

DMMS
Reentry Plan

August 2020



Des Moines Municipal Schools

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Creating Success Together . . . One Student at a Time

Reentry Plan

August 18, 2020

Des Moines Schools is committed to:

- providing an environment that supports positive physical, social, emotional, and cognitive development of its members;
- delivering rigorous, high-quality instructional programs by caring adults;
- increasing community engagement in student learning;

As we move through these uncharted waters, we are dedicated to excellence in all our planning, teaching and daily interactions with students and parents in our community.

COVID-19 Safe Operating Categories

Each school district and charter school shall follow guidelines for reentry based on the public health conditions.

	REMOTE	HYBRID	FULL REENTRY
REENTRY GUIDELINES	<ul style="list-style-type: none">• Students engage in remote learning.• Limited small groups (special education, some K–3 students) eligible for in-person instruction if feasible.	<ul style="list-style-type: none">• The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level.• Students not in the building engage in remote learning.	<ul style="list-style-type: none">• All students eligible to return five days per week.
INSTRUCTIONAL MODEL	<p>REMOTE LEARNING</p> <p>Districts and schools should use CARES Act money or other funds to ensure that each student has a digital device and support for connectivity in the home in order to be able to provide a robust online learning program in the event of a closure. See <i>Supporting Teaching and Learning</i> for more guidance.</p>	<p>HYBRID LEARNING</p> <p>Combination of some in-person days and some online days (see <i>Supporting Teaching and Learning</i> for examples).</p> <p>Traditional learning can occur if six foot social distancing is strictly adhered to.</p>	<p>TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES</p> <p>All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended. Group activities are minimized.</p>

REMOTE

- Implement distance/remote learning (see *Serving Meals and Supporting Teaching and Learning*).
- Teachers may enter the building to conduct remote learning if they practice social distancing.
- If feasible, school buildings can remain open for a limited set of students and staff in order to continue in-person educational services for students in PreK–3rd grade and students with special needs at a maximum 5:1 student to teacher ratio.
- Establish and maintain communication with local and state Department of Health (DOH) officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by state and local health officials.
- Close off affected areas and if possible, wait 24 hours before cleaning and disinfecting.

For additional guidance on addressing community spread, see the [CDC's Considerations for Schools](#).

HYBRID

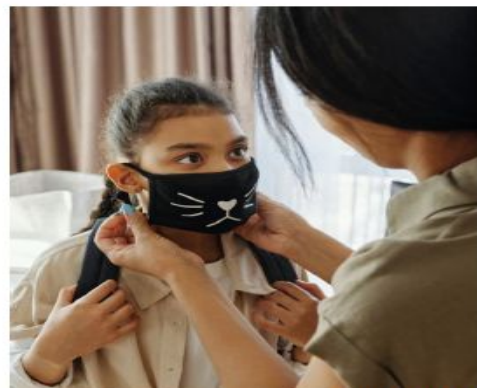
- Operate with at least six feet of social distancing at all times (see *Transitioning, Group Gatherings, and Supporting Teaching and Learning*).
- Establish and maintain communication with local and state DOH health officials.
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials.
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.
- Screen all students for COVID-19 symptoms to the greatest extent feasible. Consider temperature screenings or daily health check questionnaires for students and staff if feasible.
- Educate parents to be on the alert for signs of illness in their children and to keep the children home when they are sick.
- 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*).
- Isolate and deep clean impacted classrooms and spaces.
- Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illness (see *Protecting High Risk Populations and Supporting At-Risk Students: English Learners, Students who are Economically Disadvantaged, Native American Students, Students with Disabilities, Highly Mobile Students*).

CDC Guidance:

- [Interim Guidance for Administrators of US K–12 Schools](#)
- [Potential Methods for Screening of Children](#)
- [Potential Methods for Screening of Employees](#)

FULL REENTRY

- 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*).



Requirements for Reentry

NMPED's Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The following are important minimum requirements for all reentry.

GUIDING PRINCIPLES

Reentry Guidance is rooted in the following principles:

- **Prioritize the health and safety of our students, staff, and communities**
- **Maximize the amount of safe, in-person learning opportunities**
- **Make decisions based on science and data**

The eight minimum requirements for reentry are:

- 1 To begin, all districts and schools across the state will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory Team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
- 2 Schools must participate in a surveillance and rapid response testing program for all staff.
- 3 Schools must adhere to the social distancing requirements of their designated category.
- 4 Schools should avoid large group gatherings.
- 5 Face coverings are required for all students and staff except while eating, drinking and exercising, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- 6 All staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
- 7 For transportation, all staff and students must wear face shields or masks. In addition:
 - a. A maximum of two students may sit together on a bus seat.
 - b. Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability.
- 8 Meals must be provided to students during in-person instruction and remote learning.

All staff will wear a face mask or a face shield.

Face shields have been purchased and will be supplied to all students who wish to wear one instead of a face mask.

Starting Remotely Until the Governor Releases Us

Small groups of Pk-3 students will come to school Monday- Thursday to receive specialized instruction.

Small groups of 4-12th grade students will come to school to get technology, take assessments; get books.

Hybrid or Online

For the fall of 2020 Des Moines students and families will have two options.

1. Option one enter in the hybrid model Monday, Tuesday, Wednesday and Thursday on campus with social distancing.
2. Option two enter in the online model. Students will asynchronously zoom with class as if they were present with the class. Students are expected to participate in the lesson and submit work via Google Classroom(grades 5-12) and SeeSaw (pk-4th grade). Families who select this plan will meet with administrator and teacher to ensure success. This option is available if a student needs to be quarantined for some reason.

Hybrid Calendar

Students will be on campus Monday - Thursday and remote learning on Friday.

We will follow our district adopted calendar.

School begins on August 18th.

Elementary Plan

- Students will be on campus Monday- Thursday and Friday remote learning.
- Students will be required to wear masks or face shields except when eating, playing or exercising, unless medically excused.
- Students will go to the classroom upon arrival and eat breakfast in the classroom. Students will eat lunch in the lunchroom and activity room where students will be social distanced but able to have ➡ social conversations.
- Regular classroom instruction will continue as normal. Teachers are integrating more technology into each lesson so students are more comfortable with remote learning if we go there.
- Students will have scheduled hand washing and “breath breaks” outside.
- Grades will be issued for work during in school and home learning days. Students will take ipads or chromebooks home Thursday for Friday classes.
- Student desks will be spread apart six feet for social distancing.
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7-12 High School Plan

- Students will be on campus Monday- Thursday and Friday remote learning.
- Students will be required to wear masks or face shields except when eating or exercising, unless medically excused.
- Students will go to the classroom upon arrival and eat breakfast in the classroom. Students will eat lunch in the lunchroom and activity room where students will be social distanced but able to have a social conversations.
- Regular classroom instruction will continue as normal. Teachers are integrating more technology into each lesson so students are more comfortable with remote learning if we go there.
- Students will have scheduled hand washing and “breath breaks” outside.
- Grades will be issued for work during in school and home learning days. Students will take chromebooks home Thursday for Friday classes.
- Student desks will be spread apart six feet for social distancing.
- Hallways are marked for one direction and traffic and students will minimize locker use.
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Attendance for Student Success

Students are expected to participate daily regardless of remote; hybrid or full-reentry. Attendance will be taken daily based on participation.

Participation will be both synchronously, as in virtual classroom, and asynchronously, as in viewing a video remotely and participating in follow up activities within the daily ending at midnight.

Students will have several opportunities to demonstrate participation on any given instructional day.

Engagement of students in remote learning content and activities will be measured daily.

Attendance for Student Success

For grades pre-k to 3- Each student's parent or caregiver shall provide daily affirmation of the student's readiness and presence of instruction by a scheduled time indicated. Students will zoom for synchronous instruction and participate in asynchronous instruction via See-Saw on days of remote learning. Students will attend in 5:1 ratio as allowed by Governor Grisham.

Students in grades 4-12 will login to zoom with teachers of first hour class for daily checkin and login to Google Classroom. They will check in to each of their classes every day and participate in activities determined by teachers to be synchronous or asynchronous. Attendance will be taken per class period.

Families will be contacted daily when students are not present or participating in virtual learning. We will problem solve together a solution as needed.

Attendance for Student Success Continued

The school district will follow guidelines of intervention when a student exceeds 5%; 10% and 20% of the school days at any given time in the school year as stated in the handbook. [DMMS Parent/Student Handbook](#)

The school district will provide additional support, interventions as determined by meetings with student, parents, staff and social worker in attendance meetings.

Engage NM will be utilized if our interventions are not successful.

- DMMS School board is currently updating Attendance for Success Policy - Covid Supplement which will be adopted at Sept. 9th meeting.

District Transportation

Transportation will continue. No more than two students per seat.

Students will have assigned seating arrangements.

Students will be spread out as much as possible on the bus. Students will be required to wear a mask on the bus.

Bus drivers will take temperatures upon entry of bus in the mornings. Any students with 100.4 or higher will not be allowed to enter the bus.

Bus drivers will deliver lunches on Friday during remote learning. We ensure delivery to at risk students.

Food Service

We will continue food service from the district kitchen.

Breakfast and lunch will be served in the classroom during 5:1 and very socially distant using all large spaces of cafeteria, activity room and outdoor eating during hybrid and full entry.

Cooks will follow sanitation practices and wear masks during preparation and serving. We will utilize paper trays and silverware.

We will deliver meals to students on free and reduced via bus service during remote and hybrid models.

At Risk students including students with IEP, students receiving Title I and students experiencing homelessness are ensured meals.

Communication Plan

DMMS will continue to communicate with families via “ All Call” school messenger with voice messages and emails; our school FaceBook Page; the school website; our school bulletin; and Powerschool.

Des Moines teachers will communicate with families through phone calls; texts, emails and the remind app weekly. Most teachers communicate daily, but at a minimum weekly communication occurs.

The superintendent hosted a town hall reopening meeting and the video was sent out to families unable to attend synchronously.

We ensure communication with families of at Risk students including students with IEP, students receiving Title I and students experiencing homelessness.

Emergency Communication

Emergency communication happens via All- Call System- School Messenger.

The school staff contacts parents individually if needed via telephone and text.

Parent Training

DMMS staff contacted every parent and went over new expectations and trained families on Google Classroom and SeeSaw.

Videos are also available for students and families on how to navigate SeeSaw and Google.

We made certain to reach out to families of At Risk students including students with IEP, students receiving Title I and students experiencing homelessness and families where English isn't the first language.

Intervention

DMMS 7-12 grade have a 20 minute intervention period daily to meet individual student needs.

Students are grouped by BOY assessment data, classroom observation and other formative assessments.

An additional math intervention class period has been developed last hour for students to get additional math instruction and support. Studies show that math skills nationwide suffered the most through COVID and we will insure our DMMS students have support necessary.

After school tutoring is available four days a week for students who need additional help.

Learning Loss

Students will be assessed via iReady k-11; iStation Reading k-2 to determine learning loss and provide just in time teaching and acceleration to close learning gaps. Intervention groups will be formed based on this data and what teachers see daily in formative assessments.

Teachers are participating in Douglas Fisher Distance Playbook training and PD on best practices for distance learning to make the most of our instructional strategies and time with students during virtual learning. There is a unit on learning loss and acceleration.

At Risk students including students with IEP, students receiving Title I and students experiencing homelessness are given more support for learning loss via intervention.

Intervention in Elementary

Elementary teachers grouped students in 5:1 based on intervention needs. Teachers pull small groups of students from 2-3:00 daily during remote and hybrid instruction.

Teachers are able to individualize instruction in Google Classroom and Seesaw to meet individual student needs.

At Risk students including students with IEP, students receiving Title I and students experiencing homelessness are given priority when designing intervention groups and selecting students for 5:1 in person learning.

Technology Assistance

Families were contacted individually by admin to determine technology and internet access needs in March and again in July.

Every student and educational staff member was given a device via our edtech grant.

Internet Access:

School wifi was turned up for town students.

We provided a hotspots to families without adequate internet access. Our local internet provider has worked with us to help provide internet in areas where landlines were not adequate.

Technology Troubleshooting and Training

Teachers and educational assistance received technology training throughout the spring and again in August.

Teachers trained families on SeeSaw and Google Classroom as well as students. They taught several troubleshooting practices and sent home step by step guides.

A technology troubleshooting page is available on our website. As well as a phone number for tech support for students and families.

Videos were sent to students and families on additional technology training.

<https://desmoines.k12.nm.us/covid19resources.html>

Technology Monitoring

DMMS school purchased Goguardian to help filter and monitor student activity on devices.

Teachers were trained in August of 2020 on how to effectively set it up and use it daily in class instruction both remotely and in person.

Students are trained annually with iSafe on proper internet usage and safety.

Teachers and principals will work together quarterly on the effectiveness and use of technology and programs.

Instructional Strategies for Online Instruction

Teachers were trained in the spring, through the summer, and during August inservice on best online teaching strategies. We will continue to provide feedback, ongoing support and training as we adjust our practices to meet changing environment.

[Planning for Success](#)

[Marazano Best Practices](#)

Instructional Materials

DMMS utilizes state adopted curriculum for each grade level Pre-k-12th grade.

Pre-k Mr. Owl

K-5th grade; Math- Eureka; ELA- Pearson Ready Gen Phonics Intervention -SIPPS; Social Studies- My World Pearson; Science- Carolina Science; Social Emotional- Choose Love

6-8th grade Math-Carnegie Learning ELA- My Perspectives- Pearson Social Studies- McGrawhill; Science- Pearson and Open Source;

9-12th Grade Math- Carnegie Learning; ELA Pearson Common Core; Social Studies-Houghton Mifflin Harcourt; Science- Pearson and Open Source; Phycira Physics

Instructional Materials Continued

All instructional materials are utilized to meet the specific needs of at risks students. Additional interventions are research based.

Teachers are provided with high quality instructional planning training. Principals provide feedback on lesson plans; teaching practices both in person and virtual; and provide individual coaching by weekly walkthrus both inperson or virtually.

All students groups have access to high quality instructional materials that are culturally responsive for our student populations.

Social Emotional Framework

DMMS is proud to be a PBIS school district. We will continue to ensure positive behavior supports regardless of instructional delivery method. See the attached matrix revised for remote learning.

DMMS staff was trained in Trauma Informed Instruction during inservice and will be supported throughout the year with PBIS team and contracted school social worker. [Trauma in Schools](#)

We have a social emotional padlet to support teachers. [Social-Emotional Resources](#)

Social Emotional Support for families

We recognize the additional stress the pandemic has placed on families and students. The change of schedules, school and extracurricular activities has created isolation of students.

Our social worker, Mrs. Jill has created the following resources to help. Mrs. Jill is also available to support teachers and students on Thursdays. She has office hours from **1:30-3:00 on Thursdays to zoom**. Students will be provided her zoom upon request. Here is the link for families on the website too and in Google Classrooms. [Family and Student support padlet](#). At Risk students including students with IEP, students receiving Title I and students experiencing homelessness are prioritized when developing office hours.

Reporting Child Abuse and Neglect

Teachers and all staff are trained annually on reporting child abuse and neglect. This was part of our August inservice as it is annually but a special emphasis was put on it due to the pandemic and extra stress our response has placed on families.

The CYFD contact information was provided to all staff.

Students with IEP's

Our special education department will contact every parent of a child with an individualized education plan. Those families and staff will determine if students will attend school to receive individualized help and ancillary services or if they will be done virtually. A schedule will be developed before school starts.

We will insure every IEP is met either in person or virtually. Students will have additional help and access to office hours with both regular education teachers and special education staff for additional help.

Seniors and Graduation

We have only eight seniors this year. We have transcripts, next step plans and checklists for each senior to ensure each one is on track for graduation. Every senior takes an employability skills class where additional support is given.

We are working with each senior and the changing requirements on menu of options that have recently been released.

We are working with seniors and their families to ensure that every senior has what they need to graduate on time.

We work especially hard with at risk students, students served in Title I, served in (EL, migrant, homeless or foster.) We provide additional supports, parent contact and college and career preparation with them.

Childcare Opportunities

The district is working with the REC to explore all options for local childcare for the community and teachers.