

Anansi Charter School  
COVID-19  
Reopening Plan  
July 15, 2020

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## Message from the Director

This document presents a number of strategies and considerations for our community to move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. The reopening of, and re-entry into, school buildings is dependent on several conditions and the guidance from our NM Public Education Department.

It is important to remember that creating a recovery plan is only effective through a collaborative effort by all community stakeholders. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to this pandemic. The goal with each of the addressed plans is to assist in the articulation of a vision that can be easily communicated to members of the Anansi community. The Anansi Charter School (ACS) Task Force has identified procedures that make transitions to and from online learning, and a return to some form of in-person instruction, as seamless as possible, while keeping in mind our ultimate goal: to keep students and staff at low risk from this pandemic.

With the understanding that different levels of COVID-19 spread require different responses, we have identified a number of scheduling models and calendar considerations that can be used to fit the needs of our Anansi community. These plans transition from total remote learning to a blended option, and all the way to a normal setting. School schedules and calendars have been modified to account for lost instructional time and to ensure ongoing health and safety efforts, such as social distancing at all times.

We all want students and educators to feel comfortable and safe returning to school environments. The conditions, current medical landscape, and growing body of knowledge surrounding COVID-19 continue to evolve. This reality presents challenges to planning, preparing, and guiding school operations. Anansi Charter School will communicate with local authorities and always adhere to the most recent and restrictive recommendations from the Centers for Disease Control and Prevention (CDC), and New Mexico Public Education Department (NMPED).

As we plan in response to this new pandemic, we must assess two key factors: 1) Anansi's ability to maintain a safe and healthy school environment, and 2) the prevalence of COVID-19 in our community. ACS will need to continuously evaluate these two key factors as schools and communities will most likely fluctuate between the various phases of disease transmission over the coming months. With the expectation of having a vaccine in 10 months or so, we will continue to use these plans as needed to maintain the priority of keeping our students and staff safe at the lowest risk possible while focusing on educating every student to the best of our ability. While focusing on this, we will have challenges in closing the learning gap of our at-risk students and will employ deliberate action and selected assessments to ensure these students demonstrate [sufficient/adequate] learning growth.

The goal of our staff is to meet the learning needs of every student while maintaining the health and well-being of all students and staff. We will continue to use data and student response to guide our instructional decisions and levels of targeted support for students, particularly those most impacted by the COVID-19 school closures.

Michele Hunt

# Table of Contents

<b>Vision, Mission, Purpose .....</b>	<b>1</b>
<b>Section 1: Health Guidance.....</b>	<b>2</b>
<b>Section 2: Public Relations/Communications Plan.....</b>	<b>12</b>
<b>Section 3: Development of School Models and Learning Plans .....</b>	<b>13</b>
<b>Section 4: Plan 1 - 100% Remote Learning Plan.....</b>	<b>14</b>
<b>Section 5: Plan 2 – Blended Learning Models.....</b>	<b>15</b>
<u>Option A</u> : Taos Community Minimal Spread of COVID-19 (50% of capacity on campus (blend of remote learning & 2 days on campus learning))	
<u>Option B</u> : Taos Community Moderate/Low Spread of COVID-19 (25% of capacity on campus (blend of remote learning and 1 day on campus learning))	
<u>Option C</u> : Taos Community No Spread of COVID-19/No Vaccine (75% attendance on campus with some remote learning time)	
<b>Section 6: Plan 3 – Back to Normal.....</b>	<b>18</b>
<b>References.....</b>	<b>19</b>

## **Anansi Charter School Mission**

*The mission of Anansi Charter School is to develop the academic potential and emotional intelligence of each learner. We strive to promote the love of learning through student engagement, innovative educational practices, and family and community partnership.*

## **Anansi Charter School Vision**

*To be a public community school that educates the heart and mind of each learner to ensure success.*

## **Our Purpose**

*The purpose of this document is to provide guidance and a framework to reopen our school to keep our students and staff safe. There are several scenarios that may be utilized due to the current changing nature of our traditional educational setting. The document is designed to support learning in varying settings stemming from the traditional school building settings to a remote learning environment that will continue or extend learning opportunities virtually to students beyond the classroom.*

# Section 1

## Health Guidance

### ***Why is ACS implementing COVID-19 health procedures?***

COVID-19 is a virus spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from contaminated surface and then to the nose or mouth, causing infection. Fortunately, there are many actions that we can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities. For example, Anansi will employ social distancing, face covering requirements, frequent hand washing, and frequent cleaning and disinfecting to help maintain a healthy and safe environment.

Any scenario in which many people gather together poses a risk for COVID-19 transmission. While children generally experience mild symptoms with COVID-19, and have not been found to contribute substantially to the spread of the virus, transmission from even those with mild or no apparent symptoms remains a risk.

Symptoms appear 2-14 days after exposure to the virus and may include the following:			
Fever (100.4 or higher) or chills	Cough	Shortness of breath	Fatigue
Muscle/body aches	Loss of taste/smell	Difficulty breathing/congestion	Sore throat
Headache	Vomiting or diarrhea	Runny nose	

While symptoms in children are similar to adults, children may have milder symptoms. Children have been reported to experience cold-like symptoms such as fever, runny nose, and cough. Children with Covid-19 may not initially present with fever and cough as often as adult patients.

### ***Requirements and Recommendations for Opening Up School for Blended & Full Re-Entry Models:***

In response to the COVID-19 pandemic, a number of federal and state agencies have issued guidance to schools which has helped Anansi to develop the procedures we will follow during the 2020-2021 school year. These agencies include the Center for Disease Control, the New Mexico Public Education Department, and the New Mexico Department of Health. Practices that are ***required*** must be implemented by the Anansi Charter School (and all schools in NM). These practices will be essential actions in order to minimize exposure to Covid-19 for students, staff, and families across New Mexico. Practices that are ***recommended*** are additional strategies that our Anansi Charter School chose to minimize spread of Covid-19.

**Requirements and recommendations outlined below include:**

1. Social Distancing and Minimizing Exposure
2. Cloth Face Coverings/Shields
3. Protecting Vulnerable Populations
4. Cleaning and Hygiene
5. Monitoring for Symptoms
6. Handling Suspected, Presumptive or confirmed cases of Covid-19
7. Water and Ventilation Systems
8. Transportation
9. Coping & resilience considerations for students and staff

**1. Social distancing & Minimizing Exposure:** *Social Distancing is a key tool to assist in decreasing the spread of Covid-19. Keep space between yourself and others.*

Anansi’s social distancing approach to this requirement:

- Cohort Groups A and B: 50% maximum grade level cohort groups

Monday	Tuesday	Wednesday	Thursday	Friday
Group A ` K-8 on campus	Group A ` K-8 on campus	Distance Learning Day: All Students Teacher Prep, Plan, & Support/Teach Students Online	Group B K-8 on Campus	Group B K-8 on Campus
Group B K-8 Distance Learning w/ school support	Group B K-8 Distance Learning w/ school support		Group A K-8 Distance Learning w/ school support	Group A K-8 Distance Learning w/ school support
Group B priority students on campus	Group B priority students on campus		Group A priority students on campus	Group A priority students on campus

- Staggered arrival & departure times:

<b>Staggered Arrival Time</b>	<b>Grades</b>
8-8:20	Kinder, 3rd and 6th to designated campus locations
8:20-8:40	1st, 4th and 7th to designated campus locations
8:25	Bus arrives, separate entrance location
8:40-9:00	2nd, 5th and 8th to designated campus locations
<b>Staggered Departure Time</b>	<b>Grades</b>
3-3:20	Kinder, 3rd and 6th parent pickup
3:20-3:40	1st, 4th and 7th parent pickup
3:40-4:00	2nd, 5th and 8th parent pickup
4:00 pm	Bus Departs

- One direction traffic flow wherever possible & signage to assist staff & students in following the traffic flow patterns
- 6 foot social distancing for all classrooms, with markings to assist students and staff in following the guidelines
- Desks spaced 6 feet apart and facing same direction
- No sharing of school supplies
- Hands free faucets, soap dispensers, and paper towel dispensers
- Staggered snack, lunch, and recess times to prevent overlap of grade level cohort groups (3 separate areas for each grade band, K-2, 3-5, 6-8)
- Provide outdoor opportunities for eating snack and lunch with the use of painted circles to assist students with personal space guidelines
- Provide outdoor classroom for Specials classes as long as weather allows so that these teachers are not entering the classroom bubble across the grade levels.

- Parents may come to the office from the outdoor entrance on the south side of the facility at non-arrival or departure times
- Arrival procedure: Students who arrive by car will stay in car in drop off line until health scan occurs, student will then meet teacher in the classroom, students who arrive by bus will have their health check and hands sanitized prior to entering the bus & will sanitize hands upon entering and exiting bus, and will then meet their teacher in the classrooms
- Departure Procedure: Students will wait with teacher/aide in designated areas, radios will be used to alert teachers of student pick up in front

**2. *Face Coverings to Minimize Exposure:*** Cloth face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice.

All staff & students must wear face coverings 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. Shields may be worn while working at their desks. Anansi's policy on face coverings will track and comply with all applicable future public health orders and NMPED guidance.

- Classrooms: teachers and students will wear face shields while seated or instructing from a distance
- Classrooms: when teacher is circulating a multiple layer cloth mask shall be worn
- Classrooms: when 3<sup>rd</sup> grade & older students need to move around the room, a multiple layer cloth mask will be worn
- Playgrounds: Masks or shields will be worn unless students are exercising in a socially distant manner
- Physical Education: Masks or shields will be worn unless students are exercising in a socially distant manner
- Lunch & snack times: Masks/shields will not be worn once seated to eat
- Arrival and departure times: Multiple layer cloth masks will be worn by staff, students, and parents

**3. *Protecting Vulnerable Populations*** COVID-19 is a new disease. Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19.

People of any age with the following conditions **are at increased risk** of severe illness from COVID-19:

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies

- Sickle cell disease
- Type 2 diabetes mellitus

A comprehensive list of conditions that may increase the risk of severe illness from COVID-19 are available on the CDC website at: <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>

Anansi Charter School shall protect their vulnerable populations as identified by age and health conditions. These employees and students shall be provided with 100% remote work to protect their health.

#### **4. *Cleaning, Disinfecting, and Hygiene***

*Washing your hands for 20 Seconds or using hand sanitizer is highly recommended to help prevent the spread of disease. [THIS SHOULD BE BROADER AND COVER ALL CLEANING AND HYGEINE]*

##### Anansi Charter School will:

- Provide adequate supplies to support healthy hygiene behaviors
- Reinforce hand washing continuously especially at the start and ending of each work block, after bathroom use, and before and after meals.
- Increase monitoring to ensure adherence amongst students and staff.
  - Teachers and staff will supervise the use of hand sanitizer
  - Teachers and staff will monitor sensitivity of children’s hands and will encourage use of soap and water to replace hand sanitizers whenever possible
- Sanitize each child’s hands following the child’s arrival health check

##### Anansi’s COVID-19 Cleaning and Disinfecting Procedures:

- Anansi’s procedures meet CDC and NMPED requirements and guidelines.
- All cleaning and disinfecting will be documented
- All cleaning staff will wear appropriate protective gear, including gloves and mask
- Labels on all cleaning products will be strictly adhered to.
- High touch surfaces:
  - For example: Doors and door handles, railings, hallway walls, light switches, desks and countertops
  - At regular intervals after each work block each day, high touch surfaces will be cleaned with soap and water and disinfected
- All surfaces: Nightly deep cleaning and disinfecting
- Face shields: Nightly cleaning and disinfecting
- Bathrooms:
  - Cleaned and disinfected nightly
  - High touch areas of the restrooms shall be sanitized at the end of each work block
  - Should a student or employee become sick in a bathroom, that bathroom will be closed for 24 hours, then cleaned and disinfected

- Carpets:
  - Avoid sitting on carpeted areas and remove carpeting if possible. If students are sitting on carpets, they will be given a bath-sized towel to sit or rest upon which will be washed following use by each cohort, Anansi's goals will be to not use the carpet as a touch zone
  - Anansi will vacuum all carpets nightly and will shampoo monthly.
- Science lab, library, and common spaces:
  - Surfaces will be cleaned with soap and water and disinfected between uses. Turnover will be minimized.
- Special education rooms:
  - Surfaces will be cleaned with soap and water and disinfected between students
- Area(s) used by someone with documented case of COVID or who contracts a fever of over 100.4 on campus
  - Anansi will close off areas visited by the ill person(s) for at least 24 hours.
  - Anansi will open outside doors and windows and use ventilating fans to increase air circulation in the area.
  - Cleaning staff will clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment used by the ill persons, focusing especially on frequently touched surfaces.

## 5. ***Monitoring Symptoms:***

Public schools are required to:

- Mandate that staff and students stay home if:
  - They have tested positive for or are showing symptoms of COVID-19
  - They have recently been in contact with someone who was diagnosed with the virus
- Conduct symptom screenings of ANY person entering the building. This will include staff, students, parents, or visitors.
- Maintain records for all screenings conducted. Form options include:
  - Employee screening record: <chrome-extension://gbkeegbaiigmenfmjflcdgdpimamgkj/views/app.html>
  - Child/employee screening record rosters: <chrome-extension://gbkeegbaiigmenfmjflcdgdpimamgkj/views/app.html>

Anansi Procedure for conducting a health screening:

Student screenings prior to bus entry:

- Parents and students will be required to wear masks at the bus stop
- Parents and students stand in line with 6-foot distance between each other in one direction
- ACS employee takes temperature & conducts a survey of COVID-19 questions
- If the student has normal temp and answers no to all survey questions, student gets a squirt of hand sanitizer, rubs it in and enters bus to assigned seat

- If temperature is 100.4 or higher, parent and student may wait in car until all other screenings take place, and re-check temp, if no other symptoms exist
- If student or parent answers yes to any of the questions, student is sent home with parent to monitor symptoms
- ACS Employee will wear gloves, mask, and will have clipboard with record sheet, and hand sanitizer
- All records will be stored in the ACS office

Student screenings upon arrival by car:

- ACS employee meets & greets the parent and student in car in pick up line
- Parent and student must wear masks in the car for the health screening
- Employee asks the COVID-19 survey questions and takes the student's temperature
- If temp is normal and parent and student answer no to all survey questions, the student gets a squirt of hand sanitizer, rubs it in and walks to his or her classroom
- If the student's temperature is 100.4 or higher, the parent and student may park and wait until all other screenings take place, and re-check temp, if no other symptoms exist
- If student or parent answer yes to any of the questions, student is sent home with parent to monitor symptoms
- Employee will wear gloves, mask, and will have clipboard with record sheet, and hand sanitizer
- All records will be stored in the ACS office

Employees:

- All employees will be trained to conduct a health screening; office staff will screen each other
- All employees will have a daily health screening upon arrival to work
- Upon arrival to school each day, all employees will report directly to the outdoor help desk at the ACS office.
- ACS office staff will conduct a temperature check and ask COVID-19 survey questions
- If the employee has normal temp and answers no to all survey questions, the employee gets a squirt of hand sanitizer and reports to his or her work location
- If the employee's temperature is 100.4 or higher, staff member may wait 15 minutes and re-check temp, if no other symptoms exist
- If staff member answers yes to any of the questions, employee is sent home to monitor symptoms
- Office staff will wear gloves, mask, and will have clipboard with record sheet, and hand sanitizer
- Records will be kept in the ACS office

Adult Visitors to Campus:

- All visitors will be required to have a health screening at the outdoor help desk at the office prior to entering campus
- ACS office staff will conduct a temperature check and ask COVID-19 survey questions

- All visitors will report whether they have been outside the state of NM within the last 15 days
- All visitors will report whether they have been in contact with someone with COVID-19 with the last 15 days.
- If the visitor is cleared through the screening process, a visitor badge shall be issued and the visitor will be escorted to the proper location to perform the purpose of their visit

**6. *Handling Suspected, Presumptive, or Confirmed Cases of COVID-19***

*Anansi shall post signage at the entrance of the school building and any other place around the premises to remind and encourage good hygiene.* [this italicized language doesn't fit here. Need statement about why important and what is required generally]

Anansi Charter School will:

- Educate Staff, students and their families about the signs and symptoms of COVID-19
- Establish a designated area for symptomatic students that will only be used for that purpose
- Isolate symptomatic individuals immediately in designated area
- Ensure symptomatic student remains under visual supervision maintaining a 6ft distance
- Staff members will ALWAYS wear face coverings when monitoring sick children
- Require the symptomatic person to wear a face covering while waiting to leave the facility
- Cloth coverings should never be used on a person who is having trouble breathing or is incapacitated or otherwise unable to remove the face covering without assistance. Also, anyone who cannot tolerate a cloth face covering due to developmental, medical or behavioral health needs.
- Require staff who provide direct patient care to wear appropriate Personal Protective Equipment (PPE) and perform hand hygiene after removing PPE.
- Implement cleaning and disinfecting procedure following the CDC guidelines
- Follow emergency medical plan recorded in student file for how to transport an ill person home or to medical care.
- Adhere to the following process for allowing students and staff to return to school:
  - If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever reducing medicines and they have felt well for 24 hours
  - If a person is diagnosed with COVID-19 by a medical professional, Anansi will contact the NM Department of Health and will follow all outlined requirements
  - If a student/employee has been diagnosed with COVID-19 but does not have any symptoms, they must remain out of school until doctor provides a safe to return to school date in writing

- If a person has not been tested, but has any symptoms of COVID-19, they should not be at school and should stay home until they can answer YES to the following:
  1. Has it been at least 14 days since the individual first had symptoms?
  2. The Anansi Charter School strongly encourages testing anytime a person is exhibiting symptoms of COVID-19.
- Notify local health authorities of confirmed case or cases of COVID-19
- Ensure that if a person with COVID-19 was in the school setting while infectious, school administrators coordinate with local health officials to notify staff and families immediately while maintaining confidentiality in accordance with FERPA and any other state and federal laws.
- School facility or portion of facility will be closed immediately and will then seek guidance from the local state health authorities.

**7. *Water and Ventilation Systems***

- The Anansi Charter School shall close all drinking fountains. The school has provided cups and requests that all families send students with water bottles so that all students and employees have access to clean water via hands free faucets throughout the campus.
- The Anansi Charter School HVAC system and fresh air circulation systems shall be inspected, filters changed, and all preventative maintenance performed to assure proper functioning of the system.
- HVAC air flow will be maximized
- HVAC systems will be operated at 100% outside air if possible
- Anansi will use open windows and doors as much as possible assure the circulation of fresh outdoor air in all classroom and work spaces.

**8. *Transportation***

- Bus transportation shall be provided by Taos Municipal Schools (TMS); cleaning and disinfection of the bus shall be the responsibility of the of TMS
- Morning & afternoon bus service provided for students from the Taos Public Library stop
- Anansi shall provide a Bus Chaperone School Employee
- Health screenings will be conducted and hand sanitizer applied prior to entering bus
- Face coverings will be required at all times
- Occupancy number to be determined by the Taos Municipal Schools

## **9. Coping & resilience considerations for students and staff**

The Anansi Charter School is employing the CASEL guidance document: Reunite, Renew, and Thrive a Social Emotional Learning Roadmap to Reopening School, Link: <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>. The Anansi Charter School staff will select critical actions to support a healthy, trusting, relationship building strategies to bring the Anansi community back together in the school safely.

*We believe it is critical that students, staff, and parents feel comfortable coming on to our campus; therefore, we have taken into consideration:*

- Training staff in communicating with students about the changes in procedures and safeguards in developmentally appropriate ways
- Building opportunities for outdoor play, outdoor lunchtimes, & social times for students
- Including social emotional check-ins and mindfulness practices into our daily routines
- Developing on-campus procedures that are easy to follow and can become routine for the children
- Providing counseling on campus for both students and staff so that support is available as needed

*We want the Anansi experience to be the child-centered, positive learning place it has been, while implementing the necessary health and safety precautions.*

Anansi Charter School is putting the following services in place to provide ongoing support to students, families, and staff.

Anansi partners with Golden Willow counseling and Taos Behavioral Health to provide support to their students. In addition, Anansi will be training their mentors, aides, and support staff in the skills needed to act as “family navigators” for the students. The staff will receive additional mental health trainings that are staff identified as a need throughout the year through Outcomes, Educational Assistance Program and short term counseling and mental health support services.

## Section 2

### Public Relations/Communication Plan

- Developed stakeholder surveys in Google Forms to:
  1. evaluate the online learning experience from the last quarter of the school year
  2. learn stakeholder thinking on the coming school year
  3. learn which blended model that will work best for those who are likely to send children to school in the fall.
  4. inform of bus service needs
  5. gather information on child care needs for distance learning days
- Focus groups conducted to provide two-way communication between parents and the school to discuss the following:
  - Share 1 thing in the Anansi reopening plan that gives you confidence.
  - Share 1 thing that you feel uncertain about still
  - Share 1 idea that will make distance learning time more successful with your child
- Communication with all stakeholders to build full understanding of the Anansi Charter School reopening plan
- School-wide virtual presentation of our plan for reopening
- Regularly update website information to include relevant community information
- Present plans in detail to Governance Council, Taos Municipal School Board, and community at large to build understanding and support of our plans
- Update all stakeholders via email, memos, website, robo calls and texts

#### ***Communication & combating misinformation***

Anansi Charter School will provide ongoing accurate information from reliable sources such as the Center for Disease Control (CDC), New Mexico Department of Health (NMDOH), New Mexico Office of the Governor, and the New Mexico Public Education Department (NMPED) to keep faculty and families informed of updates and changes in practice due to the COVID-19 pandemic.

Anansi Charter School will post signage to guide proper practices for handwashing, cleaning and sanitizing, requirements for face coverings, and understanding the symptoms of COVID-19.

## Section 3

# Development of School Models and Learning Plans

### *How has ACS planned for school reentry?*

The ACS Taskforce Committee met frequently for weeks to plan for the reopening of our school under three different scenarios, depending on what restrictions are necessary as guidance is handed down in the form of health orders from the governor and the NMPED.

- **Plan 1 100% Remote Learning:** Will be implemented only if the state Covid-19 data metrics worsen significantly enough to require suspension of in-person instruction and the implementation of remote learning for all students.
- **Plan 2 Blended Learning Model:** Moderate Social Distancing will be required if the state's Covid-19 data worsens and it is determined additional restrictions are necessary.
- **Plan 3 Full Re-Entry:** Minimal Social Distancing will be implemented assuming State Covid-19 Data continues to stabilize.

# Section 4

## Plan 1 - 100% Remote Learning

Anansi Charter School will begin the school year from August 13 through September 4, 2020 with this 100% Remote Learning Plan for all students with the exception of providing face to face service for students with special needs.

- Instructional/Professional Development:
  - Learning Management System for grades 4-8 (possibly grade 3 will create a hybrid model) is Google Classroom, K-3 shall use Seesaw
  - Math Curriculum: Ready Classroom Teacher Toolbox Curriculum
  - Reading: Blend of Ready Classroom Reading Teacher Toolbox, Readworks.org, Scholastic News, Authentic Literature and Text, WritingCity.com, Spelling City, (Lexia?), Project Read Material (K-3) Heggerty Phonics (K-3)
  - Science & Social Studies: Aligned Anansi Curriculum through LMS
  - Specials and enrichment classes will be provided through virtual instruction and assignments through the LMS
  - Employment of all special education services virtually
- Professional Development: Alludo: one stop shop for remote learning pedagogy, SEL, instructional tools, productivity with google classroom, google suite, Seesaw, and digital citizenship
- Facilities:
  - Staff allowed in buildings with permission while wearing masks/shields.
  - Staff may meet in grade bands practicing social distancing
- Health & Wellness Students/Staff-
  - Operations, Employee Assistance Program (mental health services, support, PD)
  - Daily student check ins
  - Employment of mentors and tutors for high priority students
- Operations -Student Nutrition/Transportation:
  - Student Nutrition would continue daily grab and go breakfast and lunch at Anansi if preordered.
  - No transportation needed for students.



# Section 5

## Plan 2 - Blended Models

**Option A (Taos Community Minimal Spread of COVID-19):** Blend of remote and on campus learning (on campus at 50% capacity - 2 days per week for most students and 4 days per week for priority students)

The Anansi Charter School will begin the 2020-2021 school year with 100% Remote Learning from August 13 through September 4, 2020. On September 8, 2020 ACS will begin to employ this 50% model of blended learning for the K-5<sup>th</sup> grade students, 6-8<sup>th</sup> grade students will be added when determined safe and appropriate to add, while some students remaining on the 100% Remote Learning Plan as selected by parents.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A ` K-8 on campus	Group A ` K-8 on campus	Distance Learning Day: All Students Teacher Prep, Plan, & Support/Teach Students Online	Group B K-8 on Campus	Group B K-8 on Campus
Group B K-8 Distance Learning w/ school support	Group B K-8 Distance Learning w/ school support		Group A K-8 Distance Learning w/ school support	Group A K-8 Distance Learning w/ school support
Group B priority students on campus	Group B priority students on campus		Group A priority students on campus	Group A priority students on campus

**Option B (Taos Community Moderate/Low Spread of COVID-19):**  
 Implement targeted remote learning in conjunction with one day per week in class. (25% on Campus Model with 1 additional session per week for all priority students)

Monday	Tuesday	Wednesday	Thursday	Friday
Group A 1/2 K-8 on campus	Group A 1/2 K-8 on campus	Distance Learning Day: All Students Teacher Prep, Plan, & Support/Teach Students Online	Group B 1/2 K-8 on Campus	Group B 1/2 K-8 on Campus
Group B & Group A 1/2 K-8 Distance Learning w/ school support	Group B & Group A 1/2 K-8 Distance Learning w/ school support		Group A & Group B 1/2 K-8 Distance Learning w/ school support	Group A & Group B 1/2 K-8 Distance Learning w/ school support
Group B 1/2 priority students on campus	Group B 1/2 priority students on campus		Group A 1/2 priority students on campus	Group A 1/2 priority students on campus

**Option C (No Spread/No Vaccine):** 75% attendance on campus with some remote learning time

Monday	Tuesday	Wednesday	Thursday	Friday
Group A & 1/2 Group B K-8 on campus	Group A & 1/2 Group B K-8 on campus	Distance Learning Day: All Students Teacher Prep, Plan, & Support/Teach Students Online	Group B & 1/2 Group A K-8 on Campus	Group B & 1/2 Group A K-8 on Campus
Group B 1/2 K-8 Distance Learning w/ school support	Group B 1/2 K-8 Distance Learning w/ school support		Group A 1/2 K-8 Distance Learning w/ school support	Group A 1/2 K-8 Distance Learning w/ school support
Group B priority students on campus	Group B priority students on campus		Group A priority students on campus	Group A priority students on campus

**Summary of Instructional Model for Blended Learning Models**

The Anansi Charter School is gearing up to prepare an instructional program that is agile and fluid between on campus learning and distance learning. The school has a solid effective instructional plan and curriculum baseline that will be modified to meet the blended learning model. It is our intent to develop a school model that aligns to our school mission to provide for both rigorous academics and social emotional learning to create an optimal experience for our students. Anansi has a plan for providing all core subjects, electives, and specials classes regardless of the blended model in place. All special education and ancillary services will be provided on site to the greatest extent possible and remotely as needed.

Anansi will use their interim assessment to guide opportunities to target instructional needs for students and accelerate learning. Anansi will provide interventions for students within the classroom cohorts. The reduced number of students on the campus provide an opportunity to fully differentiate and customize learning to address the needs of our at risk students. During distance learning days Anansi will have certified staff available to support students while working remotely off campus. In addition, Anansi's equity council is working to develop a mentors program to provide emotional and organizational support to students who may struggle with the blended learning model.

We will provide the instructional curriculum seamlessly. Teachers will prepare students in the classroom with direct instruction and guidance so that students are able to take on the assignments in the distance learning days with a combination of hard copy assignments particularly in the younger grades and assignments and instruction through the Learning Management System (LMS). Students will use literature and texts from the school that will travel to and from school regardless of the model.

Anansi has modified classrooms by reducing furnishings and equipment in the classrooms to better accommodate social distancing. Anansi has also modified its campus to provide additional sheltered outdoor spaces to extend the classroom learning environment to the outdoors. We believe the reduced class size will be advantageous to flexible learning environments that engage the students, provide brain breaks, and provide some student autonomy while adhering to the

Anansi will provide an after school care program for families who require this service. And Anansi is partnering with community programs to provide off-site care for distance learning days for students who require out supervision. These programs will be licensed by CYFD and will maintain the same social bubbles that are occurring within the cohorts at school to minimize exposure. The same health guidelines will be followed for the execution of these programs.

Anansi has employed a professional development (PD) plan that focuses on providing teachers with a selection of PD tools that encompass: instruction, pedagogy, digital citizenship, productivity, professionalism, and social emotional learning (SEL).

The care, upkeep, and use of the Anansi facilities with regard to cleanliness, disinfection, and traffic flow have been well planned and designed to ensure a healthy learning environment that maintains low contact between class “bubbles.”

Maintaining student and staff wellbeing is outlined in the guidance in the first section.

Transportation is provided for students and snack and grab and go lunch will be provided as well.

## Section 6

### **Plan 3-Back to Normal**

In the event that the pandemic is considered managed or ended by the CDC and the guidance is provided by New Mexico state leadership, the Anansi Charter School will look forward to returning to a more traditional approach to school with full enrollment on the campus and following our traditional school calendar. The Anansi Charter School will return fully to the educational programs as they are outlined in the school's charter. The school would still employ the use of face coverings and social distancing to the best of our ability until advised that they are no longer needed. The instructional goals and planning, professional development will continue with the learning targets and growth set in the school's instructional plan.

All special education services will take place on campus in compliance with each student's IEP.

We will continue to provide the established social emotional infrastructure for students and staff.

Intensive cleaning and disinfecting will remain in place to ensure a safe and healthy environment.

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**Appendix A:**

**Proposed 100% Remote Learning Meet Schedules**

**Morning Meet**

**Focus: \*SEL Check-In, Setting Instructional Targets of the Day**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>*Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8-8:20	K & 6 <sup>th</sup> Gr AM Meet				
8:20-8:40	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet
8:40-9	2 <sup>nd</sup> , 3 <sup>rd</sup> AM Meet				
9-9:20	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet				

\*SEL Check-In might involve movement, mindfulness routine (must be brief due to time)

**Morning Direct Instruction Block**

**Focus: Core Curriculum (Math/ELA)**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>*Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:30-10	K & 6 <sup>th</sup> Gr Meet	K & 6 <sup>th</sup> Gr Meet			
10-10:30	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> AM Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet
10:30-11	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet			
11-11:30	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet			

You can break it into 2 15-minute chunks

You can seek to overlap a small group if the group that follows you, is doing small groups too, or you pick a small group without a sibling

Create a routine in your approach so there is an aspect that is expected for your kids, while content changes

**Afternoon Direct Instruction Block**

**Focus: Spanish, Specials, Intervention Small Groups, or Science/Social Studies**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>*Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1-1:30	K & 6 <sup>th</sup> Gr Meet PE-K, Span-6	K & 6 <sup>th</sup> Gr Meet PE-6, Span-K	K & 6 <sup>th</sup> Gr Meet	K & 6 <sup>th</sup> Gr Meet Art-K	K & 6 <sup>th</sup> Gr Meet
1:30-2	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet Span-1, Span-8, PE-7	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet PE-1, Span-7, Art-8	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet 1-Art, 8-PE	1 <sup>st</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Meet 7-Art
2-2:30	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet	2 <sup>nd</sup> , 3 <sup>rd</sup> Meet

	Art-2, Span-3	2-Span, 3-PE		3-Art, 2-PE	
2:30-3	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet PE-4, Span-5	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet Span-4, Art-5	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet Art-4, PE-5	4 <sup>th</sup> , 5 <sup>th</sup> AM Meet

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meet 20 minute + Assigned Morning Routine					
Subject Block ELA/Math 60-75 minutes					
Morning Break snack/recess (30 minutes)					
Subject Block ELA/Math 60-75 Minutes					
Lunch & Recess Break					
1-1:30					
1:30-2					
2-2:30					
2:30-3					
3-3:30					

**Instructions and Tips for Building Your Schedule:** (Create a daily schedule that matches our 6.5 hour day (as we this is what we need to meet instructional hours))

*Teachers schedule needs to include:*

- Daily Schedule of ELA, Math
- Science/Social Studies (2-4 times/week dependent upon age group)
- Daily SEL
- Time for reading

- 3 PE's (1 virtual)
- 3-4 Spanish 30 minute blocks (1 virtual)
- 1 Art (virtual), students may need to finish assignments on their own or in a scheduled block

**Suggestions:**

- **Develop a pattern/routine to your scheduling (new content day,**
- \*Wednesdays: Will be our day for distributing the next week's assignments, providing student support, and student's working on completion of work assignments. Instructional meet times could be used to meet with a student/family who is struggling or for an additional instruct time when you need it etc. (your choice)
- \*Art Classes: Provide one assignment per week starting week of August 24<sup>th</sup>, Assignment can be a video of your introduction, an inspirational clip or slides linked in a task card, and then an assignment. (consider clustering K&1, 2&3, 4&5, 6 & 7, then 8 to reduce the preparation of different lessons and tasks for every grade if it is too much), Grade based upon attendance & participation in the activity.
- \*Physical Education Classes: Provide a "Challenge of the Week" & task cards to achieve to create 3 PE's a week 1 through a meet & 2 on their own with a way to show accountability for participating, resources, and instructional support to carry out daily physical activity.
- \*Music: Provide one assignment in music per week to develop music appreciation, experience with music genres, opportunities to sing along, and potentially develop music, will not be scheduled as a class due to tech challenges.

**Appendix B: Blended Learning Model Schedule**

Daily Schedules Cohorts A & B with Specials  
Add Staff to duties & 6, 7, 8 Art class

Times	Monday Cohort A	Tuesday Cohort A	Wednesday Distance learning day	Thursday Cohort B	Friday Cohort B
Staggered Arrival Times	8-8:20: K, 3, 6	8-8:20: K, 3, 6		8-8:20: K, 3, 6	8-8:20: K, 3, 6
	8:20-8:40: 1, 4, 7	8:20-8:40: 1, 4, 7		8:20-8:40: 1, 4, 7	8:20-8:40: 1, 4, 7
	8:25: Bus	8:25: Bus		8:25: Bus	8:25: Bus
	8:40-9: 2, 5, 8	8:40-9: 2, 5, 8		8:40-9: 2, 5, 8	8:40-9: 2, 5, 8
8:20-9	Spanish 3 <sup>rd</sup> 6 <sup>th</sup> (8:30-9:10)	Spanish 3 <sup>rd</sup> 6 <sup>th</sup> (8:30-9:10)	8-8:30 Kinder, 3 <sup>rd</sup> , & 6 <sup>th</sup> Gr AM Meeting	Spanish 3 <sup>rd</sup> 6 <sup>th</sup> (8:30-9:10)	Spanish 3 <sup>rd</sup> 6 <sup>th</sup> (8:30-9:10)
9:15-9:45	Spanish 1 <sup>st</sup>	Spanish 1 <sup>st</sup>	8:30-9 1 <sup>st</sup> , 4 <sup>th</sup> , 7 <sup>th</sup> Gr. AM Meeting	Spanish 1 <sup>st</sup>	Spanish 1 <sup>st</sup>
10-10:30	Spanish 2 <sup>nd</sup> /5 <sup>th</sup>	Spanish 2 <sup>nd</sup> /5 <sup>th</sup>	9-9:30 2 <sup>nd</sup> , 5 <sup>th</sup> , 8 <sup>th</sup> Gr. AM Meeting	Spanish 2 <sup>nd</sup> /5 <sup>th</sup>	Spanish 2 <sup>nd</sup> /5 <sup>th</sup>
Staggered Snack/Recesses	9:40-10:10: k, 6 3 <sup>rd</sup> PE(9:45-10:15)	9:40-10:10: k, 3 6 <sup>th</sup> PE (9:45-10:15)		9:40-10:10: k, 6 3 <sup>rd</sup> PE(9:45-10:15)	9:40-10:10: k, 3 6 <sup>th</sup> PE (9:45-10:15)
	10:10-10:30: 1, 7 4 <sup>th</sup> PE (10:20-10:50)	10:10-10:30: 1, 4 7 <sup>th</sup> PE (10:20-10:50)		10:10-10:30: 1, 7 4 <sup>th</sup> PE (10:20-10:50)	10:10-10:30: 1, 4 7 <sup>th</sup> PE (10:20-10:50)
	10:30-11: 5, 8 5 <sup>th</sup> PE 10:50-11:20	10:30-11: 2, 5, 8 2 <sup>nd</sup> PE: 10:50-11:20		10:30-11: 5, 8 5 <sup>th</sup> PE 10:50-11:20	10:30-11: 2, 5, 8 2 <sup>nd</sup> PE: 10:50-11:20
10:30-11:15	Spanish K	Spanish K		Spanish K	Spanish K
11 -11:45	Spanish 8	Spanish 8		Spanish 8	Spanish 8

Staggered Lunch/Recess	11:30-12/12-12:30 K, 3, 6	11:30-12/12-12:30 K, 3, 6		11:30-12/12-12:30 K, 3, 6	11:30-12/12-12:30 K, 3, 6
	12-12:30/12:30-1 1, 4, 7	12-12:30/12:30-1 0-1 1, 4, 7		12-12:30/12:30-1 1, 4, 7	12-12:30/12:30-1 1, 4, 7
	12:30-1/1-1:30 2, 5, 8	12:30-1/1-1:30 2, 5, 8		12:30-1/1-1:30 2, 5, 8	12:30-1/1-1:30 2, 5, 8
1-1:45	Spanish: 4 <sup>th</sup> /7 <sup>th</sup> 1 <sup>st</sup> Art	Spanish: 4 <sup>th</sup> /7 <sup>th</sup> 3 <sup>rd</sup> Art	1-3 Distance Learning Families Pick up Packets & Drop off Work	Spanish: 4 <sup>th</sup> /7 <sup>th</sup> 1 <sup>st</sup> Art	Spanish: 4 <sup>th</sup> /7 <sup>th</sup> 3 <sup>rd</sup> Art
2-2:45	K Art	4 <sup>th</sup> Art		K Art	4 <sup>th</sup> Art
3-3:30	2 <sup>nd</sup> Art	5 <sup>th</sup> Art		2 <sup>nd</sup> Art	5 <sup>th</sup> Art
Staggered Departure Times	3-3:20: K, 3, 6	3-3:20: K, 3, 6		3-3:20: K, 3, 6	3-3:20: K, 3, 6
	3:20-3:40: 1, 4, 7	3:20-3:40: 1, 4, 7		3:20-3:40: 1, 4, 7	3:20-3:40: 1, 4, 7
	3:40-4: 2, 5, 8	3:40-4: 2, 5, 8		3:40-4: 2, 5, 8	3:40-4: 2, 5, 8
	4:00pm: Bus	4:00pm: Bus		4:00pm: Bus	4:00pm: Bus