

**Isleta Elementary
SCHOOL
Re-Entry Plan
For**

2020-2021 SY

Traditional Learning

(School not opening to this Phase)

Virtual/Distant Learning

(School Opening up to this Phase in August 12th)

Hybrid Learning

(School not opening up to this Phase)

COVID-19 Health/Safety

Guidelines

Mr. Torrez, Principal
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Abstract.

When evaluating the efficacy and priority of opening in-person instruction for students, it is vital to remember the important role schools play in the lives of students. For many of these students, school is the best place to be for a variety of reasons. In a time of endless unknowns and constant flux, school can provide structure and familiarity. The constant barrage of unknowns and bad news can cause great anxiety, but school can serve as an effective ground tool and distraction from the many unknowns in our current world.

Many families rely on schools to supply various services, such as school meals, counseling, and childcare. Additionally, while students are now in their normal classroom settings, teachers and school employees no longer have close contact with students who may be at risk for child neglect of education. Numerous studies have shown the importance of socialization and social connections, especially in the developmental years, connect that schools provide daily. COVID-19 has also exacerbated already existent inequalities inherent in our system, inequalities that public schools, often heralded as “The Great Equalizer” can help combat through equal opportunity educating. While health and safety are the first priority, it is imperative that we do not lose sight of the importance of in-person instruction in the process of safely re-opening school.



Health & Safety Plan.



Recognizing that COVID-19 has impacted different areas of our state in different ways, that each school district in New Mexico is unique, and that all reopening plans for the upcoming year should reflect local needs, each school district should create a Health and Safety Plan should be created in consultation with local health officials, while also keeping in mind discussions with collective bargaining units.

The goals for Isleta Elementary is to provide Educational services and Health and Safety to our students, staff, and families through In-Class Learning, Virtual/Distant Learning, and Hybrid Learning. The Administrative team is focused on the well-being of our students and we will provide safety, hygiene, and sanitation to all who are present at IES. The meals will be distributed to the students in social distance structure either by staggering lunches throughout the day or have meals in foam back containers. The development of emotional recovery/well-being for our students and staff is essential. Isleta will follow the Centers for Disease Control and Prevention (CDC) for the safety and hygiene of our students, staff, and families.

The Infrastructure and resource on testing for COVID-19 will be aligned with the American Federation of Teachers (AFT) to make sure that we keep records and logs of those that enter the facility. Isleta Elementary will align public health tools to education to create physical distancing, screening, etc. (AFT)

The safety of our students, staff, and families will focus on the following areas:

- **Have adequate supplies to support health hygiene behaviors, including soap, hand sanitizers with at least 60% alcohol, tissues and no-touch trash cans (CDC guidelines)**
- **Close communal use spaces such as dining halls and playgrounds or stagger use and disinfect (CDC guidelines)**
- **Close cafeterias; serve meals in classroom instead. (CDC guidelines)**
- **Stagger arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible (CDC guidelines)**
- **Create social distance between children on school buses where possible (CDC guidelines)**

Health Screening:

All staff and visitors will be required to undergo a health screening before entering the school. All staff will be subject to the Pueblo of Isleta COVID-19 Policies and Procedures.

IES will establish a temperature scanning station at the main entrance of the building. A non-contact temperature thermometer supplied by the Pueblo will be used. Posters and markings on the ground will be posted to show six feet distance while waiting in line. Employees will be trained by the Pueblo Human Resource's Department on how to conduct the health screening.

Screening Procedure

- 1. Prior to entering the school, the staff and/or visitor will enter at the main entrance of the building.**
 - a. While at the scanning station, the individual shall wear a mask and social distance 6 feet from others while waiting in line.**
- 2. The staff and/or visitor will have their temperature scanned with an infrared thermometer.**
 - a. If an individual has a measured temperature of 100.3 °F [37.9 °C] or below, the individual can conduct normal business.**
 - i. The staff / visitor shall receive a designated color wristband to indicate they have completed the temperature scan. Human Resources will inform IES of the designated color for the day.**
 - b. If staff and/or visitor has a measured temperature of 100.4 °F [38 °C] and above, the staff and/or visitor will be immediately separated from others.**
 - i. If a staff member, IES will follow the Pueblo of Isleta COVID-19 Policies and Procedures.**
 - ii. If a visitor, the visitor may not enter the premises. However, staff will contact the Principal in order to address the visitor's purpose. Such interaction will take place outside or in a designated area not occupied by staff or students.**

3. A log for visitors shall be kept with the following information: Date, Time on Property, Time Exit Property, Name, Phone Number, and places visited.

Confidentiality: All data and information obtained shall be kept strictly confidential and maintained in the Human Resources Department in a separate personnel file marked for medical information.

Students

IES will ask parents / guardians to take their child's temperature before arriving to school, confirm their child does not have fever, shortness of breath or cough. If their student does have a temperature above 100.4 °F [38 °C] or any of the above symptoms, IES will require the student to stay home until such symptoms have ceased. IES will encourage parents / guardians to contact their health care provider

Health Hygiene Practices

Staff will be trained by the Isleta Health Clinic on healthy hygiene practices for themselves and students. Staff will ensure that they and other students wash their hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing their nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, then the use of an alcohol-based hand sanitizer that contains at least 60% alcohol can be used.

IES will set up a hand sanitizer station at the entrance of the building to allow all students, staff, and visitors to sanitize their hands upon arrival.

IES will post CDC recommended posters on handwashing in the bathrooms, classrooms, and the lunch room. <https://www.cdc.gov/handwashing/materials.html>

Personal Protective Equipment (PPE)

The Isleta Elementary School (IES) will have an adequate supply of face coverings for all students, staff, and visitors. Students with severe cognitive or respiratory impairments may have a difficult time tolerating a face covering. These students will need to maintain a greater physical distance from others or may need special equipment to monitor their oxygen levels (e.g. pulse oximeter). The IES nurse will work with the parent / guardian to address students with these impairments to ensure a safe environment can be made for all individuals.

Staff will be required to attend training to ensure staff know how to wear face coverings properly and assist students with their face coverings.

IES will work with the Isleta Health Clinic to ensure the proper disposal of PPE is followed according to the Tribal Health Officer guidance.

DEFINITIONS

Face Coverings – Is the requirement to wear a mask or face shield while located on school property. If the person is eating or drinking the individual is not required to wear the face covering. Please see the Centers for Disease Control and Prevention (CDC) for the types of face coverings to wear.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Procuring of Critical Supplies

IES will maintain at least a two-week supply of the following:

- Hand washing soap
- Paper Towels
- Hand Sanitizer
- Tissue
- Face Coverings
- Face Shields
- Nitrile Gloves
- Disinfectant

The Principal will ensure IES procures such items and will work with the Procurement Department and Isleta Health Clinic to ensure IES is able to provide these critical supplies. If items are not able to be maintained, the Principal will work with the Governor and Tribal Health Officer on whether or not different phases need to be used until such time IES is able to maintain adequate supplies.

Sick Staff and Students

Students Arriving Before School

IES will ask parents / guardians to take their child's temperature before arriving to school, and confirm their child does not have fever, shortness of breath or cough. If their student does have a temperature above 100.4 °F [38 °C] or any of the above symptoms, IES will require the student to stay home until such symptoms have ceased. IES will encourage parents / guardians to contact their health care provider.

While Attending School

If during the school day students or staff start to exhibit symptoms of fever, shortness of breath or dry cough, then the individual will be separated from others.

1. If a student, the student will report to the nurse's station so the nurse can contact the parent / guardian to pick up the student from school as soon as possible. The student may return when such symptoms have ceased. The nurse will inform the parent / guardian to contact their health care provider on further possible treatment.
2. If a staff member develops symptoms during the school day, IES will follow the Pueblo of Isleta COVID-19 Policies and Procedures.

Cleaning and Disinfect

Staff will ensure that the safe and correct application of disinfectant product is used. It is the staff's responsibility to ensure ALL disinfectant products are kept away from children. See, <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

School Year and/or Pro-Longed Shutdown – Prior to the start of the school year, staff will deep clean and disinfect all surfaces of the school. In order to minimize the risk of Legionnaire's disease and other diseases associated with water, IES will work with the Public Works Department and take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but staff and students will be encouraged to bring their own water to minimize use and touching of water fountains.

Weekly – Once a week all staff will clean and disinfect all commonly touched surfaces in their respective work areas.

Daily – Staff will clean and disinfect common areas every two hours and frequently touched surfaces within the school and on school buses (e.g., playground equipment, door handles, sink handles, drinking fountains) and shared objects (e.g., toys, games, art supplies) between uses. All toilets and sinks will be cleaned four times per day.

Cleaning Procedure

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- More frequent cleaning and disinfection may be required based on level of use.
- High touch surfaces include, but are not limited to:
 - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- Students should wipe their own desks, if age appropriate.

Disinfectant Procedure

- Right after cleaning the surface, start disinfectant process.
- Only use IES supplied approved disinfectant. If staff bring their own disinfectant such items must be approved by the Principal.
- Read and follow all directions on the label of the disinfectant for safe and effective use of the product.
 - Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Follow precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Diluted household bleach solution, if needed -

- Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.
- Unexpired household bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
- Leave solution on the surface for at least 1 minute.
- To make a bleach solution, mix:
 - 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water
 - OR
 - 4 teaspoons bleach per quart of room temperature water

Bleach solutions will be effective for disinfection up to 24 hours.

Alcohol solutions with at least 70% alcohol may also be used.

Ventilation – IES will 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. Staff will not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facility. HVAC filters will be changed once a month.

Cleaning and Disinfecting School If Someone Is Sick

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and vending machines.
- Once area has been appropriately disinfected, it can be opened for use.
 - Staff without close contact with the person who is sick can return to work immediately after disinfection.
- If more than seven days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Cleaning and Disinfecting Outdoor Areas

- Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds - it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High-touch surfaces made of plastic or metal, such as playground equipment grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
- Sidewalks and roads should not be disinfected.
 - Spread of COVID-19 from these surfaces is very low and disinfectants are not efficient.

Partition Controls and Guides

In areas where students, staff, or visitors interact with staff a physical barrier, such as glass or plastic window, will be used to protect a staff member's face and mucous membranes from respiratory droplets that may be produced if someone being screened sneezes, coughs, or talks.

In the classroom, desks and chairs will maintain at least a six (6) foot distance between others. If there are shared desks a physical barrier will be placed on the table.

IES will install physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).

Communication

IES will communicate with parents and staff on important information related to closures due to COVID-19. IES will ensure all parents / guardians have up to date contact information on file to ensure adequate communication can occur. At a minimum, the Principal will communicate biweekly with parents / guardians on the measures taken to address COVID-19.

Student Self-Reporting COVID-19 Positive Test – IES will encourage, but not require, parents / guardians to inform IES if the student has had a COVID-19 positive test. If such reporting occurs, IES will maintain this information as confidential. If such information is found to have been released by staff members, appropriate disciplinary action will be taken. The student will be required to stay home for 14 days after notification to IES of a positive COVID-19 test. The student may return to school on the 15th day after notification to IES of a positive COVID-19 test.

Contact Tracing of COVID-19

Upon the self-reporting of a student, staff, or visitor that they have visited the school and have a positive COVID-19 test, the Principal shall immediately contact the Tribal Health Officer to initiate contact tracing and further appropriate actions as the Tribal Health Officer deems necessary, such as a temporary closing of school.

Prevent the spread of COVID-19 if you are sick

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to help protect other people in your home and community.

Stay home except to get medical care.

- **Stay home.** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated.
- **Get medical care when needed.** Call your doctor before you go to their office for care. But, if you have trouble breathing or other concerning symptoms, call 911 for immediate help.
- **Avoid public transportation, ride-sharing, or taxis.**



Separate yourself from other people and pets in your home.

- **As much as possible, stay in a specific room and away from other people and pets in your home.** Also, you should use a separate bathroom, if available. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
 - See COVID-19 and Animals if you have questions about pets: <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID19animals>



Monitor your symptoms.

- **Common symptoms of COVID-19 include fever and cough.** Trouble breathing is a more serious symptom that means you should get medical attention.
- **Follow care instructions from your healthcare provider and local health department.** Your local health authorities will give instructions on checking your symptoms and reporting information.



If you develop emergency warning signs for COVID-19 get medical attention immediately.

Emergency warning signs include*:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or not able to be woken
- Bluish lips or face

*This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning to you.

Call 911 if you have a medical emergency. If you have a medical emergency and need to call 911, notify the operator that you have or think you might have, COVID-19. If possible, put on a facemask before medical help arrives.

Call ahead before visiting your doctor.

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.
- **If you have a medical appointment that cannot be postponed, call your doctor's office.** This will help the office protect themselves and other patients.



If you are sick, wear a cloth covering over your nose and mouth.

- **You should wear a cloth face covering over your nose and mouth if you must be around other people or animals, including pets (even at home).**
- **You don't need to wear the cloth face covering if you are alone.** If you can't put on a cloth face covering (because of trouble breathing for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.



Note: During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.



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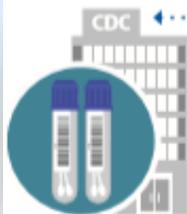
cdc.gov/coronavirus

CDC PROTECTS AND PREPARES COMMUNITIES

CDC is aggressively responding to the global outbreak of COVID-19 and community spread in the U.S.

Travel

- Conducts outreach to travelers
- Issues travel notices



Laboratory and diagnostics

- Develops diagnostic tests
- Confirms all positive test results submitted by states

Schools

- Provides guidance for schools including school closures and online education options



Businesses

- Provides business guidance including recommendations for sick leave policies and continuity of operations

Community members

- Shares information on symptoms and prevention
- Provides information on home care
- Encourages social distancing

Healthcare professionals

- Develops guidance for healthcare professionals
- Conducts clinical outreach and education



Health departments

- Assesses state and local readiness to implement community mitigation measures
- Links public health agencies and healthcare systems



Healthcare systems

- Develops preparedness checklists for health systems
- Provides guidance for PPE supply planning, healthcare system screening, and infection control
- Leverages existing telehealth tools to redirect persons to the right level of care



cdc.gov/COVID19

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School Decision Tree

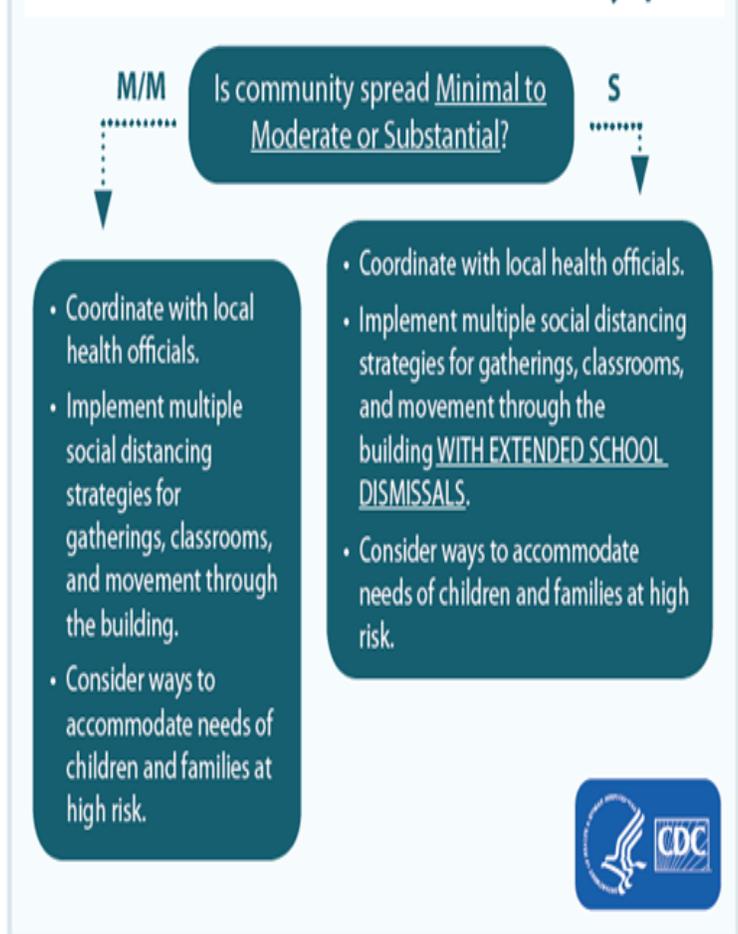
All Schools Regardless of Community Spread



No Community Spread



Minimal to Moderate OR Substantial Community Spread



Phase Reopening Plans.

Reopening for Isleta Elementary School has been categorized into three phases that align with Phase I, Phase II, and Phase III of the Board of Education and Governor Reopening Isleta Elementary Eagles School. The below phases are in place to guide and clarify which steps Isleta should take based on which phase the state is in.

These designations provide guidance as to how Isleta can operate in each of the different phases: **(IES will be in Phase II starting August 12, 2020)**

- Phase I (In-Class Instructions) lifts the staff at home order to allow the gradual reopening while minimizing the spread of COVID-19 through strict social distancing and building safety protocols. Isleta may re-open for in-person instruction depending upon circumstances of their community. For those students unable to attend in-person, Isleta should continue to provide manner of Distant/Virtual learning, school meals, services for students with disabilities, and any other services customarily provided in a school setting
- IES will be in **Phase II (Virtual/Distant Learning)** of COVID-19 epidemic, Isleta will use Phase II that will have the school open through Virtual/Distant learning to continue to adhere to strict social distancing and building safety protocols for effective communication with families and students. This phase will consist of Virtual Presentations, Workbooks, On-Line learning programs, etc.
- Phase III (Hybrid Learning) of Isleta learning plan is to have a Hybrid Learning style that will have Kindergarten through 6th grade split up in learning sessions. This Phase will be consistent with Phase III of the State protocols for COVID-19 case increase. This phase will consist of In-class learning as well as Virtual/Distant learning as well.



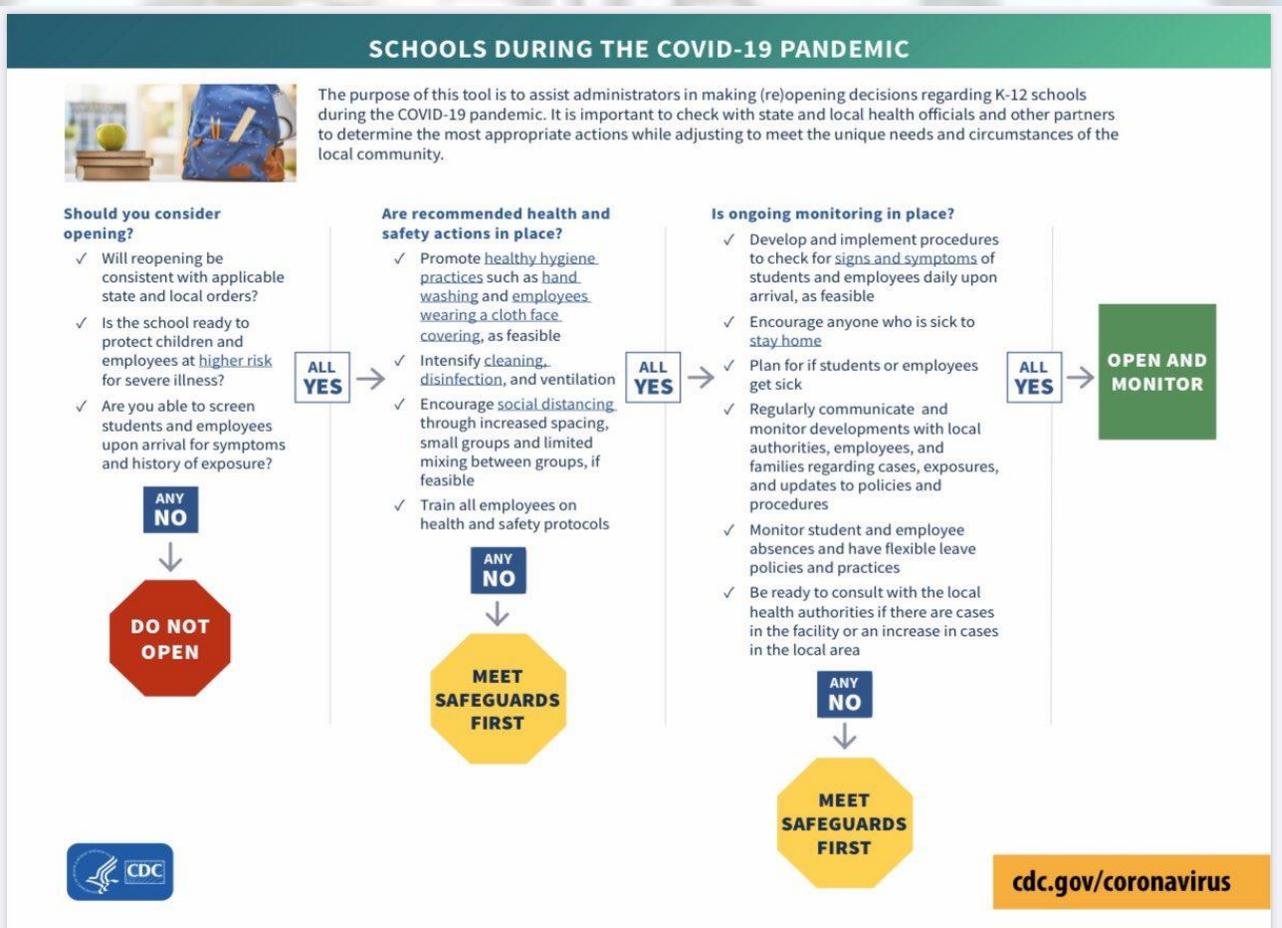
Academic.

- **Students and/or teachers in an at-risk group or those caring for individuals in an at-risk group should have additional accommodations provided to them including teaching classes remotely, utilizing a larger classroom where social distancing can be maintained, or given an option not to return until the risks are reduced.**
 - **Isleta will reopen need to take into consideration that some teachers and staff will fall into that at-risk category because of their age or other health risks or are caring for someone in an at-risk group.**
 - **Students who are high risk or who have family members who are high risk should not be penalized for failing to attend and should continue to receive Virtual/Distant learning support.**
 - **Accommodations should also be extended to students and staff who are required to quarantine due to exposure or potential exposure.**
- **Develop a plan to distribute learning materials and technology devices to students receiving offsite instruction;**
- **Train staff to serve students through Virtual/Distant learning;**
- **Address any digital divide that may exist within the community or student body to ensure equitable access to instruction for staff and students;**
- **Create sufficient communication protocols to assist parents and students with offsite learning;**
- **Prepare for a seamless switch from Virtual/Distant learning to onsite through professional development, flexible student, and staff schedules;**
- **Coordinate with Special Education staff to ensure Individual Education Plan is met by including parents, axillary staff, teachers, and students that will review and update IEP's yearly. Special Education students will receive support on their educational and health services in a manner that can be implemented both offsite and onsite;**
- **Implement a technology troubleshooting hotline for parents and students to access when encountering difficulty with available resources; and**
- **Establish protocols for students to remain in the same groups or classroom, while teachers rotate when practical.**

Physical and Structural

- **Review implementation of staggered student arrival times to minimize crowding near school entrances;**
- **Keep libraries, gyms, music room, art room, TIWA room, and playgrounds off-limit unless they can be sanitized between groups;**

- Install physical barriers and post guidelines for general hygiene in areas of high traffic where distancing cannot be implemented;
- Break larger classes into smaller groups;
- Separate student’s desks as much as possible;
- Disinfect all hallways, common areas, and the outside of lockers;
- Air conditioning system filters should be cleaned and changed;
- Allow for cleaning time in classrooms;
- Ensure the school is thoroughly ventilated and cleaned—opening all doors and windows or turning the air conditioning/heating systems up;
- School office staff are encouraged to continually wipe down counters, faxes, copiers, telephones, keyboards and sanitized pens in the main office;
- Provide masks for those present in the school building; and
- Monitor and screen any non-school staff, including parents, when entering school buildings



Social, Emotional, & Behavioral.

- **Ensure staff are trained to identify students struggling with trauma;**
- **Provide training and resources on recovering from traumatic events;**
- **Share information with parents regarding helping children cope with tragedies;**
- **Notify teachers, staff, students, and parents about support services available; and**
- **Expand mental health outreach and treatment strategies, including online appointments.**



School Phases

Phase One (School will move to Phase I for the second semester but subject to change)

- ✓ School will re-open for **In-person instructions**.
- ✓ Isleta will have a plan for students who are unable to attend **In-person** that addresses: a manner of remote learning, access to school meals, access to technology, services to students with disabilities, and any other services customarily provided in a school setting.
- ✓ **Isleta will re-open** with operational structures that are under Health and Safety Plan developed in coordination with local public health officials.



The plan will consider the following:

- Identification of a pandemic coordinator and pandemic team in place
- Accommodations for students who will engage in remote learning;
- Preparations to meet the applicable requirements under Section 504 and IDEA for students on issues related to remote learning;
- Accommodations for students, teachers, and staff in an at-risk group or for those caring for someone in an at-risk group;

- **Occupancy limits that follow local and state guidelines on classroom size and that allows for social distancing;**
- **Rules for traffic flow and congregational spaces (bathrooms, cafeteria, hallways, etc.);**
- **Procedures for cleaning, sanitizing, disinfecting spaces, surfaces, and any areas used by students and staff;**
- **Processes for monitoring students and staff for symptoms and history of exposure;**
- **Guidelines on the use of masks by all staff and/or students;**
- **Guidelines in relation to isolation or quarantine for anyone with COVID-19 symptoms of a history of exposure;**
- **Guidelines for when a quarantined staff, student, or visitor may return to school;**
- **Expectations for the posting of signs in highly visible locations that promote everyday protective measures, and how to stop the spread of germs;**
- **Procedures to offer mental health services and counseling for students and staff;**
- **Protocols for sporting activities consistent with CDC Considerations for Youth Sports and in collaboration with Parks and Recreation Center;**
- **Protocols for adjusting transportation schedules and practices to create social distancing between students;**
- **Schedules for training faculty and staff on the implementation of the Health and Safety Plan; and**
- **Systems for ensuring ongoing communication with families around the Health and Safety Plan.**

The plan may consider the following:

- **Methods of limiting the number of individuals in classrooms and other learning spaces;**
- **Methods of staggering the use of communal spaces and hallways and ensuring regular cleaning;**
- **Procedures for limiting the sharing of materials among students; and**
- **Process for identifying and restricting non-essential visitors or volunteers.**



Phase Two (School will be in Phase II at the beginning of the School year 2020-2021)

Virtual/Distant Learning Best Practice Considerations and Checklist

This checklist is intended to be a resource for Isleta Elementary School working to implement Virtual Learning during school closure. It is intended to provide guidance as you work to build and scale high-quality Virtual Learning experiences for our students.

	KEY CONSIDERATIONS	CHECKLIST
Logistics	Attendance - Develop and communicate to students and parents a protocol for determining student attendance for Virtual Learning.	<ul style="list-style-type: none"> ○ Develop and communicate to students and parents a protocol for determining student attendance for Virtual/Distant Learning.
	Communication - Develop and communicate to students and parents a protocol for determining student attendance for Virtual/Distant Learning.	<ul style="list-style-type: none"> ○ Develop and communicate to students and parents a protocol for determining student attendance for Virtual/Distant Learning.
	Training Plans – Create a professional development plan to provide staff adequate training for Virtual Learning implementation. Ensure students are aware of Virtual/Distant Learning structure and expectations.	<ul style="list-style-type: none"> ○ Create a professional development plan to provide staff adequate training Virtual/Distant Learning implementation. ○ Ensure students are aware of Virtual/Distant Learning structure and expectations.
	Staff Expectations – Clearly define and communicate staff expectations based on assigned roles.	<ul style="list-style-type: none"> ○ Clearly define and communicate staff expectations based on assigned roles.
Infrastructure	Internet Access – Isleta school corporation will be able to demonstrate that a majority of students and teachers have access to digital learning away from school.	<ul style="list-style-type: none"> ○ Parent/Students access survey ○ Supplemental access to devices ○ Share list of free Wi-Fi options
	Offline Support - Teachers will provide alternatives for any student without internet access at home.	<ul style="list-style-type: none"> ○ Due to the remote location of the reservation some families were unable to receive internet service even with hotspots or mobile devices.

		<ul style="list-style-type: none"> ○ Learning Packets were created by teachers for each student in grades Kindergarten thru 6th grade. Packets will be printed and drive up delivery in parking lot will be done or packets shipped to students' home by US Postal Service ○ Every two weeks Learning packets are shipped. Teachers indicate when assignments are due. ○ The parent/student submits the work by sending a picture of the assignment through email or text message to the teacher.
	Platform Experience - All teachers and students have access to and experience using online platforms and digital resources for learning.	<ul style="list-style-type: none"> ○ On line programs for Virtual/Distant are the same programs used during regular school day. (Class Dojo, Google Meet, Khan Academy) ○ Curriculum includes additional digital resources
	Technology Support – Instructional Technology will provide technology support for students experiencing issues while working from home.	<ul style="list-style-type: none"> ○ Communicate contact information and schedule for technology support
Instruction	Interaction Plan - Schools will develop a protocol for teacher/student communication. Teachers will establish and communicate time periods when they are directly reachable by students and parents to facilitate and support instruction.	<ul style="list-style-type: none"> ○ Teacher to student ○ Student to content
	Work Measurement - Time on task and/or learning growth should mirror that of a regular school day.	<ul style="list-style-type: none"> ○ Determine deadlines to complete assignments ○ Process for students to submit assignments

		<ul style="list-style-type: none"> ○ Method to access Virtual/Distant Learning
	Work Continuity - Lesson will cover content that would have been addressed if school were in session in a traditional setting.	<ul style="list-style-type: none"> ○ Plan for monitoring quality of Virtual/Distant Learning lesson materials
	Learning Targets - All students will be informed of their learning targets for the day. Lesson design should include an instructional component, practice, application, and a demonstration of learning.	<ul style="list-style-type: none"> ○ Determine when lessons will be accessible to students ○ Learning targets for lessons are clearly communicated
	Accommodation Support - All students who have accommodations for instruction will be provided with or have access to those accommodations, per their ILP/ IEP/504 plan.	<ul style="list-style-type: none"> ○ Virtual/Distant Learning support discussed in case conferences ○ Identify assistive technology that can be used for Virtual Learning

Technology Systems to Support Virtual/Distant Learning

CHANNEL	AUDIENCE	DESCRIPTION
School Messenger	Parents/Guardians and Students	<ul style="list-style-type: none"> ○ System used to send reminders via phone to Parent, Guardians and Students
Email	Faculty, Parents, Guardians and Students	<ul style="list-style-type: none"> ○ Email will be used for all major communications and announcements. Faculty may also use email to communicate with families and students (depending on age).
<p>Isleta Eagle external website: isletaelementary.org</p> <p>Facebook website: Isleta Elementary School</p>	Faculty, Parents, Guardians and Students	<ul style="list-style-type: none"> ○ School website will be used to create links for Parents, Guardians, and Students relating to Virtual/Distant Learning ○ Teacher's email addresses will also be provided for Parents, Guardians and Students.

Virtual/Distant Learning Curriculum/Programs

Our Virtual/Distant Learning Curriculum and Programs are listed below. This curriculum is used by Isleta Eagles students during our regular school program and have the ability to be used remotely for home use. Teachers will also provide video lessons for students to enhance their learning using ZOOM and Google Meet. This will allow for teachers and students to collaborate virtually and develop digital skills that are used and valued for the K-6th grade.

Students will have access to these programs through any device that their family may have at home such as laptops, iPad, tablets, desktops and some smart phones.

Information Technology will be available to ensure that students are able to connect. The Assistant Principal will be the school-based curriculum contact for technology related needs. Email will be used as the main means of communication with parents and students. The IT Technician will be the technical support for our families. Mr. Abeita will be reached through email.

DISTANCE LEARNING OPTIONS

Teacher interaction and assistance through online learning platform

Online curriculum for students to work on at home

Online curriculum in computer lab or classroom,
consistent with social distancing guidelines

Printed instructional materials for students to work on at home

In person setting, consistent with social distancing guidelines

On Line Programs

Elementary Kindergarten thru 5th Grade

Subject Areas	Program	Grade
Mathematics	ABC Mouse https://www.abcmouse.com/ Khan Academy https://www.khanacademy.org/ Class Dojo Board Works Online program (Math, Science, Language Arts, Social Studies)	Kindergarten-2nd grade
Reading/Language Arts	Khan Academy https://www.khanacademy.org/ Class Dojo Board Works On-line program Online program (Math, Science, Language Arts, Social Studies)	3rd-5th Grade
Science Life Science	Houghton Mifflin (Workbooks, Textbooks, On-line programs) Board Works: Online programs (Math, Science, Language Arts, Social Studies)	1st-5th Grade
Social Studies	Houghton Mifflin (Workbooks and Online programs) Board Works On-Line Program Online program for (Math, Science, Social Studies and Language Arts)	1st-5th Grade
Achieve 3000 Smarty Ants	Achieve 3000 www.achieve3000.org/	Kindergarten thru 6th Grade

Elementary Electives Kindergarten thru 5th Grade

Subject Area	Program	URL
Art	Zoom/Google Meet	https://www.discovereducation.com/ https://google.com
	Discovery Education	
Music	Zoom/Google Meet	https://www.discovereducation.com/ https://google.com
	Discovery Education	
Physical Education	Zoom/Google Meet	https://zoom.us/ https://google.com
Computer Class	Zoom/Google Meet	https://zoom.us/ https://google.com
TIWA Class	Google Meet	https://google.com



Elementary 6th Grade

Course	Program	Grade
Elementary Art	Zoom https://www.zoom.us Discovery Education https://www.discoveryeducation.com/	6 th Grades
Elementary Computers	Google Meet www.google.com Laptop/IPAD programs for typing	6 th Grades
Language Arts 1	Houghton Mifflin English: Journey Reading-Textbook Journey Reading-Workbook Journey Reading-Online Programs	6 th Grade
Grade 6 Mathematics	Go Math Skills Workbooks Board works On-Line Program On-Line programs for (Math, Science, Social Studies, and Language Arts)	6 th Grade
Physical Education	Discovery Education https://www.discoveryeducation.com/	6 th Grade
Science	Houghton Mifflin Journey Reading-Textbook Journey Reading-Workbook Journey Reading-On-Line Program Discovery Education https://www.discoveryeducation.com/	6 th Grade
World History	Discovery Education https://www.discoveryeducation.com/	6 th Grade
TIWA Language	Google Meet www.google.com	6 th Grade

Phase Three. (This will occur if school has to reduce In-Class Instructions to limited days and Virtual/Distant Learning is required)

Hybrid Class Learning Curriculum/Programs

In the Hybrid Class Learning the courses will be structured based on the development of Health and Safety plan that consist of in-class safety for teaching and virtual/distant learning. Isleta will look at two designs of this phase that will provide students opportunities to learn in the class and also receive distant learning on days they are not in the classroom. The two designs are as follows:

Design One: Half Days

Kindergarten through 3rd Grade.

- **In-Class Learning**
 - Monday through Thursday from 8:00am to 10:30am (Lunch—10:30am to 10:55am)
- **Virtual/Distant Learning**
 - Monday through Thursday from 1:00pm to 3pm
- **Grading/Open Discussion/IEP's with Teachers/Staff**
 - Friday from 8:00am through 1:00pm
 - Axillary services/IEP's services/Goals and Objectives discussed

4th Grade through 6th Grade.

- **In-Class Learning**
 - Monday through Thursday from 12:30pm to 3:00pm (Lunch—12:00pm to 12:25pm)
- **Virtual/Distant Learning**
 - Monday through Thursday from 8:00am to 10:30am (Breaks in between sessions)
- **Grading/Open Discussion/IEP's with Teachers/Staff**
 - Grading Friday from 8:00am through 1:00pm
 - Axillary services/IEP's services/Goals and Objectives discussed

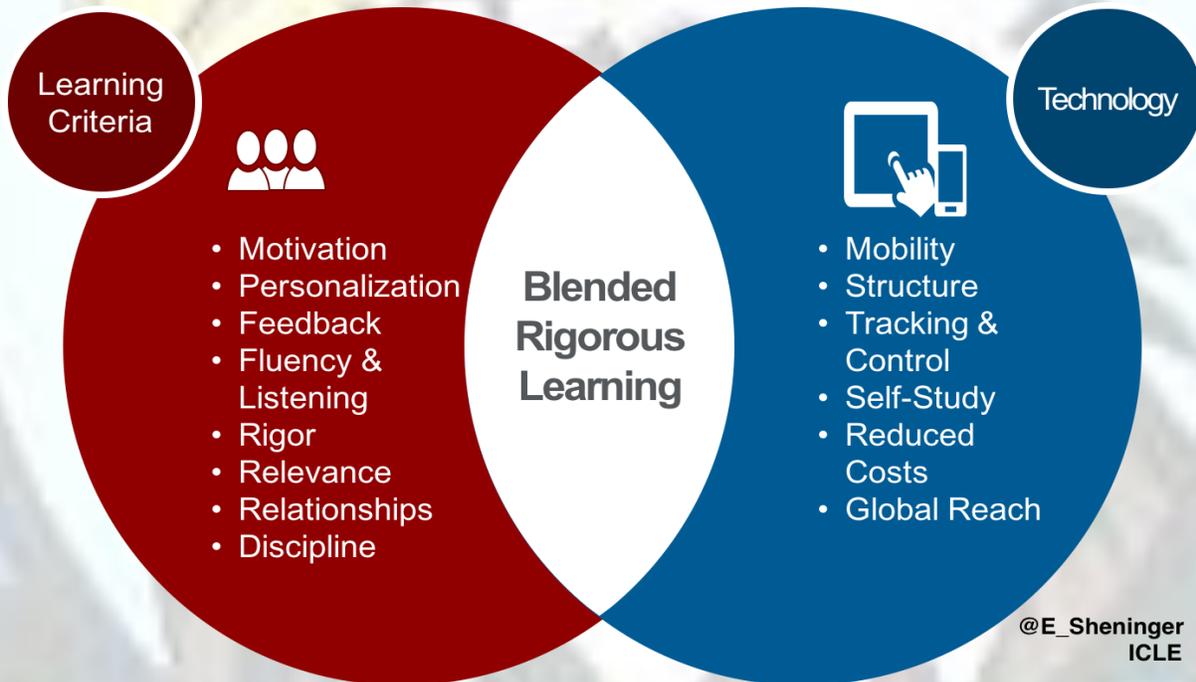
Design Two: Two Full Days

Kindergarten through 3rd Grade.

- **In-Class Learning**
 - Monday thru Tuesday from 8:00am to 3:00pm (Lunch—11:30 to 12:00pm)
- **Virtual/Distant Learning**
 - Wednesday thru Thursday from 8:00am to 2:30pm (Breaks in between sessions)
- **Grading/Open Discussion/IEP's with Teachers/Staff**
 - Grading from 8:00am through 1:00pm
 - Axillary services/IEP's services/Goals and Objectives discussed

4th Grade through 6th Grade.

- **In-Class Learning**
 - Wednesday through Thursday from 8:00am to 3:00pm (Lunch—11:30 to 12:00pm)
- **Virtual/Distant Learning**
 - Monday through Tuesday from 8:00am to 2:30pm (Breaks in between sessions)
- **Grading/Open Discussion/IEP's with Teachers/Staff**
 - Grading from 8:00am through 1:00pm
 - Axillary services/IEP's services/Goals and Objectives discussed



HOURS OF INSTRUCTION

The Bureau of Indian Educations requires students meet a minimum number of hours of instruction. Due to COVID -19 Isleta Elementary School will be looking at the three major structure of instruction. The chart below shows the recommended hours of instruction that will occur in the three aspects of learning (In-Class, Distant Learning, or Virtual). This is based on a continued on the directives given based on COVID-19 epidemic.

In-Class Instructions

Monday Through Thursday 8:00am through 3:00pm

(Classroom learning with 50% capacity in each room)

Friday 8:00am through 1:00pm

(Classroom Learning with CDC guidelines for capacity in each room)

Distant Learning Instructions

Monday through Thursday 8:00am through 2:00pm

(Workbooks, work-packets, online programs for Core-Subjects, Learning programs “on-line)

Friday 8:00am through 1:00pm

(Open discussion with students on assignments and grades, and lesson planning by staff)

Hybrid Learning

Monday Through Thursday 8:00am through 3:00pm

In-Class and Virtual/Distant Learning

(Staff Preparation will occur from 7:30am to 8:00am and Logging grades from 3:00pm to 3:30pm)

Friday 9:00am through 12:00pm Virtual/Distant Learning

(Staff preparation will occur from 7:30am to 9:00am and Logging grades from 12:00pm to 2:15pm)

VIRTUAL/DISTANT LEARNING - INSTRUCTIONAL STAFF EXPECTATIONS

Teacher Hours: 7:30 am - 3:30 pm - Reply to emails, communicate with students, parents, and monitor student progress.

School Day: 8:00am -3:30pm

Office Hours: 8:00 am –4:00pm Students can contact their teacher during these times to ask specific questions. These times may change once virtual lessons are incorporated into the schedule.

***General Responsibilities**

- 1. Communicate and collaborate with colleagues on a regular basis. Share ideas, experiences, and reach out for help if needed.**
- 2. Emails that are received outside of school hours should be responded to in a timely manner on the next school day.**
- 3. For the first week, all teachers will receive training for Distant Learning and Virtual learning if the school is placed on COVID-19 restrictions. This can be added once teachers, students, and families are provided an update through the Governor.**
- 4. Teachers will create meaningful academic assignments and activities for students to complete in the areas you teach.**
- 5. Ensure you have a good understand of the on-line virtual programs that will be in place if school will not re-open on schedule date: August 5, 2020.**
- 6. Monitor student progress and provide feedback to students and parents.**
- 7. Prepare one lesson using ZOOM once every week or use video recording through on-line programs purchased (Board Works, Achieve 3000, or Google Meet.**
- 8. Email your weekly lesson to Principal Robert.torrez@poies.org and betty.lovato@poies.org by Thursday at 2:00 PM for the following week.**
- 9. Retain a copy of your weekly lessons on your computer. These lessons will be submitted to our shared drive once classes resume.**
- 10. Collaborate with your grade level band teachers to share best practices whenever possible.**
- 11. Elective area teachers collaborate on how to integrate music, computer, art and PE into classroom projects and experiences as appropriate.**
- 12. Communicate with your assigned teacher assistant daily on how they may assist you in planning your lessons and activities for your students. Teachers will be assigned a fellow teacher to work together to create lessons, activities, and record lessons for virtual or distant learning**

***General responsibilities are subject to change based on student academic needs and school needs.**

Assigning Lessons

- 1. Follow the Virtual/Distance Learning Daily Schedules for your grade level when planning lessons.**
- 2. Only assign one weeks' worth of lessons – refer to Virtual/Distance Learning Daily Schedule:**
 - a. Grades 1-2 will assign Common Core lessons for Reading and Math**
 - i. Science and Social Studies will be added after the first week**
 - b. Grades 3-5 will assign three Common Core lessons for Reading and Math**
 - i. Science and Social Studies will be added after the first week**
 - c. Grades 6 will assign three Common Core lessons for Reading and Math.**
 - i. Science and Social Studies will be added after the first week.**
 - d. Elementary School will focus on two courses (based on their individual Graduation Plan for Kindergarten and 6th grade) during the first week and then add additional courses.**
- 3. It is important that the time it takes students to complete assignments falls within the time frame for each subject area per week.**
- 4. Only assign material that is based on the standards that you have already taught for the first two weeks. Then, as you facilitate lessons, you can teach additional standards.**
 - After the first two weeks, you will be responsible for facilitating live lessons as needed:**
 - Preview content**
 - Introduce new content**
 - Do not assign more assignments than can be realistically completed in one week.**
 - Anticipate struggles your students may encounter and plan lessons for them purposefully.**
 - Open the standard you are assigning and scroll through the activities that are offered.**
 - Only select the activities for one assignment at a time.**
 - Do not just look at the lessons – work them out - Complete the lessons/assessments that you are assigning yourself and then double or triple the time it takes you to complete. (source: NWEA/MAP, PARCC, WIDA)**

Monitoring Progress

- **Log in to learning platforms multiple times during the day**
 - **Reassign standards to struggling students**
 - **Give appropriate feedback**
 - **Utilize learning platform (Common Core, NWEA/MAP, WIDA, NMSSA) and parent email or phone call**
 - **Notify parents of progress or lack thereof**
- **Elementary School students will focus on working on their courses that are required for their Graduation Plan for 6th grade to move to Middle School.**

Grading

Students will earn grades in core subjects as follows:

- **Two grades per subject per week from each Teacher aligned with Common Core on State Assessments in Math, Reading, Writing, and Language Arts. (Two grades per course in Elementary School)**
- **Two grades per subject, per week from each Teacher aligned with Common Core assignment on State Assessments in Science and Social Studies (Two grades per course in Elementary School)**
- **One grade based on completion (participation grade) of Individual Learning Path**
- **6th grade students will focus on their graduation plan (Please contact Ms. Nieto or Mrs. Lovato if you need information.)**

Students will earn grades in Elective Courses as Follows: (Not completed yet)

- **Two grades per subject per week from Elective Teachers for assigned completed and aligned with Common Core Standards**
- **Two grades per subject per week from Elective Teachers for Participation during Virtual/Distant Learning.**
- **6th grade students will focus on their graduation plan (Please contact Ms. Nieto or Mrs. Lovato if you need information)**

District and State Assessments

1. **IES students will take MAP/NWEA assessment three times a year**
2. **IES students will take WIDA assessment once a year**
3. **IES students will take the NM-MSSA (Student Success Assessment) once a year**
4. **IES students will take classroom quizzes and tests monthly by the Teachers.**

PROFESSIONAL DEVELOPMENT/ FACULTY MEETINGS FOR TEACHERS/TEACHER ASSISTANTS

2020-2021 SY

Date	Activity
August	Training on Campus – On-line Programs for Trainings
September	Training on Campus – On-line Programs for Trainings
October and November	Faculty Meeting every Friday unless Holiday occurs
December	Faculty Meetings Monday through Thursday from 3:00pm to 3:30pm and Friday 1:00pm to 2:30pm
January and February	Training on Campus-On-Line Programs for Trainings
March	Faculty Meetings Monday through Thursday from 3:00pm to 3:30pm and Friday 1:00pm to 2:30pm
April and May	Faculty Meeting Monday Through Thursday from 3:00pm to 3:30pm and Friday 1:00pm to 2:30pm Training on Campus-On-line programs for Training

10 Reasons Why Every Teacher Needs a P.L.N.

PERSONAL or PROFESSIONAL LEARNING NETWORK

- 1 Find great resources, lesson plans & conferences
- 2 Share your resources & ideas
- 3 Follow amazing educators and their blogs
- 4 Get support when needed
- 5 Make international connections
- 6 Flatten your classroom walls
- 7 Collaborate globally on projects
- 8 Find round-the-clock inspiration
- 9 Learn the latest trends in education
- 10 Never run out of ideas for new things to try with your students

@sylviaduckworth

Virtual/Distant Instructions

APPENDIX A (Samples)

SUGGESTED DAILY SCHEDULE FOR STUDENTS

Kindergarten Student Schedule (SAMPLE)

Student Name _____

Time	Subject/Activity	What that could look like	Source
8:00 – 8:15	Prepare for the day	Hold a family check in Review all posted assignments and morning announcements Collect needed supplies Contact teacher to clear up any questions about the assignments.	Isleta Elementary External Website Facebook Google Meet
8:15 – 8:45	English Language Arts	Log into NASIS (Teachers) for attendance Houghlin Mifflin Curriculum	Journey Learning for Language and Reading Board work program Reading on-line programs
8:45 – 9:00	TAKE A BREAK		
9:00 – 9:30	Math	Log in to NASIS (Teachers) for attendance	Go Math Workbook Board Works program
9:30 – 10:00	Electives	Monday –Culture TIWA activities Tuesday –Computers Wednesday –Phys Ed Thursday –Art Friday –Music	Click on the Zoom link on your classroom page for the day. You will need to click on the link or use the code to join the correct Zoom class. Note: You can Zoom using the Zoom app on a tablet, Laptop, or phone. (https://zoom.us/)
10:00 – 10:15	TAKE A BREAK		
10:15 – 10:45	Reading	Read a book, website, or other resource of your choice; Listen to an audio book, watch a television show with the captions turned on. Achieve 3000/Smarty Ants	Check classroom website to see if your teacher has given you an Independent Reading challenge (Read to a sibling, read online to a grandparent, etc.)
10:45 – 11:00	Morning Session Ends	Put away supplies, Tell your parents 3 things you’ve learned today.	LUNCH
12:00-12:30	Science	Houghlin Mifflin Curriculum Board works program	Science Learning Board Works program Reading On-Line programs
12:30-1:00	Social Studies	Houghlin Mifflin Curriculum	Social Studies On-Line programs
1:00-1:15	End of the Day Clean up and Open Discussion		

1st – 2nd Grade Student Schedule

Student Name _____

Time	Subject/Activity	What that could look like	Source
8:00 – 8:15	Prepare for the day	Hold a family check in Review all posted assignments and morning announcements Collect needed supplies Contact teacher to clear up any questions about the assignments.	Google Meet NASIS
8:15 – 9:00	English Language Arts	Log in to NASIS (Teachers) for attendance Houghlin Mifflin Curriculum Board Works On-Line program	Journey Reading and Writing Activities Board works language arts activities
9:00 - 9:15	TAKE A BREAK		
9:15 – 10:00	Math	Log in to NASIS (Teachers) for attendance	Go Math Workbook Board works Math activities
10:00 – 10:45	Electives	Monday –Music Tuesday –Culture TIWA activities Wednesday - Computers Thursday –Phys. Education Friday –Art	Click on the Zoom link on your classroom page for the day. You will need to click on the link or use the code to join the correct Zoom class. Note: You can Zoom using the Zoom app on a tablet or phone. (https://zoom.us/)
10:45-11:00	TAKE A BREAK		
11:00-11:30	Reading	Read a book, website, or other resource of your choice	Check classroom website to see if your teacher has given you an Independent Reading challenge (Read to a sibling, read online to a grandparent, etc.)
11:30-12:00	LUNCH		
12:00-12:45	Science	Houghlin Mifflin Curriculum Boardworks programs	Science Learning Boardworks programs Reading On-line programs
12:45-1:30	Social Studies	Houghlin Mifflin Curriculum Boardworks programs	Social Studies On-line programs
1:30-2:00	TIWA Language		Click on Zoom link or Google Meet on your classroom page for the day. You will need to click on the link or use code to join the correct Zoom Class
2:00	Wrap-Up	End of the Day Clean up and Open Discussion	

3rd Grade

Student Name _____

Time	Subject/Activity	What that could look like	Source
8:00 – 8:15	Prepare for the day	Hold a family check in Review all posted assignments and morning announcements Collect needed supplies Contact teacher to clear up any questions about the assignments.	Google Meet NASIS
8:15 – 9:00	English Language Arts	Log in to NASIS (Teachers) for attendance Houghlin Mifflin Curriculum Board Works On-Line program	Journey Reading and Writing Activities Board works language arts activities
9:00 - 9:15	TAKE A BREAK		
9:15 – 10:00	Math	Log in to NASIS (Teachers) for attendance	Go Math Workbook Board works Math activities
10:00 – 10:45	Electives	Monday –Art Tuesday –Music Wednesday –Culture TIWA activities Thursday –Computers Friday –Physical Education	Click on the Zoom link on your classroom page for the day. You will need to click on the link or use the code to join the correct Zoom class. Note: You can Zoom using the Zoom app on a tablet or phone. (https://zoom.us/)
10:45-11:00	TAKE A BREAK		
11:00-11:30	Reading	Read a book, website, or other resource of your choice	Check classroom website to see if your teacher has given you an Independent Reading challenge (Read to a sibling, read online to a grandparent, etc.)
11:30-12:00	LUNCH		
12:00-12:45	Science	Houghlin Mifflin Curriculum Boardworks programs	Science Learning Boardworks programs Reading On-line programs
12:45-1:30	Social Studies	Houghlin Mifflin Curriculum Boardworks programs	Social Studies On-line programs
1:30-2:00	TIWA Language		Click on Zoom link or Google Meet on your classroom page for the day. You will need to click on the link or use code to join the correct Zoom Class
2:00	Wrap-Up	End of the Day Clean up and Open Discussion	

4th Grade

Student Name _____

Time	Subject/Activity	What that could look like	Source
8:00 – 8:15	Prepare for the day	Hold a family check in Review all posted assignments and morning announcements Collect needed supplies Contact teacher to clear up any questions about the assignments.	Google Meet NASIS
8:15 – 9:00	English Language Arts	Log in to NASIS (Teachers) for attendance Houghlin Mifflin Curriculum Board Works On-Line program	Journey Reading and Writing Activities Board works language arts activities
9:00 - 9:15	TAKE A BREAK		
9:15 – 10:00	Math	Log in to NASIS (Teachers) for attendance	Go Math Workbook Board works Math activities
10:00 – 10:45	Electives	Monday –Physical Education Tuesday –Art Wednesday - Music Thursday –Culture TIWA activities Friday –Computers	Click on the Zoom link on your classroom page for the day. You will need to click on the link or use the code to join the correct Zoom class. Note: You can Zoom using the Zoom app on a tablet or phone. (https://zoom.us/)
10:45-11:00	TAKE A BREAK		
11:00-11:30	Reading	Read a book, website, or other resource of your choice	Check classroom website to see if your teacher has given you an Independent Reading challenge (Read to a sibling, read online to a grandparent, etc.)
11:30-12:00	LUNCH		
12:00-12:45	Science	Houghlin Mifflin Curriculum Boardworks programs	Science Learning Boardworks programs Reading On-line programs
12:45-1:30	Social Studies	Houghlin Mifflin Curriculum Boardworks programs	Social Studies On-line programs
1:30-2:00	TIWA Language		Click on Zoom link or Google Meet on your classroom page for the day. You will need to click on the link or use code to join the correct Zoom Class
2:00	Wrap-Up	End of the Day Clean up and Open Discussion	

5th & 6th Grade

Student Name _____

Time	Subject/Activity	What that could look like	Source
8:00 – 8:15	Prepare for the day	Hold a family check in Review all posted assignments and morning announcements Collect needed supplies Contact teacher to clear up any questions about the assignments.	Google Meet NASIS
8:15 – 9:00	English Language Arts	Log in to NASIS (Teachers) for attendance Houghlin Mifflin Curriculum Board Works On-Line program	Journey Reading and Writing Activities Board works language arts activities
9:00 - 9:15	TAKE A BREAK		
9:15 – 10:00	Math	Log in to NASIS (Teachers) for attendance	Go Math Workbook Board works Math activities
10:00 – 10:45	Electives	Monday –Computers Tuesday –Phys Ed Wednesday –Art Thursday –Music Friday –Culture (TIWA)	Click on the Zoom link on your classroom page for the day. You will need to click on the link or use the code to join the correct Zoom class. Note: You can Zoom using the Zoom app on a tablet or phone. (https://zoom.us/)
10:45-11:00	TAKE A BREAK		
11:00-11:30	Reading	Read a book, website, or other resource of your choice	Check classroom website to see if your teacher has given you an Independent Reading challenge (Read to a sibling, read online to a grandparent, etc.)
11:30-12:00	LUNCH		
12:00-12:45	Science	Houghlin Mifflin Curriculum Boardworks programs	Science Learning Boardworks programs Reading On-line programs
12:45-1:30	Social Studies	Houghlin Mifflin Curriculum Boardworks programs	Social Studies On-line programs
1:30-2:00	TIWA Language		Click on Zoom link or Google Meet on your classroom page for the day. You will need to click on the link or use code to join the correct Zoom Class
2:00	Wrap-Up	End of the Day Clean up and Open Discussion	

Closure(s)

The Principal will work with the Tribal Health Officer on the recommendations of any school closures due to the COVID-19 pandemic. The Governor and Tribal Health Officer have the authority under Title 40 Communicable Disease Code to order a closure of the school.

