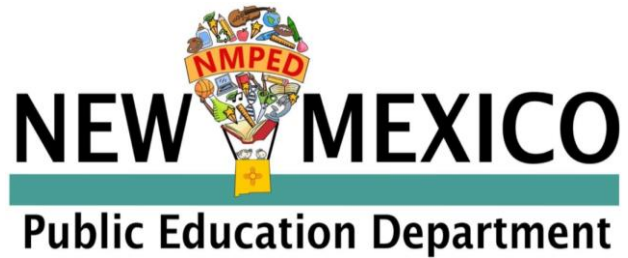


Hybrid Model Implementation Walkthrough



Date:	11/3/2020	
District:	State Charter	
School:	Sandoval Academy of Bilingual Education (SABE)	
Point of Contact:	Jackie Rodriguez	
POC cell phone:	505-490-0256	
POC email address:	jrodriguez@nmsabe.org	
District Participants:	Felictas Reyes	
PED Participants:	Karen Woerner	
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:
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).	Currently have MERV-13 in all 9 units; paid by landlord
Fully Implemented	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 plus 2 face shields How many extra on hand? 143 plus 750 disposable How many on order? 0
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? 621 plus 176 disposable How will they be sanitized? sent home with children and are not returned to reserve pile
Fully Implemented	Classrooms and commons areas are set up for 6 feet social distancing	Head admin and husband built plexi-glass dividers

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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 breakfast and lunch in the classrooms, at least 6 feet apart. Food is contracted via Bernalillo Public Schools
Fully Implemented	Provisions are in place for routine cleaning and disinfection of frequently touched surface and adequate supply of cleaning materials is available	Purchased sprayers and thermometers in the Spring (and they were more costly then.)
Fully Implemented	Provisions are in place to allow frequent handwashing with soap readily available	Hand washing is included in regular bathroom breaks that are scheduled; Individual bathroom trips are supervised by a "runner" (staff)
Fully Implemented	Hand sanitizer that contains at least 60% alcohol is available for sections of the school where water and soap are not	Touchless hand sanitizer stations are available.
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	
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	

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Fully Implemented	<p>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</p>	School had had a positive case reported on 10/9/20
Fully Implemented	School has a designated isolation area for ill students which allows for 6ft social distancing	A second isolation area is also established near the main one.
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	Both emergency evacuation and daily pick up is organized. The school is using the Driveline app to dismiss students each day.
Fully Implemented	School has a plan for when an ill student cannot be picked up immediately	The school stresses the importance of quick response by the parent/guardian or designee. The parent agreement states that the school may contact CYFD or local law enforcement if parents do not respond timely.
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	
Fully Implemented	Daily student attendance is recorded and easily accessible	The school uses PowerSchool.

Hybrid Model Implementation Walkthrough

Fully Implemented	Daily staff attendance is recorded and easily accessible	Sign in sheets are kept in office
Fully Implemented	School administration has easy access to student emergency contact list, authorized pick-up lists, and authorized medical care information for every student	
Fully Implemented	Building floor plans are easily accessible	
Fully Implemented	School administration has distributed the Individual Person Decision Tree for COVID-19 to all staff and families	The school has distributed the decision tree to all staff and sent it home with the newsletter to families this week.
Fully Implemented	Administration has documentation that all staff have been trained on safe practices utilizing the PED training modules on Canvas	The school completed COVID-related safety training but did not require the PED Canvas modules. NMPSIA/POMS did a walkthrough of the building/campus to offer suggestions and review safety protocols.
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"> • Online Academy small/intervention groups • Tools for differentiation: iReady products, NWEA Math Mappers and Reading Fluency products, iStation (with instruction in Spanish) and Great Minds (Eureka) Math. • Optional Small Group Program for students on IEPs (only 6 of 33 participate) • Moving to Optional Small Group for Kindergarten-3rd grade • SAT/MLSS Process • Intervention Power Hour for Math, English Reading and Spanish Reading upon full return • Summer School available for lowest performing students Kindergarten-8th grade • Leadership Team is developing tools to gather student data to determine the "COVID Slide" to address the learning loss

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<p>Not scored-This is for reflection discussion only. Provide link if more guidance is needed.</p>	<p>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</p>	<p>Teachers collaborating and supporting each other in planning to insure that students are receiving instruction in grade level material, focusing on the priority standards.</p>
Reflection on the Hybrid Model		Reflection Notes
<p>Not scored-This is for reflection discussion only.</p>	<p>What challenges have you encountered as you implement the hybrid model?</p>	<ul style="list-style-type: none"> • Stress • Unknowns about the virus • Constant changes in health orders and NMPED guidance; particularly the numbers; half of roster vs. half of space capacity • Staffing considerations to develop the plan (hybrid vs online; health concerns; etc) • Lack of staffing and substitutes • Staff out for 7-10 days due to symptoms and awaiting COVID test results • Need for training, identifying the training, and costs associated • Loss of enrollment (lost 50 students; projected 220 and are at 209) • More technology needs than needed in the Spring • Many parents do not want their child(ren) at school due to COVID • Need online options in English and Spanish • Technology (hot spots and Chromebooks)
<p>Not scored-This is for reflection discussion only.</p>	<p>What are 1-3 things going well as you implement the hybrid model?</p>	<ol style="list-style-type: none"> 1. Sense of community (including PTA meetings on Zoom); supporting families 2. Teachers taking initiative to work together and plan via Zoom 3. Communication - At first teachers were sending too much information and a variety of resources; had to limit the resources sent home to prevent families from being overwhelmed 4. Offered differentiated tech training for teachers