ready to do so under the hybrid model. Virtual therapy will be provided for students as appropriate. The Special Education Coordinator will consult regularly with classroom teachers and service providers to ensure each child's needs are being addressed; appropriate materials are utilized; equal and individualized access to opportunities is provided; discussion and collaboration about learning occurs between general and special education teachers. The majority of these responsibilities will be addressed during weekly Academy meetings; however, individual discussion will be scheduled as necessary. The Coordinator and the Leadership Team meet regularly to ensure that our students with disabilities and their providers have remote learning resources needed to meet requirements within IEPs.

Instructional schedule - ELA and Math instruction are prioritized and occur school wide at the start of the day. Students learn with their academic peers and their own individual levels. Remote learners will attend live lessons with academic peers. Science and social studies will be used increase student engagement and embed math and reading skills. All staff have begun to create virtual recorded modules of Out of School (OSI) instruction, aka field trips, that can be used by all grades to experience places and extend learning. All staff have access to materials via an online shared space. Recurring planning time

occurs during weekly academy meetings, all staff Collaboration Days, before school from 7:30 to 8:00, and other structured times between experienced teachers/coaches and colleagues who need specific support.

Technology

Monitoring Technology Effectiveness – At the start of the year, administrators will be granted access to all of the school’s virtual classrooms and instructional coaches will be granted access to all classrooms in which they provide support. During the July all staff Collaboration Day, teachers and staff were given a preliminary list of components that need to be included in each virtual classrooms such as visual alignment of critical standards and lessons, a well-defined avenue for submission of student work, and rubrics and processes for teacher feedback on student work.

Online safety – The technology upgrades listed above will provide staff and students with increased online security when utilizing internet in the school building. Teacher interactive boards are equipped with a sharing feature that only allows students to view what is on the board. Student devices will have links to approved school sites and applications. At the start of the school year, families will receive technology safety guidelines to follow during remote instruction.

Each year, leaders, teachers, and staff develop a list of school wide focus strategies aimed at improving effective instruction as part of the school’s annual academic plan. Due to the fact that the school’s priority focus in the area of teaching and learning for fall 2021 is strengthening the effectiveness of remote learning, a list of “look fors” in virtual classrooms is currently being developed. The Principal conducts weekly non-evaluative walkthroughs in all classrooms and provides immediate feedback on the observation and implementation of the strategies. Teachers will be provided with school level, anonymous data from walkthroughs and the Principal will highlight successes and opportunities to all staff. This practice will be utilized to monitor the quality and effectiveness of remote instruction. Monthly all staff Collaboration Days will include the recurring topic of the effectiveness level of virtual teaching and learning. This will provide insight to school leaders about how to make further improvements.

Access & Opportunity for All - Under the Continuous Learning Plan, the school used a technology needs assessment to identify initial family needs, including internet access, devices, support for accessing curriculum. The needs assessment form will be updated, distributed to families prior to August 3, 2020, and utilized to identify and address initial family technology needs. Weekly check ins will be used to identify families’ emerging needs and provide support under the hybrid model. All teachers have been issued a school device that has capability to provide high quality remote learning. They are also able to submit a request to the school’s technology service provider when they experience issues and assign priority to the request. The service provider participates in weekly school leadership team meetings, is experienced in providing support to schools and families who provide online learning and one-to-one student devices, and will help leaders solve technology issues. All teachers have been issued a school device that has capability to provide high quality remote learning. They are also able to submit a request to the school’s technology service provider when they experience issues and assign priority to the request.

Teachers will schedule time with each family during the first week of school and provide them with a tutorial for accessing all online learning platforms, ensure all families can access, and report any issues to school leadership. These tutorials will be available within the virtual classroom and in a shared folder so that they can be distributed as necessary.

Attendance Policies & Procedures

The CCCS Attendance Policy that complies with the Attendance for Success Act can be found at the link below.

<http://nebula.wsimg.com/d7f05ba5015afb4b74e2913e28dbfaac?AccessKeyId=AA7D598854E48B63FFE&disposition=0&alloworigin=1>

As stated in Section I., classroom teachers are required to record attendance daily. For in person attendance, teachers will use the attendance component of the SIS to report daily student attendance. For tracking student participation in the remote learning setting, teachers will track those who log in for live teaching sessions and/or completion of assignments based on family technology needs.

In addition to the interventions listed in section VII of the policy, weekly check ins will be used to gather information about why students are not participating and if necessary, provided with resources. If families do not participate in check ins, two alternative actions will be taken. First, they will be sent a self-check in form to complete. If families do not complete the self-check in, a staff member will call family members and attempt to connect with them.

Prior to the beginning of each school year, the Principal notifies families of important procedural changes and responds to subsequent questions via the school's communication platform, Bloomz. This year, families will be notified of attendance requirements including the fact that in person attendance will be recorded, student participation in remote instruction will be tracked, and the interventions outlined in the CCCS Attendance Policy in section VII. Interventions on p.4 will be implemented.

Family & Community

Communication

Modes & platforms - Teachers and staff communicate and stay connected with families in a variety of ways. Bloomz is used for general community announcements and messages. Families are accustomed to this platform and check it regularly. New families are provided with support in accessing Bloomz at registration. It is also used for posting emergency messages such as notification of lockdowns and school closure. School administrators can be reached directly through the message feature to request appointments, ask questions, and send notifications about student absence. Classroom teachers can also be reached directly and can respond to family requests and questions. This feature has proven to be an effective avenue for communication between administrators and families. Google classroom is used to post assignments, teacher feedback on lessons, and daily schedules. Google Meet is used for family meetings with administrators and teachers. Weekly check ins are the main method for determining whether families have access to school communication. For families who have issues accessing communication, a designated staff member distributes information in alternative ways including phone calls and accessible paper documents.

During school closure in Spring 2020, school leaders developed a bank of messages and templates that could be used for distributing urgent information to staff and families. This bank will be used to develop effective communication during the hybrid model.

For many years, teachers at CCCS have been required to send general and useful updates to parents each week. The principal and other school leaders send teachers information to include in these weekly posts. Weekly messages are posted on Fridays and include directions for accessing remote learning for the subsequent week. This practice will continue under any model. Weekly check ins as described above will also continue under any model.

We initially assess language needs at registration and will utilize weekly check ins to address emerging language access needs. The school has several TESOL and Bilingual endorsed teachers and bilingual educational assistants who can assist in Spanish language translation and support. We will utilize the District's translation services when additional needs arise.

Partnership & Tribal Collaboration - The Coral Equity Council is actively seeking to build relationships with an urban Native American organization to support our Native American Students and review the school reopening plan. The CEC is working to establish a relationship with local Tribal and Pueblo leaders, and Tribal Education Departments, on how to best communicate and collaborate with their communities. CCCS and CEC are committed to reviewing data with and from Native American Tribes, Pueblos, Nations and urban Native American organizations when considering reentry and closure plans and collaborating to develop decisions that meet their needs. We are in the process of identifying a point of contact for each Native American Tribe, Pueblo, Nation and urban Native American organization to share school information and consider Tribal Education Departments as resources to provide high quality educational opportunities to NAS in our school community. As a school we recognize the importance of communication and collaboration for the long term and beyond this current reopening and are committed to developing and fostering these relationships.

Whenever possible, Administration and Leadership teams will engage with families prior to making decisions about actions and practices that affect them directly such as preferences for use of extended learning time, school calendar, methods of communication, implementation of guidance, etc. They will also be asked for opinions about school effectiveness on topics such as school communication, delivery of remote instruction, etc. The primary tool will be online surveys with accommodations for families who have connectivity issues. Results and decisions will be shared. Through Coral Town Hall sessions, families will be given space to ask questions and get answers.

Childcare - We will continue to post options for childcare on our website and through Bloomz posts. We are currently exploring partnership opportunities and will continue to make options known to our families.

Addressing Community Spread

Building use - School leadership assessed classroom space in June and determined that 50% student capacity will allow 6 ft. in between teachers and students for social distancing. Signs that contain preventive practices are posted in each classroom, hallway, and at the entrance and exit of the building.

Playground use – the playground will be used only as a PreK learning space, for eating lunch, and for drop off and pick up. The play structure will only be used by PreK students and will be sanitized after each use.

PE & Recess - The local park (Highland Practice Field) will be used for PE, classroom instruction, and brain breaks. The school master schedule will include designated times for these activities for all classes. Students will be trained in social distancing while walking in a line, one arm length apart. Masks will be worn while walking to the park and may be removed during PE instruction only. The PE instructor will remain in the park and teachers will walk their classes to and from the park, on the same side of the street as traffic. Three clusters of no more than 5 students each at a time will participate in PE. Instruction will focus on individual skills such as dance, fitness, mindfulness, disc golf, track and field, throwing underhand, kicking, and target games. Activities that require multiple students to handle the same piece of equipment will be minimal and equipment will be sanitized after each use.

Surveillance & rapid response testing program for staff – All school staff will be required to enter through the main door when initially reporting to work for the day. Staff members will complete an online survey of symptoms before entering the building and will be screened outside the building for temperature. Those who have symptoms and a temperature of 100.4 or above will be directed not to enter the building and will be sent to get rapid COVID testing. The Health Assistant will notify the CDC of a possible exposure. The CCCS Health Assistant will work with Charter School Nursing Services to Communicate with DOH and others as required to contact NMDOH to activate the contact tracing process.

Student monitoring – all students will be screened by several designated staff members for temperature and asked if they have symptoms at back door before entering. Positive answers to symptoms and a temperature of 100.4 or above will be recorded on an online survey and the student will not be permitted into the building and be sent home right away. Families will be advised to take children with symptoms and a fever to get tested immediately.

In case of a situation when symptoms appear during the school day, an isolation room has been identified (last administrative office on north side of the hallway) where anyone with COVID-like symptoms can be contained. There is an exit close to this room that can be used to leave the building. The Health Assistant and Charter School Nursing Service providers will follow Standard and Transmission-Based Precautions when caring for sick people found here:

<https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

Information in the link to What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID19 Infection will be distributed to Administrators and providers.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf>

The school will take the following steps when a student or staff member arrives to the Health Office ill and has COVID symptoms:

1. Individuals will remain isolated until leaving campus.
2. Students: Parent/guardian of student will be notified immediately with a request for immediate pick up from the school setting.

3. Staff: School Administrator will be notified immediately so the staff member can be released from the school campus; emergency contact will be notified if necessary.
4. Personal belongings will be brought to the Nursing Office for the individual.
5. School Nurse/Health Assistant will gather COVID-19 contact tracing information related to the school setting.
6. School Nurse/Health Assistant will recommend COVID-19 testing or stay at home isolation based on NMDOH/CDC guidelines

School administrators will determine whether the school building should be closed. The school or area of the building that was possibly exposed will not be used before cleaning and disinfection. After 24 hours of closure, the school will be cleaned and disinfected. The school's cleaning services provider will ensure safe and correct application of disinfectants and keep disinfectant products away from children.

Sick staff members and children will be advised not to return until they have met NMDOH criteria to discontinue home isolation. School administration and the Health Assistant will inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow NMDOH guidance if symptoms develop. If a person who has been exposed does not have symptoms, they will be advised to follow appropriate NMDOH guidance for home quarantine. The Health Assistant will contact NMDOH to activate contact tracing. The Health Assistant will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

New Mexico's COVID-19 Hotline

1. Call: 1-855-600-3453

Non-Health Related COVID-19 Questions

1. Call: 1-833-551-0518

New Mexico's Crisis and Access Line

1. Call: 1-855-662-7474

Practicing Prevention

Education - Prior to the start of the school year, families will be provided with a link via Bloomz with information about prevention and spread. The Health Assistant will distribute new information as it becomes available and will address individual questions from families as necessary.

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>

All teachers and staff will educate and instruct students using information in the link above. In addition, all teachers and staff will teach & reinforce hygiene including handwashing, hand sanitizing, building in regular intervals throughout the day and providing supplies (wipes) for cleaning student work space.

Sanitizing - Sanitizing stations are located throughout the school in common areas – every classroom entrance, entrance and exit of cafeteria, entrance and exit gates, front door, back door, front desk,

teacher and administration desks. The stations are stocked with at least 60% alcohol gel. In addition, each classroom is equipped with a bottle of hand sanitizer. Paper towels are located in the restrooms and restocked as needed. Disinfectant wipes located in every classroom and teacher and admin desk. There are no-touch trash cans in all bathrooms, classrooms, playground, cafeteria and hallways. Students are permitted but not required to bring hand sanitizer from home.

Cleaning – The school building is deep cleaned once per week on Wednesdays. Several high use areas have been identified and will be cleaned daily. These areas include all door handles, light switches, desk/table surfaces, entrance and exit doors/windows, front desk, and chairs. Additional cleanings are schedule during school breaks as necessary.

Face masks or face shields – All staff and students are required to wear masks; shields are permitted for adult instructors during speech and literacy instruction. All staff and students are permitted and encouraged to bring masks from home. The school will provide coverings for staff and students who cannot supply their own or who forget them. School provided coverings will be collected at the end of each day and will be laundered. Masks will be collected in bin at the gate exit where students will deposit their reusable mask to be laundered for the next day. The cleaning crew will launder the masks for the follow day. If a mask is lost or a new one is needed during the school day we will provide a clean mask to the student or staff member.

Drinking water - Water fountains will not be available for use. Refilling water bottle is not allowed. We will provide disposable water bottles (pre-packaged) as needed. We will ask that students bring several disposable water bottles full of water with them to school each day. Water bottles will be labeled with names.

Logistics - Classrooms within the building will be structured to maximize social distancing. A schedule for the month of July has been set. This schedule that allows 3 to 4 teachers in the building at a time to arrange classrooms that comply with hybrid model social distancing space requirements.

Attendance options – The school will begin in the remote learning option only through September 7, 2020. Beginning September 8, 2020, the school is offering three options for student attendance: in person on Monday and Tuesday and all other days remote; in person on Thursday and Friday an all other days remote; and all days remote. On Wednesdays, the cleaning crew will complete deep cleaning. Families may request a change of attendance preference any time throughout the year using one of three options:

- Completion of an online survey requesting a change of educational model
- an email or private message using the school communication platform sent to the building administrator
- a written request handed in to the front desk during school business hours

All 3 options for change requests will be communicated to families at the start of the school year using the school communication platform.

On June 26, families were provided with a survey link to identify their attendance preference. In addition, several families who have students with high needs were contacted individually to discuss individual student and family needs. Based on the results of the survey and the family discussions, the attendance schedule is currently under construction. Students with disabilities, those who are at-risk, and PreK–3rd grade students are being given priority consideration for on campus attendance. The final attendance schedule will be communicated to families the first week of August.

Training for all students –classroom teachers will train all students during the first week of school on several key components:

- Social distancing
- Mask wearing
- Eating – hands washed before and after, disinfecting the table before and after eating, not sharing food, using utensils and not your finger when possible, and disposing of trash.
- Keeping your hands to yourself and not touching your face.
- Handwashing/hand sanitizing should occur numerous times during the school day to include, but not limited to:
 - Upon arrival at the school campus
 - Every sixty (60) minutes throughout the school day
 - Before and after meals
 - After recess or play
 - After coughing, sneezing, or picking up trash
 - After using the restroom

When soap and water is not readily available hand sanitizer is a viable alternative.

[CDC Hand Hygiene Recommendations](#)

[CDC Handwashing: Clean Hands Save Lives](#)

Protecting High Risk Populations

The Executive Director has surveyed staff who are at higher risk for contracting COVID and has discussed re-entry plans with these individuals in order to address needs and plan for a safe return to work and options for providing remote instruction. She will continue to work with this population to meet health and safety needs while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

A 1.0 FTE has been allocated to serve as a substitute teacher. Additional staff resources are available as needed for to cover in case of sickness or the need to provide instruction remotely. There are 3 staff members who are licensed health assistants and can be utilized to help the school comply with screening, reporting, and compliance with re-entry guidance.

Families First Coronavirus Response Act – The school attorney has drafted the required policy and will review with the Governance Council (GC) at its July 28, 2020 meeting. Once the GC has approved, the policy will be posted here <http://www.coralcharter.com/policies---procedures.html> .

The school Health Assistant has contacted high risk children to discuss precautions and attendance preferences, while maintaining confidentiality consistent with the ADA and other applicable federal and

state privacy laws. Families are required to complete a request form to be granted permission for students not to wear a mask. The school will utilize the **NMPED form which has not been released yet.**

The policy and process for staff who want to make a request to work from home will be voted on at the July 28, 2020 Governance Council meeting and after that date can be found here:

<http://www.coralcharter.com/policies---procedures.html>

Transporting Students

The school does not provide transportation for students. However, one of the 4 pillars of the school mission is to provide OSIs (Out of School Instruction) for students, which normally includes using public transportation to travel to locations around the city such as the Bio Park. Under the hybrid model, students will not travel. Instead, teachers will record virtual OSIs during planning days and post in virtual classrooms.

Entering the School Building

Face coverings - Face coverings are required for all who enter the building except while eating, drinking and exercising (including exercising during recess), with limited exceptions for students or staff that have medical reasons for not being able to wear a mask.

Visitors - Nonessential visitors and volunteers will be restricted from entering. Essential visitors are required to call the front desk at 505-292-6725. Front desk staff will let the visitor know when it is safe to enter the building. Visitors are required to wear a mask or shield before entering. They will also be screened following the same procedure used with staff who initially enter the building to report to work. If symptoms are present, visitors will be denied access to the building and the Health Assistant will be notified in case further action or notification needs to take place. Family members who need to pick up students for appointments or due to sickness must call the front desk. Students will be escorted to the parking lot by a staff member.

Gatherings - All large group gatherings and events are cancelled until current health orders allow them to happen. School related entities including Governance Council, Coral Foundation for Excellence in Education, Coral Equity Council and PTA will hold virtual meetings. Administrative staff who serve as primary liaisons for these groups will consider individual requests to attend in person due to extenuating circumstances and will ensure social distancing, wearing a face covering, and other guidelines are enforced should in person attendance be approved.

Drop off - No foot traffic is permitted on or around the campus. Families must drop off students by pulling up to the sidewalk in front of the playground on Silver Avenue. Students may not be dropped off at any other location. Staff members will screen students on the sidewalk before entering the playground during drop off time. All PreK Kindergarten, and 1st grade student and all siblings may drop off from 7:40 to 7:50. All 2nd through 5th grade students may drop off from 7:50 to 8:00 All families arriving after 8 will be drop off students in front parking lot of the school.

Pick up - No foot traffic is permitted on or around the campus. Families must pick up students by pulling up to the sidewalk in front of the playground. Students may not be picked up at any other location.

Families MUST display their family name in the front windshield of their vehicles so school staff can escort students to their families.

At the school entrance and at drop off and pick up areas, there are marked spaces on the ground for a line of students to enter the building. After screening, students will be directed to the line to enter the building.

Serving Meals

CCCS will follow the guidelines located on p. 15 here https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryGuide_Hybrid.pdf . Meals will be served and eaten in classrooms or outside. The school master schedule will clearly define times that designate where students and teachers should be for eating lunch. All meals - breakfast, lunch and snack - will be delivered along with a roster of students who ordered. Only teachers or Food Handler Certified staff will hand out the meals to the students while wearing gloves and a mask.

Students will dispose their own food waste in designated trash cans located in the hallways. Teachers, EA's, and students will be responsible for cleaning up and sanitizing their space as well as disinfecting their tables/desk before and after eating. Disinfecting supplies will be provided by the school.

Transitioning

The schedule includes staggered times for the following in order to limit mixing between groups: bathroom breaks, lunch, walking to park. Students will walk on the side of the hallway in which their classrooms are located.

Group Gatherings

The school will take additional measures to avoid large group gatherings by having students exit the playground and enter the classrooms directly after screening. Daily school wide opening will be virtual and include North Star nominations, the Pledge of Allegiance and announcements, all presented by the Principal or designee. Power sessions will be held virtually as well.

The weekly school schedule will include staggered time for all classes to conduct lessons outdoors at local parks. When necessary, the large main hallway and other lightly used spaces will be utilized to increase social distancing when necessary.

Academy meetings will be held virtually with all teachers in the building signing on during designated times to attend. Collaboration will be held virtually from home and only a minimum number of staff will be in the building.