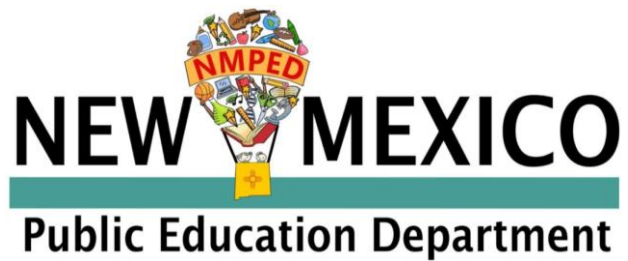


Hybrid Model Implementation Walkthrough



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|------------------------|--|
| Date: | 11/4/2020 |
| District: | State Charter |
| School: | Albuquerque Collegiate Charter School |
| Point of Contact: | Jade Rivera |
| POC cell phone: | 505-712-1927 |
| POC email address: | jrivera@abqcollegiate.org |
| District Participants: | Jade Rivera |
| PED Participants: | Karen Woerner Tony Bezich |

| Current Status | Safe Practice | Notes |
|-------------------|--|---|
| Use Drop Down | | |
| Yes | Air Filtration: MERV 13 or higher is utilized in all instances where compatible with HVAC systems. | If other than MERV 13 filters are installed, explain: MERV-11 is highest compatible system and is installed on all 6 units; Each unit serves 2 classrooms. |
| Yes | In all instances, where Marv 13 is not compatible, or HVAC is not in use, other measures are deployed (central air fan on, dampers open, opened windows/doors (where safe), box fans deployed). | Fans and air filtration systems where no exterior doors or windows exist. |
| Under Revision | Multi-ply cloth masks available and utilized by all staff , over the nose and mouth, secure under the chin, snug on face with no gaps | Google Form will include: How many distributed per person already? 2 (personal) How many extra on hand? 0 How many on order? 0; Still waiting for PED distribution |
| Fully Implemented | Multi-ply cloth masks available and utilized by all students , over the nose and mouth, secure under the chin, snug on face with no gaps or accommodations documented | Google Form will include: How many on hand for students that don't have masks? 114 How will they be sanitized? |
| Fully Implemented | Classrooms and commons areas are set up for 6 feet social distancing | |

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| Fully Implemented | If applicable, cafeteria (or other congregate feeding area) is set up for 6 feet social distancing and cohorts of students are not mixed | Describe lunch serving and seating arrangements: Students eat separately as cohorts with required social distancing. Only one cohort at a time is seated in the cafeteria. |
| Fully Implemented | Provisions are in place for routine cleaning and disinfection of frequently touched surface and adequate supply of cleaning materials is available | |
| Fully Implemented | Provisions are in place to allow frequent handwashing with soap readily available | |
| Fully Implemented | Hand sanitizer that contains at least 60% alcohol is available for sections of the school where water and soap are not | Available in all rooms. Sanitizer has 70% or higher alcohol content. |
| Fully Implemented | School administration is aware of who the District Point of Contact is for reporting a positive case of COVID-19, phone number is available | POC is Jade Rivera, 505-712-1927. |
| Fully Implemented | Positive case of COVID-19 Initial Report Information: School administration can explain the items that should be reported and has a system in place for gathering information to provide to the District Point of Contact based on the COVID 19 Toolkit for NM Schools | |
| Fully Implemented | Positive case of COVID-19 Close Contact Report Information: School administration can explain the items that should be reported and has a system in place for gathering information to provide to the District Point of Contact based on the COVID 19 Toolkit for NM Schools | |

Hybrid Model Implementation Walkthrough

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| Fully Implemented | School has a designated isolation area for ill students which allows for 6ft social distancing | School has isolation room with space for social distancing. |
| Fully Implemented | School administration has a documented plan for student pick up when large areas or the entire building need to be evacuated at once (pick up of students, sending staff home, who stays last, will bussing be used | SeeSaw app utilized for rapid communications |
| Fully Implemented | School has a plan for when an ill student cannot be picked up immediately | Student remains isolated while school contacts parents/guardians or emergency contacts. School has isolation room. |
| Fully Implemented | School administration has easy real time access to rosters identifying who is in the building at any given time, including location where working (employees, students, contractors and visitor sign in documented) | |
| Fully Implemented | School administration has updated staff roster with cell phone numbers | |
| Fully Implemented | School administration has easy real time access to classroom rosters, class schedules, cohort rosters | Rosters and schedules are available on Google Drive |
| Fully Implemented | Daily student attendance is recorded and easily accessible | The school uses PowerSchool. |
| Fully Implemented | Daily staff attendance is recorded and easily accessible | Attendance is noted at team huddle each morning. |
| Fully Implemented | School administration has easy access to student emergency contact list, authorized pick-up lists, and authorized medical care information for every student | These lists are maintained in PowerSchool, on Google drive and in hard copy with teachers and in office. |
| Fully Implemented | Building floor plans are easily accessible | Posted in each room |

Hybrid Model Implementation Walkthrough

| Fully Implemented | School administration has distributed the Individual Person Decision Tree for COVID-19 to all staff and families | |
|---|---|--|
| Fully Implemented | Administration has documentation that all staff have been trained on safe practices utilizing the PED training modules on Canvas | All staff were trained via PED modules plus additional training on cleaning expectations of the school. |
| Instructional Practices | | Reflection Notes |
| Not scored-This is for reflection discussion only. Provide link if more guidance is needed. | Please reflect on your plan for integrating acceleration strategies to address learning loss | <ul style="list-style-type: none"> • Intervention blocks • Two teachers per class is the normal model • Weekly check-ins with students and families • Prioritized placement for SpEd and ELL students (who can attend 4 days per week) |
| Not scored-This is for reflection discussion only. Provide link if more guidance is needed. | Please reflect on your plan (either developed by the district or the school) for utilizing priority standards and how scope and sequence is being adjusted to assure students have access to grade level content during hybrid and remote learning | <ul style="list-style-type: none"> • Grade level standards/content • Scaffolding • Aligned to rigorous internal and external assessments (Remote learners were scheduled 1:1 to take assessments) |
| Reflection on the Hybrid Model | | Reflection Notes |
| Not scored-This is for reflection discussion only. | What challenges have you encountered as you implement the hybrid model? | <ul style="list-style-type: none"> • Changing metrics from PED early on • Repeat requests for the same information; short notice on requirements • No PPE disbursements received (was expecting cloth masks) • Attendance/engagement online for youngest learners • Need more instructional time • Staff morale • Limited outside physical activity due to difficulty to enforce social distancing with young students • Much time spent on cleaning/high level staff cleans rooms • DOH surveillance testing - schedules/times |

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| Not scored-This is for reflection discussion only. | What are 1-3 things going well as you implement the hybrid model? | <ul style="list-style-type: none">• 85% opted to participate in hybrid model• nearly hit full growth targets• strong continuation of high quality instruction• alignment to national best practices (screen time, check ins, etc) |
|--|---|--|