Homeless & Housing Unstable Students

LEGAL OBLIGATIONS & BEST PRACTICES FOR SCHOOL REENTRY

Districts and schools have special legal obligations to students experiencing homelessness as defined by 42 U.S.C. § 11434a(2) in subtitle VII-B of the McKinney-Vento Homeless Assistance Act. These obligations extend to students in unstable living situations (doubled up with other people, couch surfing, in motels, homeless shelters); inadequately housed students (those without utilities or in substandard housing); and unaccompanied youth.



Definition of Homeless Children & Youth

Under McKinney-Vento,[1] homeless children & youth:

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C)1 of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

These students' needs and rights are unique and should not be conflated with the needs of economically disadvantaged, special education and ESL students. Given a likely dramatic increase in the number of students meeting the definition of homeless since the COVID-19 pandemic, districts and schools must make affirmative and aggressive efforts to identify newly homeless children.[2] Once identified, districts and schools must ensure equitable access to education for students experiencing homelessness as they prepare for the new school year.[3]

This guide serves as a framework for basic legal compliance, as well as best practices. At a minimum, districts and schools should:

- Identify a Homeless Liaison.[4]
- Ask each student their housing status during the enrollment process.
- Provide legally required services and waivers for fees related to birth certificates, class materials, extracurricular activities, field trips and before-/after-school programming to identified students.[7]
- Ensure that any distance learning offered is available to identified students. If learning requires devices and wifi access, both must be provided.[6]

[1] 42 U.S.C. § 11434a(2)
[2] 42 U.S.C. §§ 11432(g)(6)(A)(i)
[3] 42 U.S.C. §§ 11432(g)(6)(A)((ii)
[4] 42 U.S.C. §11432(g)(1)(J)(ii)
[5] 42 U.S.C. § 11432(g)(1)(I)
[6] 42 U.S.C. § 11432(g)(1)(F)(iii)-(J)(i)

FOR MORE INFORMATION CONTACT: Dana Malone ped.state.nm.us

Designating a Homeless Liaison and Preparing for Success

Per federal law, each LEA must ensure there is a Homeless Liaison currently in place with adequate capacity to identify McKinney-Vento students and ensure their enrollment, full participation, and equitable access to services.

- Use a simple tool to assess liaison capacity, such as the assessment developed by School House Connections. **(Copy can be found in Forms and Resources.)**
- Use COVID-19 relief funding (CARES Act funds), Title I, Part A funding, and any McKinney-Vento sub-grant funding to increase liaison capacity. This money can be used to specifically fund the costs of services outlined in this guidance.
- Designate school site-level liaisons to increase the districts' and schools' overall capacity to respond to homelessness.
- Many schools and districts are reporting increased staff turnover due to COVID-19 and economic stressors.
  - Please contact the Education of Homeless Children and Youth (ECHY) State Coordinator, Dana Malone, dana.malone@state.nm.us for the required online training available to ensure new liaisons are adequately prepared to for their duties.
  - There are many great on-line resources to support training for school staff or community partners. All staff including teachers, coaches, bus drivers, maintenance workers, administrators and cafeteria staff can be instrumental in identifying students eligible for McKinney-Vento services. **(See Forms and Resources for link to School House Connection for training resources.)**



CASE STUDY: ESPAÑOLA SCHOOL DISTRICT

School Site-Level Liaisons: Helping Students Experiencing Homelessness Succeed in Schools

In Española, NM, Anna Vargas Gutierrez, the District HOPE and Children, Youth, and Families Department (CYFD) Liaison for the Student Services and Wellness department oversees the McKinney-Vento program.

Since she took over the program a couple of years ago, identification of students experiencing homelessness went from about 10 per year to over 100 per year. Prior to her taking over the program, "kids were not being identified," she said.

To help support students and families experiencing homelessness and increase identification, Ms. Vargas Gutierrez applied for and was awarded a McKinney-Vento sub-grant from PED. She has used these funds to support stipends for five people who were already employed in the district.

The folks receiving the stipends are social workers or staff who know the kids and commit to doing extra work off school hours.

Between the five staff, they cover all the schools in the district. Expectations include checking in with students every week, helping ensure families are accessing resources, and providing case management.

Most of the students in Española experiencing homelessness are living "doubled-up". That means they have moved in with other families. Currently, there aren't any homeless shelters in Española. Some students experiencing homelessness may be served by organizations in Taos and Santa Fe, but students prefer to stay in the Española valley and sleep on couches of friends, neighbors or family members.

With the help of the extra staff, identification of students experiencing homelessness within the district has increased and more children experiencing homelessness are getting the supports they need to succeed in school. This utilization of funding also supports long term sustaining of the program and assurance that training and this service to students continues.

Identifying Students Eligible for McKinney-Vento Services

The Homeless Liaison and other school staff must reach out to known or suspected McKinney-Vento students now, to help them prepare for reentry during the next school year.

Districts and schools should identify as many homeless students as possible by using school registration as an opportunity to ask questions about housing status. The following question added to online and printed registration materials would not only ensure maximum identification of homeless students, but help districts and schools better support the unique needs of those students.

Where do you sleep at night?

Please check ALL the boxes for places you have slept over the past year.

- ☐ Staying temporarily with friends, relatives or other people ("couch-surfing") WITH a parent
- ☐ Staying temporarily with friends, relatives or other people ("couch-surfing") NOT with a parent
- ☐ At a shelter, WITH a parent
- ☐ At a shelter, NOT with a parent
- ☐ In transitional housing or an independent living program, WITH a parent
- ☐ In transitional housing or an independent living program, NOT with a parent
- ☐ At a motel or in a camper or 5th wheel, WITH a parent
- ☐ At a motel or in a camper or 5th wheel, NOT with a parent
- ☐ In a car, tent, park, bus or train station, abandoned building, shed, chicken coop, or other public place, WITH a parent
- ☐ In a car, tent, park, bus or train station, abandoned building, shed, chicken coop, or other public place, NOT with a parent
- ☐ At my home, in my bed

Given the challenges of mobility, deep poverty, and trauma, keeping in touch with students and families experiencing homelessness can be a challenge in the best of times. With schools and early childhood programs closed, and students and families moving even more frequently due to COVID-19, maintaining connections is even more difficult.

The following offers some strategies that liaisons, schools, and early childhood programs should use to keep in touch.[7]

- Augment the local educational agency homeless liaison's capacity to do outreach.
  - Increase liaisons' dedicated hours to homeless-related activities, such as through increasing the Title I, Part A homeless set-aside.
  - Enlist other school staff, such as counselors, principals, paraprofessionals, social workers, and teachers, to reach out to students experiencing homelessness.
- Use all available means of communication to reach families and students: Email, phone, texting, regular mail, Facebook, Twitter, Instagram, Snapchat, GroupMe, home visits, etc.
- When families and students don't respond, don't give up. Reach out to emergency contacts and other students to ask if they have updated contact information, or if they can find students on social media and urge them to contact the school. Be mindful of the Family Educational Rights and Privacy Act (FERPA). A student's status as eligible for McKinney-Vento is confidential.
- Once you connect with a parent or youth, stay in touch on a regular schedule. Use "check-in" forms to guide weekly conversations with students and families. Begin by telling students they're missed, and then inquire about supports they might need to stay safe, healthy, and engaged in school.
  - Use the weekly check-in form **(found in Forms and Resources)** to guide the conversation.
- Set up a phone hotline for assistance with any needs or connect families with existing hotlines.

[7] Keeping in Touch with Students and Families Experiencing Homelessness During School Closures from the SchoolHouse Connection

- If delivering food, supplies, or learning packets, ask about other needs and encourage families and students to keep in touch. Let them know they are missed, and that schools and early childhood programs are ready and able to help them.
- Provide parents and youth with the technology they need to stay in touch, such as pre-paid cell phones.
- Be sure to inform students and families of their rights to:
  - Stay in their school of origin, whether school opens in the fall only online, or a combination of online and in-person.[8]
  - Immediate enrollment if they do seek to enroll in a new school.
  - Access to free school meals, as well as assistance with accessing distance learning, and transportation to their school of origin if schools are open full- or part-time.

Useful Phone Numbers

CORONAVIRUS

- **Coronavirus Health Hotline**—call for any health-related questions about the Coronavirus: 1-855-600-3453
- **Coronavirus Information Hotline**—call if you have any questions about school closures, job issues, eviction notices, etc.: 1-833-551-0518

HOUSING

- **Mortgage Finance Authority (MFA) Emergency Housing**: 1-800-444-6880

FOOD ASSISTANCE HOTLINES

- Seniors who need groceries should call: 1-800-432-2080
- If you need assistance obtaining food for school-age children call: 1-505-827-6683
- **SNAP Benefits**: 1-800-283-4465
- **Special Supplemental Nutrition Program for Women, Infants, and Children**–questions on food or formula availability: 1-505-469-0929
- **Special Supplemental Nutrition Program for Women, Infants, and Children**—general questions: 1-866-867-3124

CASE STUDY: DEMING PUBLIC SCHOOLS

Connecting to Families Where They Are

Deming, like other rural communities in New Mexico, has its own unique challenges when it comes to meeting the needs of their students. This district located in the U.S./Mexico border region has strong ties to their neighbors in the south. The district boasts a culturally diverse population that includes international and migrant students and their families. After the coronavirus pandemic hit, Glenda Sanchez, Homeless Liaison for the Deming School District, and her team started to think of ways they could connect and help families in need. They knew many families in their community used an online shopping site to buy and sell various items, so they posted messages in Spanish about the McKinney-Vento and migrant program on the local sites. About 90 people responded to her initial message. Her team was able to interview and qualify families for these programs over the phone. Through this simple yet creative method, they were able to qualify an additional 40 students for the McKinney-Vento program.

When school is in session, her team goes to every school in the district to introduce themselves and present an informational workshop for all staff. In the workshops, they provided examples/conditions that staff can look and listen for to make a referral to their department. She also asks each school to include information about the McKinney-Vento (homeless) program in their school newsletter. They also reach out to parents currently in the program to refer families as well.

[8] 42 USC § 11434a(2)

Returning and Newly Eligible McKinney-Vento Students

Make sure there are systems in place to identify returning McKinney-Vento students, as well as students who are newly experiencing homelessness.

- Current levels of unemployment suggest imminent increases in homelessness among families who have never experienced it before, and who lack familiarity with available services and systems. As always, sensitive, trauma-informed outreach will be essential. (See "Forms and Resources" to learn more about creating trauma informed systems.)
- Embed questions and information about homelessness in all school or district outreach efforts, including: enrollment materials (see "Eliminating Barriers to Enrollment" for more recommendations on enrollment) food pick-up or delivery; mailing of learning packets; emails or other communications to all parents/students; school/district automated calling systems; and the school/district website, Facebook page, and other social media.
- Ensure that trained staff are available to connect with McKinney-Vento families and over the summer.
- Post flyers, brochures, and posters in the community where students and parents might see them, even if those locations are different due to COVID-19. For example, while campgrounds, motels, libraries and laundromats may continue to be important places to post information, grocery stores and pharmacies might be even more essential locations for such information at this time **(see Forms and Resources for sample flyers)**.
- If your school is doing meals, post flyers in an area where families picking up meals can see them and include a flyer or brochure in to-go meals.
- Ask community partners to use an online referral form, that can be completed and submitted via a Google Doc or email, to connect families and youth to McKinney-Vento liaisons and early childhood programs for education-related needs (see "Forms and Resources" for sample referral form).
- Make sure all school, district, and program communications, including websites and social media, regularly share information about services for students and families experiencing homelessness. Many new families and youth are likely to fall into homelessness due to current economic stressors. It is more important than ever to ensure that all parents and youth know about McKinney-Vento and related rights.
- Create user-friendly websites and Facebook pages with clear information about community resources, food distribution, and distance learning, including how to obtain devices and internet connectivity.
- Many families may not self-identify as homeless or understand that living doubled-up may qualify them for services. Be creative with the questions that can help identify students and families experiencing homelessness in the COVID-19 context. Questions may include:
  - Have you had an eviction deferred, and if so, when will the eviction moratorium end?
  - Have you had rent, or utility payments deferred, and if so, when will those payments resume?
  - Do you have a steady income? Has your work schedule been reduced?
  - Do you have a working stove and refrigerator?
  - Have you had utilities shut-off?
  - How long have you been where you are staying currently, and how long do you think you will be able to stay there?
  - Have you recently had to move in with family or friends because of financial circumstances?

Eliminating Barriers to Enrollment

Make sure the districts or schools and enrollment systems, whether online or in-person, accommodate the needs of families and youth experiencing homelessness.

COVID-19 has laid bare the inequities in access to technology of students of color, low-income students, and students experiencing homelessness. As they attempt to enroll through online systems, families and youth experiencing homelessness struggle with limited access to technology and connectivity, as well as basic enrollment barriers such as lack of information about the McKinney-Vento Act, lack of a pathway to enroll without documents, and inaccessible language. Students and families for whom English is not their first language, and those unfamiliar with online platforms and processes, will be disproportionately impacted by these barriers.

Online enrollment must not present barriers to immediate enrollment for students experiencing homelessness.

- Ensure that students experiencing homelessness are enrolled immediately, as required by the McKinney-Vento Act, whether school is online, in-person, or a hybrid model.
- Provide registrars and other enrollment personnel adequate training on the McKinney-Vento Act.
  - With the anticipated increase in children and youth experiencing homelessness, training staff is more important than ever!
- Ensure online enrollment systems are accessible and understandable to parents and youth experiencing homelessness, with information about the McKinney-Vento Act. Online systems must provide a way for parents and students to enroll without typically required documents, such as proof of residency, health records, or guardianship, and an internal mechanism to refer potentially homeless students to the liaison.
- **Remember the right to remain in the school of origin!**
  - Enrollment in a new school may not be in the best interest of students experiencing homelessness, despite changes in their living situation. It is critical that schools inform youth and families of their right to remain in the school origin and receive transportation, and of the importance of school stability, whether instruction is being provided in-person, online, or via take-home packets.
- Place McKinney-Vento information prominently on the front page(s) of the enrollment website. Use descriptive terms such as "staying temporarily," "staying in someone else's home," or "in transition," rather than labels like "homeless" that families and students may not identify with or understand.
- Explain that McKinney-Vento students can enroll without the usual documents, and provide an easy and immediate avenue for that enrollment.
- Display McKinney-Vento enrollment information and forms prominently.
- Provide contact information for the Homeless Liaison and other school staff trained on enrolling students experiencing homelessness.
- Make sure the enrollment website provides an easily accessible pathway for students experiencing homelessness to enroll without proof of residency, a parent or legal guardian, and other documents.

CASE STUDY: MCKINNEY-VENTO NW NEW MEXICO FACEBOOK PAGE

Using Facebook to link San Juan County Families to Services

If you visit the McKinney-Vento NW New Mexico Facebook page, you will find a large array of resources that include job listings, what to do if you cannot afford your rent due to COVID-19 reduction in pay, and where to find food assistance, free wifi, and information on relevant community events that support families' success.

"Housing is a vaccine. People cannot heal, quarantine themselves, comfortably telework, or provide safety for their children and loved ones if they do not have a secure and affordable home. People who are currently experiencing homelessness are at the greatest risk of infection because they are often exposed to unsanitary conditions or sleeping in shared spaces. People experiencing homelessness also have extremely limited access to medical care." (Post from 3/13/20)

- Ask about students' living situations among the first questions asked of all students in both online and paper enrollment processes.
- Design online enrollment forms and processes to accommodate McKinney-Vento situations, allowing students to enroll without proof of residency or a parent/guardian's signature.
- Set enrollment forms to automatically provide the Homeless Liaison with contact information for students who indicate possible homelessness.

Make sure the enrollment website, including McKinney-Vento information, is written in a manner understandable to all families and students and is available in multiple languages.

Keep enrollment instructions as brief as possible, and the process as simple as possible. Once the student is in school, additional follow-up can occur as needed.

- Ensure that the reading level of enrollment systems, and school and district websites overall, are at a level that allows parents with less than a high school education, and students themselves, to navigate the system easily.
  - Use a free online readability checker.
- Offer an option for registrants to proceed without requesting a PIN or code.
- Create a secure page for students in homeless situations to enter information.
- Enlist bilingual school staff to assist with both online and in-person enrollment.
- Partner with community organizations that serve students and families of color and immigrants, and train them in online enrollment processes, so they can support families and students.
- Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.

Make convenient alternatives to online enrollment available for students and families who cannot access the online format, or who need personal assistance to complete the enrollment process.

- Allow in-person enrollment at school sites as an alternative to online enrollment. As needed, in-person enrollment can follow social distancing and other safety measures that may be in place.
- Institute enrollment options by phone if schools are closed due to a pandemic.
- Ensure that online enrollment forms include simple instructions for accessing in-person or telephonic enrollment.
- Complete the student's enrollment in one visit, recognizing that finding the time and transportation to visit the school can be challenging for families and students experiencing homelessness.
- Ensure that all posters, brochures, and other materials that discuss enrollment of students experiencing homelessness include information about in-person enrollment, in addition to the web site address for online enrollment.
- Meet with students and families at community agencies like shelters, meal sites, and motels, to help eliminate transportation and other enrollment barriers.

Safety and Health Considerations

Ensure all schools are prepared to address barriers to enrollment and retention in school, including ensuring access to COVID-related supplies such as personal protective equipment (PPE), hygiene supplies, clothing, and laundry.

- Prioritize students experiencing homelessness for resources that will be provided to all students, or to low-income students. Deliver or mail resources to students who lack transportation to pick them up.
- Expand the amount and uses of the Title I, Part A homeless set-aside as needed, to ensure it is adequate to address new barriers and increases in homelessness created by COVID-19.
- Target COVID-19 relief funding to students experiencing homelessness. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), H.R. 748 includes several new funding streams to support early care and education.
  - Allowable uses of funds specifically include activities authorized under the education subtitle of the McKinney-Vento Act, and activities to address the unique needs of students experiencing homelessness, including how outreach and service delivery will meet their needs. Examples of allowable uses include:

- Planning for and coordinating how to provide meals and technology.
- Purchasing educational technology [a] including hardware, software and connectivity) for students.
- Mental health services and supports.
- Ensuring access to summer learning and supplemental after-school programs for students experiencing homelessness.

Ensure McKinney-Vento students have equitable access to all school activities, whether online or in-person. As schools begin to explore options for traditional or remote learning, careful consideration should be made to provide equitable access and support for a variety of student learning needs. Care should be taken not to exacerbate existing gaps in student achievement. Achieving equity in remote learning requires leaders to be intentional about ensuring support for student populations that often already have reduced opportunities for academic success in our traditional in-person education model.[9]

Mental Health

Have plans in place at each school to respond to increased trauma caused by extended shelter-in-place orders in unsafe living situations and increased economic stress.

- Screen for trauma when school restarts, either in person or online. Simple, well-researched instruments include UCLA's COVID-19 Screen for Child/Adolescent PTSD and the Structured Trauma-Related Experiences and Symptoms Screener.
- Invite community mental health providers to support students virtually and/or on-site at schools.
- Implement trauma-informed training and practices available from the National Child Traumatic Stress Network, ACES Aware, or similar resources. A recent review of programs with proven track records, many of which offer free tools and free online training, can help schools get started.
- Adopt positive school discipline practices school- and district-wide.
  - Traditional, punitive discipline practices include detention, suspension, and expulsion. These approaches are based on the assumption that punishment will compel students to change their behavior. In practice, they contribute to the "school-to-prison pipeline" and further isolate children who often are in dire need of positive relationships and support.[10] They also have civil rights implications, as students of color are disproportionately subjected to punitive discipline, particularly African American and Native American students.[11]
  - In contrast, positive school discipline adopts a trauma-informed approach to strengthening the capacity of both school staff and students to reduce and prevent inappropriate and disruptive behavior. It recognizes that seeking to uncover and address the root causes of a student's behavior is more effective than punishment. Positive school discipline is integrated into school policies, programs, and practices and applied system-wide. It often includes restorative justice practices that focus on repairing harm through inclusive processes that engage all stakeholders. (See Forms and Resources for link to School House Connection's Tips for Implementing Positive School Discipline for Students Experiencing Homelessness.)

Create robust community collaborations so families and students can receive additional services that support educational success.

- Connect with community agencies providing food, health care, mental health care, shelter, and housing to families or youth, to find out what is available and how your students and families can access it.
- Use referral forms that can be completed and submitted online, or emailed to the liaison, for providers to connect families and students with liaisons.
- Utilize current resource guides or create an on-line resource list that families and youth can access on a mobile device, and that community partners can update directly, such as through a Google Doc.

[9] Virginia Department of Education Return to School Plan

[10] School House Connections, Positive School Discipline Practices for Students Experiencing Homelessness, (2018), Source: Thalia González (2012). Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline. 41 J.L. & Educ. 281.

[11] School House Connections, Positive School Discipline Practices for Students Experiencing Homelessness, (2018), Source: Status and Trends in the Education of Racial and Ethnic Groups, Indicator 14: Retention, Suspension, and Expulsion

Useful Phone Numbers

- **AGORA NM Crisis Center:** 505-277-3013
- **Alcoholics Anonymous:** 505-266-1900
- **Child Abuse Hotline:** 505-841-6100 or dial #SAFE from a mobile phone (note: #SAFE cannot receive text messages)
- **Domestic Violence Hotline:** 1-800-773-3645
- **Gambling Addiction:** 1-800-522-4700
- **National Child Abuse Hotline:** 1-800-24-ACHILD
- **National Child Abuse Prevention Line**: 1-800-CHILDREN
- **National Domestic Violence Hotline:** 1-800-799-SAFE (7233)
- **National Domestic Violence Hotline (Español):** 1-800-942-6908
- **National Domestic Violence Hotline**—TTY, text telephone for deaf, hard of hearing, or speech-impaired): 1-800-787-3224
- **National Hopeline Network:** 1-800-SUICIDE
- **National Runaway Switchboard:** 1-800-637-0701 Ext. 118
- **National Sexual Assault Hotline:** 1-800-656-HOPE
- **National Teen Dating Abuse Help:** 1-866-331-9474
- **Native American Professional Parent Resources:** 505-345-6289
- **New Mexico Crisis and Access Line:** 1-855-662-7474 or 1-855-227-5485 (TTY)
- **New Mexico Healthcare Worker and First Responder Support Line:** 855-507-5509
- **New Mexico Legal Aid**: 505-633-6694
- **New Mexico Rape Crisis Center:** 505-266-7711
- **New Mexico Substance Abuse Helpline:** 1-855-505-4505
- **Poison Control:** 1-800-222-1222
- **Pull Together:** 1-800-691-9067
- **Sexual Assault Nurse Examiners:** 505-883-8720
- **Spanish-Language Suicide Hotline:** 1-866-331-9474
- **Suicide 24/7 Emergency Line:** 575-758-1125
- **Suicide Text Line:** 741741
- **University of New Mexico Mental Health:** 505-272-2800

- In rural areas in particular, connect with faith communities, civic organizations, and youth groups that might be able to share McKinney-Vento information with families and offer support or funding for basic needs and distance learning equipment.

Access to Distance Learning

If distance learning will be part of reopening, schools must be prepared to ensure students experiencing homelessness can access the internet, devices, meals, academic support, and adult mentorship.

- Prioritize students experiencing homelessness for devices and connectivity that will be provided to all students, or to low-income students. Deliver devices with meals or via U.S. mail when families and students cannot reach pick-up locations.
- Provide students with unlimited high-speed data, including through hotspots and cellphone data and minutes, to ensure students can complete all assignments and stay connected with liaisons, teachers, mentor Prioritize students experiencing homelessness for resources that will be provided to all students, or to low-income students. Deliver or mail resources to students who lack transportation to pick them up.
- Expand the amount and uses of the Title I, Part A homeless set-aside as needed, to ensure it is adequate to address new barriers and increases in homelessness created by COVID-19.
- Target COVID-19 relief funding to students experiencing homelessness.
- Ensure McKinney-Vento students have equitable access to all school activities, whether online or in-person.
- Plan to meet learning challenges beyond basic connectivity and devices, such as providing portable chargers for students without access to electricity; offering in-person or virtual supplemental academic support; and maintaining mentorship relationships with youth experiencing homelessness without a parent or guardian, in particular.
- Provide insurance for devices provided to McKinney-Vento students, recognizing the increased risk of theft and breakage due to unstable and unsafe living situations.

Make sure your schools are ensuring that families and students have access to electronic devices and internet connectivity.

- Extend the practices that became common with school closures by providing students with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. Title I, McKinney-Vento, and other funds can help meet those costs. Many corporate foundations and philanthropic organizations also are offering grants for technology assistance.
- Coordinate with community agencies to provide on-site computer stations and assistance with both online and in-person enrollment.
- Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods; buses can park in areas where homeless families and/or unaccompanied youth are concentrated.



Forms and Resources

- Schoolhouse Connection: connect to training, documents, and relevant news about students experiencing homelessness and their families.
  - Back-to-School Training Resources
  - Positive School Discipline Practices for Students Experiencing Homelessness
- The National Center for Homeless Education (NCHE): operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
  - Homeless Liaison Toolkit
  - Training, Webinars, Materials, and Issue Briefs
  - For assistance with an issue related to the education of a child or youth experiencing homelessness, contact the NCHE homeless education helpline toll-free at (800) 308-2145 or homeless@serve.org.
- The National Child Traumatic Stress Network: learn more about trauma and trauma-informed care
  - Trauma-Informed Care
  - Creating Trauma-Informed Systems
  - Schools Support for Traumatized Children
- Aces Aware: an initiative led by the Office of the California Surgeon General and the Department of Health Care Services to give medical providers training, clinical protocols, and payment for screening children and adults for Adverse Childhood Experiences (ACEs).
  - ACEs Training
  - General Information, Policy Guidance, Materials
- International Society for Traumatic Stress Studies (ISTSS): clinicians and researchers from advocating for the field of traumatic stress.
  - UCLA Post-traumatic Stress Disorder (PTSD) Assessment Tool, Brief COVID-19 Screen for Child/Adolescent PTSD (Spanish and English)
- New Mexico Human Services Department, Behavioral Health Services Division: mental health and substance abuse state authority
  - Isolation, Grief, Loss and Trauma During COVID-19
  - Network of Care for Behavioral Health
- NMPED Forms
  - McKinney-Vento Liaison Assessment (see pg 11)
  - Education for Homeless Children and Youth (EHCY) Program Weekly/Bi-weekly Check-in Form
  - Referral Form for Community Partners

Assessing the Capacity of Districts'/Schools' McKinney-Vento Liaisons for Children & Youth Experiencing Homelessness[12]

Under the McKinney-Vento Act as amended by the Every Student Succeeds Act of 2015, every local educational agency must designate a liaison for homeless children and youth. Liaisons must be "able to carry out" 10 specific duties[13].

The U.S. Department of Education Non-Regulatory Guidance states that districts and schools "should allocate sufficient time for… liaisons to do their jobs effectively and should support them in fulfilling their duties as outlined in the law and in making timely decisions." To determine the time needed to carry out the liaison's duties, the Department directs districts and school administrators to review the legal requirements for the position.

The chart below outlines the 10 legal requirements of McKinney-Vento liaisons[14].

It is intended to serve as a quick self-assessment of the extent to which of these duties currently are able to be carried out, and a plan for building the capacity to carry them out in the future. This chart is not intended to substitute for a comprehensive needs assessment. Rather, it is a simple tool to help Districts and schools quickly identify and prioritize areas where greater capacity is needed to carry out the law.

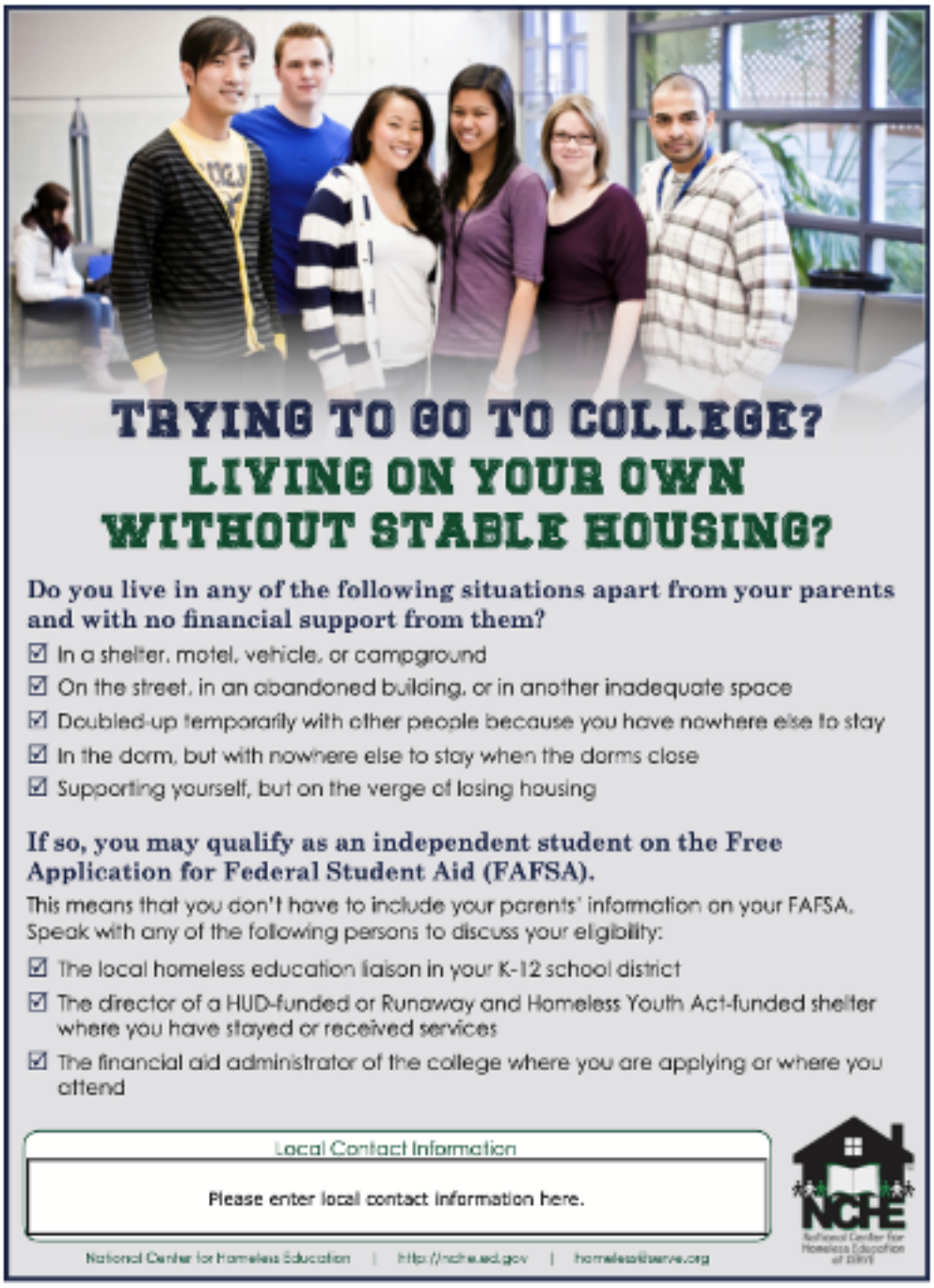
LEGAL DUTY McKinney-Vento liaisons must ensure that…	SELF-ASSESSMENT 0 = Not able to carry out 5 = Fully able to carry out DK = Don't Know	PLAN FOR LIAISON CAPACITY What Needs to Happen?	 Who Needs to be Involved?
1. Homeless children and youth are identified by school personnel through outreach and coordination with other entities and agencies.			
2. Homeless children and youth are enrolled and have full and equal opportunity to succeed in school.			
3. Homeless families, children and youth receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C), and preschool programs administered by the district/school.			
4. Homeless families, children, and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.			
5. Parents and guardians are in-formed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate.			
6. Public notice of homeless students' rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner and form.			
7. Enrollment disputes are mediated.			
8. Parents, guardians and unaccompanied youth are informed of and assisted in accessing transportation services, including transportation to the school of origin.			
9. School personnel providing McKinney-Vento services receive professional development and other support.			
10. Unaccompanied youth: a) are enrolled in school; b) have opportunities to meet the same challenging academic standards as other children and youth, including through receiving partial credits; and c) are informed of their status as independent students for the FAFSA and receive verification of that status.			

[12]School House Connection [13]42 U.S.C. 11432(g)(1)(J)(ii) [14]42 U.S.C. §11432(g)(6)(A)

Sample Flyers

Free copies of the following flyers may be downloaded from the National Center for Homeless Education.

Higher Education: Parent Poster (English)



Parent Poster (English)

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

❖

In a motel or campground due to the lack of an alternative adequate accommodation

❖

In a car, park, abandoned building, or bus or train station

❖

Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
  - If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.

NCHE

Local Liaison	State Coordinator

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education:
1-800-308-2145 • homeless@serve.org • http://nche.ed.gov



2019 Math and Science Annual Report

December 2019

Ryan Stewart, Ed.L.D.
Secretary Designate of Education

Yanira Vazquez
Math and Science Bureau, Director

Math and Science Advisory Council

NEW MEXICO
Public Education Department

STATE OF NEW MEXICO
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SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

December 2, 2019

Michelle Lujan Grisham
Governor
State of New Mexico

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Director
New Mexico Legislative Finance Committee
325 Don Gaspar
Suite 101
Santa Fe, NM 87501

Rachel Gudgel
Director
New Mexico Legislative Education Study Committee
325 Don Gaspar
Suite 200
Santa Fe, NM 87501

Dear Governor Lujan Grisham, Director Abbey, and Director Gudgel:

The New Mexico Public Education Department (NMPED) is pleased to enclose the *2019 Math and Science Annual Report* from the Math and Science Advisory Council. This annual report fulfills the statutory requirement of the Mathematics and Science Education Act in relevant part as follows:

Subsection E of 22-15E-5 NMSA 1978. Council duties.
Produce an annual report on public elementary and secondary mathematics and science student achievement to be submitted to the department, the governor, and the legislature no later than November 30 of each year.

This report is a comprehensive compilation of data that describes the efficiency, the effectiveness, and the progress of math and science education.

We look forward to working with you and your colleagues to ensure that math and science education increases student achievement for all New Mexico students.

Sincerely,

Ryan Stewart, Ed.L.D.
Secretary Designate of Education

RS/GW/jc/yv

Enc: (1): *2019 Math and Science Annual Report*

cc: Gwen Perea Warniment, PhD, Deputy Secretary, Teaching, Learning, and Assessment
Jacqueline Costales, Division Director, Curriculum and Instruction
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Shafiq Chaudhary, Math and Science Specialist, Math and Science Bureau
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The State of New Mexico

Math and Science Advisory Council
Public Elementary and Secondary Mathematics and Science Achievement
For School Year 2018–2019
Issued December 2019

Michelle Lujan Grisham
Governor

Ryan Stewart, Ed.L.D.
Secretary Designate of Education

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Notes

- This report is available at http://webnew.ped.state.nm.us/. Locate it on the *Math and Science Bureau* webpage.
- All acronyms in this report are defined in Appendix B: Glossary and Acronyms

Cover photo: *Student participating in the* Drone Engineering Summer Camp *offered by the New Mexico State University (NMSU) College of Education and STEM Outreach Center.*

Photo*: Luisa Macias*

Acknowledgements

The Secretary Designate of Education thanks the following individuals for their contributions to this report:

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Members:

Bernadine Cotton, Elementary School Teacher, Las Cruces Public Schools

Glenda Leonard, Principal, Roswell Elementary School, Roswell Independent School District

Mollie Parsons, Education Director, Santa Fe Botanical Garden

Tanya Rivers, Mathematics Associate Professor, Western New Mexico University

Scott Robbins, Program Manager, Los Alamos National Labs

Anna Suggs, Middle School Science Teacher, Las Cruces Public Schools and President of New Mexico Science Teachers Association (NMSTA)

Member(s) whose terms expired or who retired from the Council during the 2018–2019 school year:

Kim Allen Scheerer, New Mexico MESA (Mathematics, Engineering, and Science Achievement, Inc.) Regional Coordinator

Gwen Perea Warniment, PhD, Deputy Secretary, Teaching, Learning, and Assessment, New Mexico Public Education Department

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Executive Summary

Activities of the Pubic Education Department Math and Science Bureau (MSB), SY 18–19

Major accomplishments of the MSB included helping to facilitate the adoption, through rule, of the new computer science standards; collaborating with other states in the nation to field test high-quality, Next Generation Science Standards (NGSS)-aligned instructional materials through the OpenSciEd field test; and partnering with Albuquerque Public Schools, Roswell Independent Schools, and WestEd to offer to receive high-quality professional learning for teachers in the area of science. The MSB also provided collegial support for teachers in rural areas through a virtual professional learning community. Professional learning offered by the bureau included:

- Building Capacity. Facilitator training, MESA regional coaching support
- Teacher Support. Mathematics and science instructional materials review, Science DreamTeam, rural professional learning communities, webinars, NM STEM CONNECT newsletters, making sense of student work, making sense of science teacher institutes, multiplicative reasoning trainings, science readiness partnership
- Leadership Support. NextGen TIME, making sense of science multidimensional science education for administrators, science readiness partnership, NM STEM Ready! Science leadership support

Activities of the Math and Science Advisory Council (MSAC)

The MSAC encouraged prioritizing the needs of the state in improving mathematics and science learning for New Mexico children and working with the Math and Science Bureau to take action on these priorities. The actions of MSAC were in alignment with the STEM Strategic Framework for New Mexico, which was revised by the council in the Spring of 2019.

The actions of the council include the following:

- The MSAC members met with newly appointed secretaries of Public Education and Higher Education departments in February 2019 to garner support for establishing an endorsement for elementary mathematics and science.
- Current and past MSAC members began regular meetings in May 2019 with representatives from the University of New Mexico (UNM), New Mexico State University (NMSU), Western New Mexico University (WNMU), and NM Highlands to draft competencies for an elementary mathematics endorsement.
- The MSAC encouraged NMPED to seek a waiver year for the NM Assessment of Science Readiness to give districts an opportunity to implement NM STEM Ready! Science Standards.
- The MSAC released an updated Math and Science Advisory Council STEM Strategic Framework for New Mexico in May 2019.
- MSAC members presented on STEM related topics at the NM Inspire Conference to educate teachers on NM STEM Ready! Science Standards and effective mathematics instruction that supports learning for all students at the elementary level.

Statement about Student Data

- Student achievement data for math and science from the New Mexico Statewide Assessments indicate that the majority of New Mexico students are not proficient in math and science.
- The data listed in this annual report reveal a clear disparity in achievement between ethnic groups in both mathematics and science. For example:
    - The data on math performance indicates a significant disparity between the achievement of the majority of the student population (Hispanic and Native American) in relation to the performance of the highest-performing (minority) demographic groups (Caucasian and Asian students).
    - The achievement gap between Hispanic & Native American and Caucasian & Asian students in high school math ranges from 25 to 50 percentage points. In science, close to 60 percent of Caucasian and Asian students are assessed as proficient, while only about 40 percent of Hispanic, and 25 percent of Native American students, are assessed at that same level of proficiency.

1. Introduction

The MSAC is representative of New Mexico's diverse demographics, including geographic distribution, gender, and ethnic diversity. The members come from public schools; public, post-secondary educational institutions; the private sector, including the national laboratories, museums, and science- and engineering-based businesses; and one member represents the New Mexico Partnership for Mathematics and Science Education. The MSAC was created to support and advise the MSB of the New Mexico Public Education Department (NMPED), as we seek to implement smart policy and programs, pursuant to the Mathematics and Science Education Act. As part of its charge, MSAC produces an annual report on public elementary and secondary mathematics and science student achievement.

This school year's 2018−19 report serves as a document to provide guidance for STEM education in New Mexico. It highlights the following components: (1) providing priority recommendations for improving math and science education in New Mexico, based on the STEM strategic framework, (2) describing the activities of the MSB, (3) sharing MSAC's annual activities, and (4) summarizing student math and science achievement data. The NMPED's MSB and the MSAC strive to work collaboratively and cohesively keeping student equity at the forefront.

1.1 Critical Issues in STEM Education and Associated Action Recommendations of the Math and Science Advisory Council for SY 2019−2020

Priority recommendations for the 2020 fiscal year focus on six critical issues that, when addressed, will support the next generation of learners. The MSAC believes that these critical issues require immediate action to ensure continued progress in closing the achievement gaps between genders and students of varying ethnic and linguistic backgrounds.

Critical Issue—Create and communicate a unified, statewide vision for STEM education that aligns with the Common Core State Standards (CCSS) for Mathematics and the New Mexico STEM Ready! Science Standards, providing direction and collaboration opportunities for New Mexico STEM stakeholders.

Action Recommendations:

a) Formulate and publish the statewide vision for STEM education in NM.
b) Increase funding to offer an annual statewide STEM symposium and partner with other annual meetings to communicate the unified, statewide vision for STEM education.
c) Widely communicate the vision with all relevant educational networks and partners to create a sense of coherence and shared commitment and action.
d) Use diverse platforms for communication, including social media, webinars, and email networks to increase awareness and promote meaningful commitment to the statewide STEM education vision.

Critical Issue—Achieve high educational performance in math and science subjects for **all** New Mexico students, using culturally relevant, evidence-based practices to increase student proficiency and close the achievement gaps for economic, ethnic, race, and language sub-groups.

Action Recommendations:

a) Implement evidence-based, culturally relevant practices, such as those outlined by the National Research Council of the National Academy of Sciences and National Council of Teachers of Mathematics, to ensure NM's under-represented, minority population of students receive relevant and effective science and mathematics learning opportunities.
b) Assess resource needs in underserved communities and formulate a Strategic Gap-Closure Plan to address/remediate the critical issues that are identified.
c) Establish goals for 3-year and 5-year STEM performance improvements for prioritized student populations of heightened concern. Track the implementation of the Strategic Gap-Closure Plan and report results to relevant stakeholders.
d) Effectively partner with the Language and Culture Bureau of the NMPED to articulate a unified vision and allocate the resources needed to implement the strategies aimed at providing a culturally relevant STEM education and reduce STEM performance gaps, with an emphasis on English Language Learners (ELLs).

Critical Issue—Align state-required assessments with the CCSS for Mathematics, the New Mexico STEM Ready! Science Standards, and New Mexico Computer Science Standards, with a focus on problem solving and critical thinking. Ensure teacher professional learning provides both adult-level content knowledge and the specialized content knowledge for teaching to align classroom instruction to the expectations of the standards.

Action Recommendations:

a) Provide teacher professional learning opportunities that increase teachers' content knowledge in math and science and that develops specialized content knowledge for teaching at their grade band, while providing monetary support during non-contracted time.
b) Encourage and support school district leadership to provide teachers the collaborative time, structure, and resources necessary to implement effective instruction for the NM STEM Ready! Science Standards, NM Computer Science Standards, and Common Core State Standards for Mathematics.
c) Support districts with in-depth review and adoption of high-quality instructional materials that align with the rigor and conceptual development of mathematics, science, and computer science topics and ensure that the resources promote the habits of mind outlined in the Standards for Mathematical Practice, the Science and Engineering Practices, and State Computer Science Practices.

Critical Issue—Improve the learning continuum from teacher preparation programs to in-service teacher professional learning, in order to ensure highly effective STEM teachers for all students in New Mexico classrooms. Innovative and robust teacher preparation, induction/mentorship, and continuous professional learning are needed to increase teacher knowledge, retention, and morale throughout the state.

Action Recommendations:

a) Support the Higher Education Department (HED) in redesigning teacher preparation course work to encourage early exposure to teaching experiences.
b) Promote the creation of partnerships to build meaningful mentor/mentee relationships to support teachers early in their careers. For example, fund three-year teacher mentorships that promote STEM relevant content grades K–12.
c) Establish elementary math specialist and elementary science specialist certificates focused on the learning needs of elementary children.
d) Encourage HED-PED partnerships to apply for multi-year, professional learning (PL), statewide, research grants to strengthen the learning continuum from teacher preparation through continued professional development.

Critical Issue—STEM learning opportunities for students at all grade levels are provided in order to support the college and career readiness of our children and contribute to the long-term economic well-being of the state.

Action Recommendations:

a) Support implementation of effective practices in the classroom through professional development (PD) and mentorship/coaching, leading to adoption of high-quality, standards-based, math and science resources.
b) Educate families and community members about the meaning and relevance of the standards and practices and how to support children's interest in STEM outside of school through STEM literacy nights and other similar activities.
c) Connect STEM learning experiences—both out of school and through dual-enrollment course work and high school internships—to careers and programs of study available within the state. Provide teacher learning opportunities to foster STEM career awareness and provide opportunity in NM.

Critical Issue—Provide equitable access to out-of-school STEM learning opportunities. These are provided: during after-school and summer programs; at schools, science centers, museums, and natural environments; and through media, competitions, and informal experiences at home, regardless of geographic area and economic barriers.

Action Recommendations:

a) Identify obstacles interfering with students' access to out-of-school STEM learning opportunities. Encourage schools and communities to develop plans to overcome these obstacles.

b) Fund sustainable programs with opportunities for all students to participate equitably. Programs must address relevant factors such as socioeconomic status (SES) and the geographic nature of the communities.
c) Identity and promote district/school adoption of after-school programs that are aligned with CCSS for Mathematics, NM Computer Science Standards, and NM STEM Ready! Science Standards. Promote the adoption of these programs in the communities where they are most needed.

1.2 STEM Strategic Framework for New Mexico

The STEM strategic framework that the MSAC works within was developed in 2015 and updated in 2019, and that framework provides a conceptual identity for the state. It was built to be adaptive and flexible in representing the on-going needs of the state.

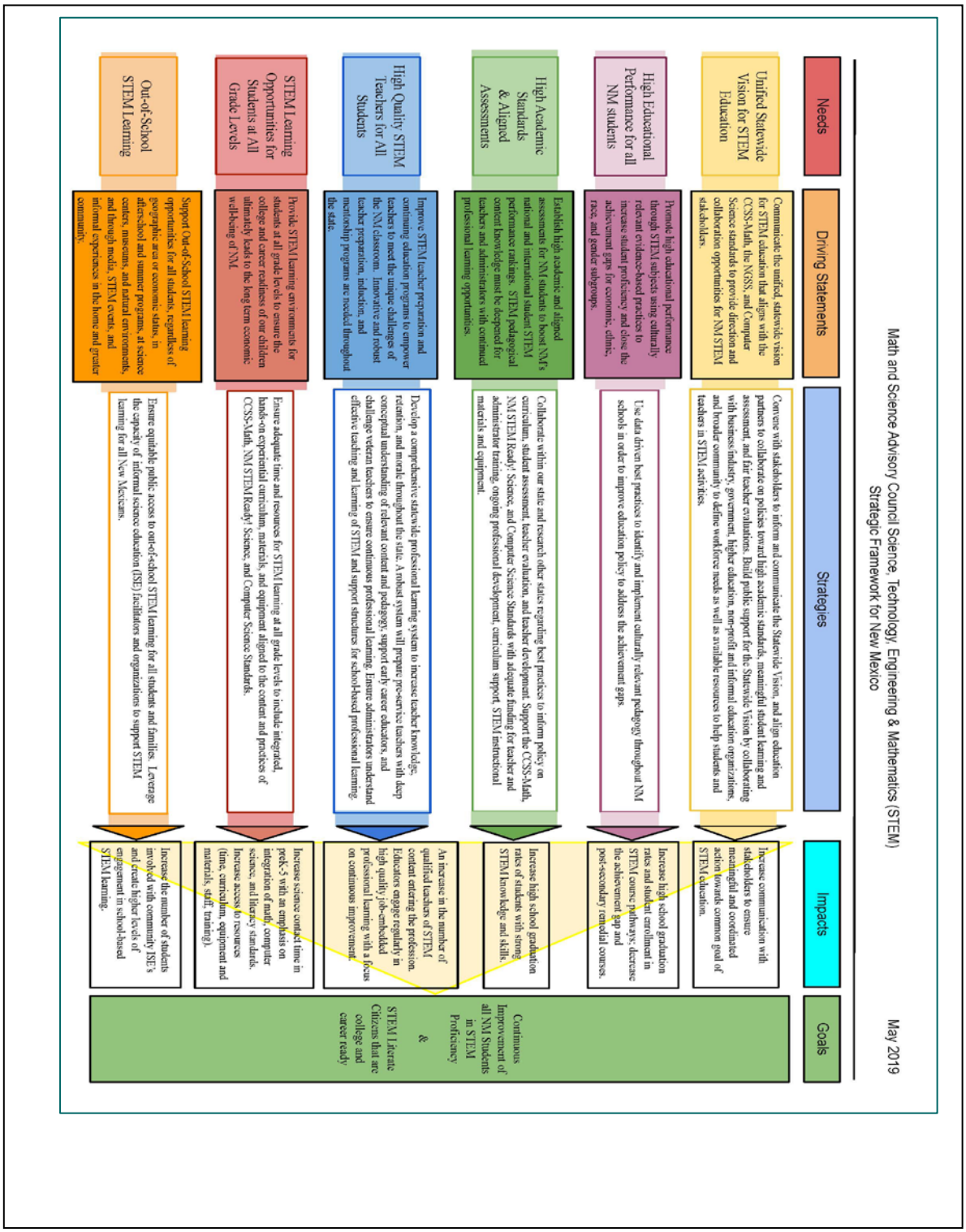


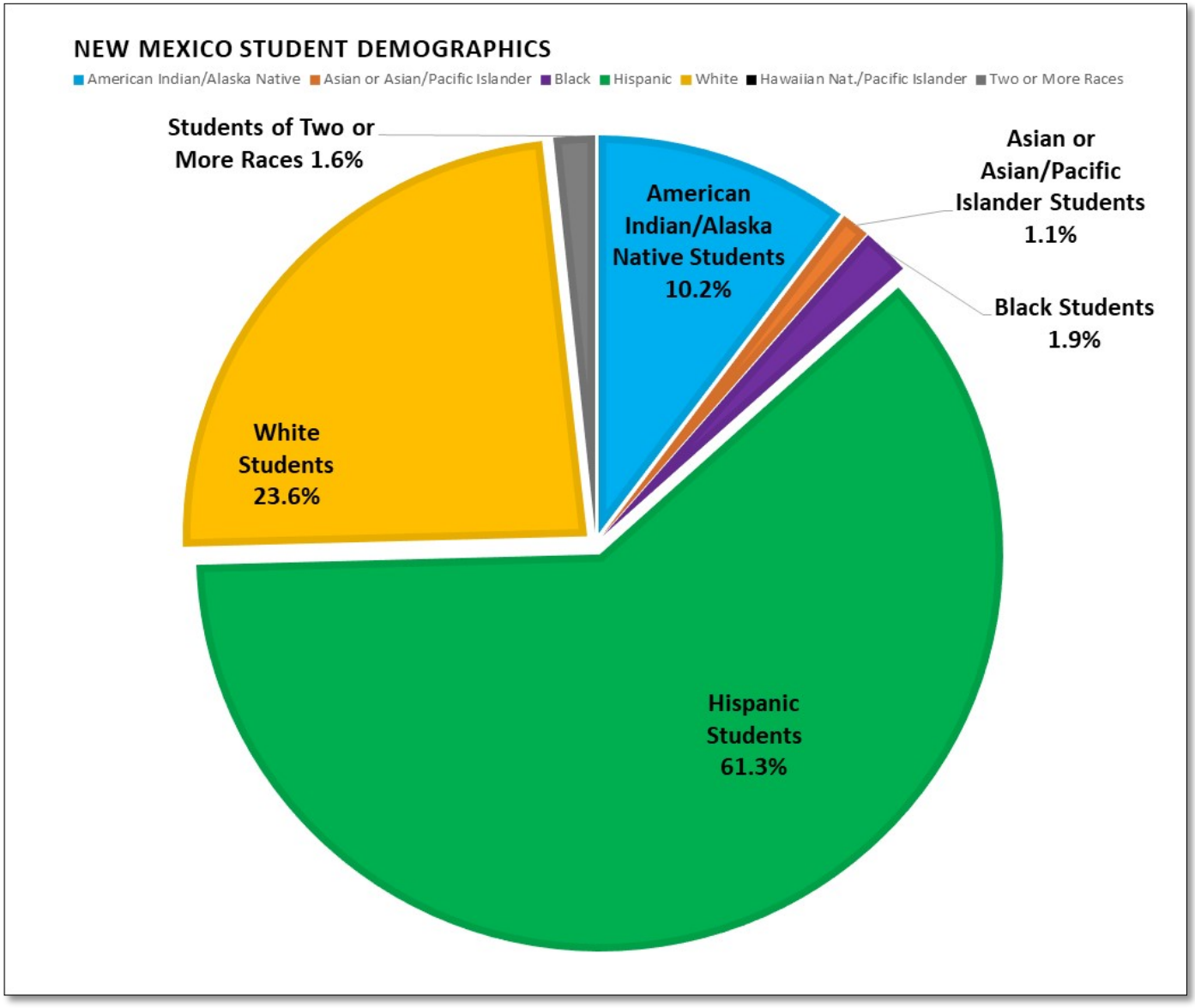
Figure 1. MSAC STEM Strategic Framework for New Mexico

2. New Mexico Student Demographics

New Mexico has a large percentage of underrepresented minority student groups—specifically Hispanic students, comprising 61.3 percent, and American Indian/Alaska Native students, comprising 10.2 percent of the state's students. These numbers are in contrast to the US student ethnic demographics, where 26.4 percent of students are Hispanic and 1.0 percent of students are of American Indian/Alaska Native descent.

The MSAC recommends that policy and fiscal decision makers use a lens of student equity when considering math and science needs in New Mexico.

Figure 2. NM Student Demographics



3. Student Achievement Data

3.1 Trends in Student Achievement Data

This report includes student achievement data, as measured by the New Mexico Standards-Based Transition Assessment in Math and English , the science SBA, the National Assessment of Educational Progress (NAEP), the American College Testing (ACT), and the Scholastic Aptitude Test (SAT).

3.2. New Mexico Assessments

New Mexico public schools measure student achievement using several assessments.

NEW MEXICO ASSESSMENTS	
Transition Assessment of Mathematics and English Language Arts	English Language Arts 3–11 Math 3–8 Algebra I (may be given in grade 8*) Algebra II Geometry (may be given in grade 8*) Integrated Math I (may be given in grade 8*) Integrated Math II Integrated Math III
I Station	Math K–2 Language Arts K–2
NMSBA (aligned to 2003 NM State Science Standards)	Science (grades 4, 7, and 11) Spanish Language Arts
NMAPA	Reading for students with disabilities Math for students with disabilities Science for students with disabilities

* If student is taking the course

During school year 2018–2019, students in grades K–11 were tested as indicated in the table above. Students with learning disabilities were assessed using the New Mexico Alternate Performance Assessment (NMAPA), based on alternate achievement standards. The graphs in this report show the statewide percentage of students who are at or above proficiency as measured by the New Mexico assessments.

The transition assessment shares linking items with the same item bank as the previously used PARCC (Partnership for Assessment of Readiness for College and Career) in order to have comparability of test results. It was administered only in Spring 2019. In June 2019 the PED issued a Request for Proposals for a new summative assessment of math and ELA. The new math and ELA assessments, which will be administered beginning in Spring 2020, are: the New Mexico Measures of Student Success and Achievement (NM-MSSA) (grades 3-8), the PSAT (grades 9–10), and the SAT (grade 11).

3.2.1 New Mexico Statewide Math Assessments

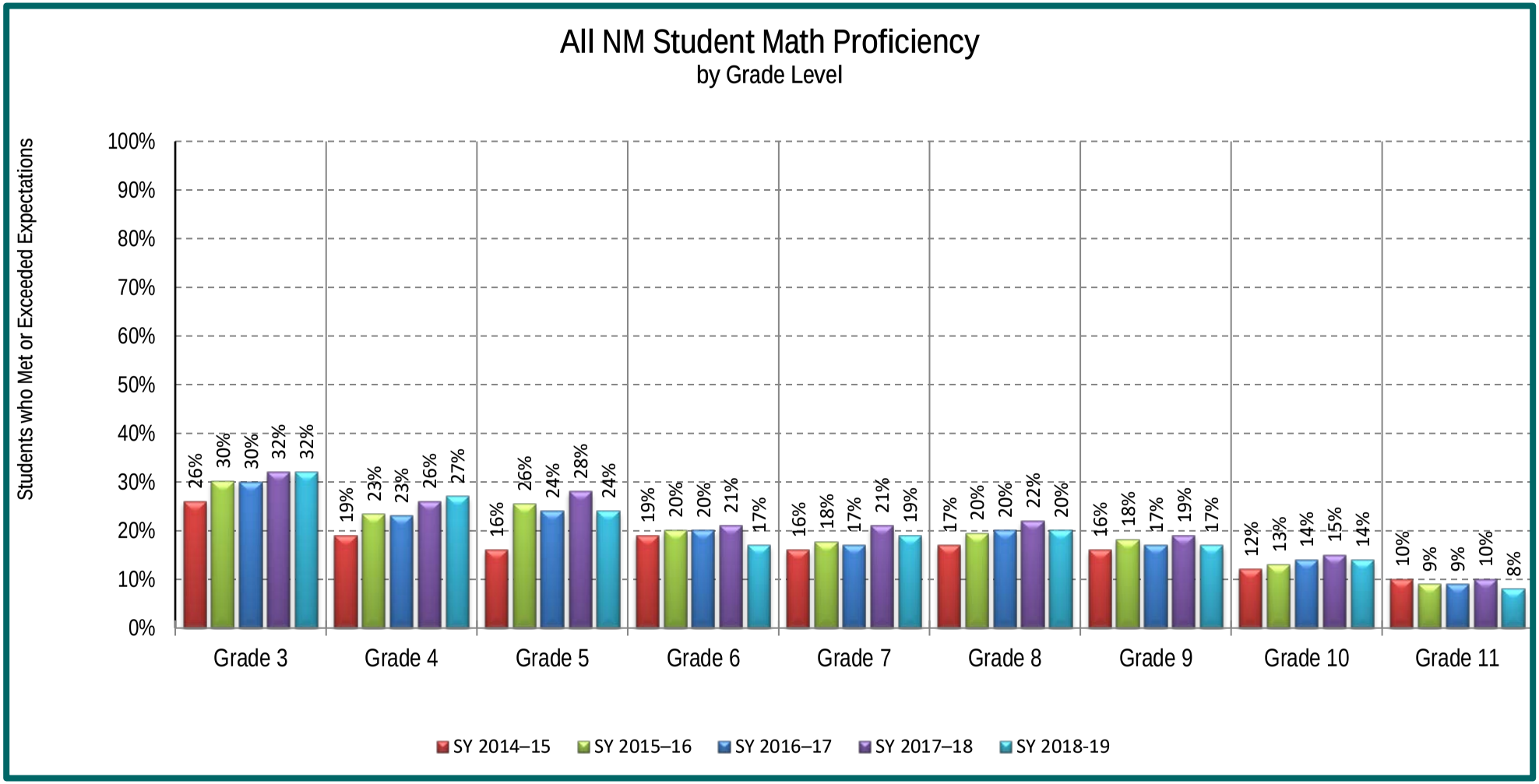


Figure 3. All New Mexico students who met or exceeded expectations on the mathematics statewide summative assessment from SY2014–15 to SY2018–19.

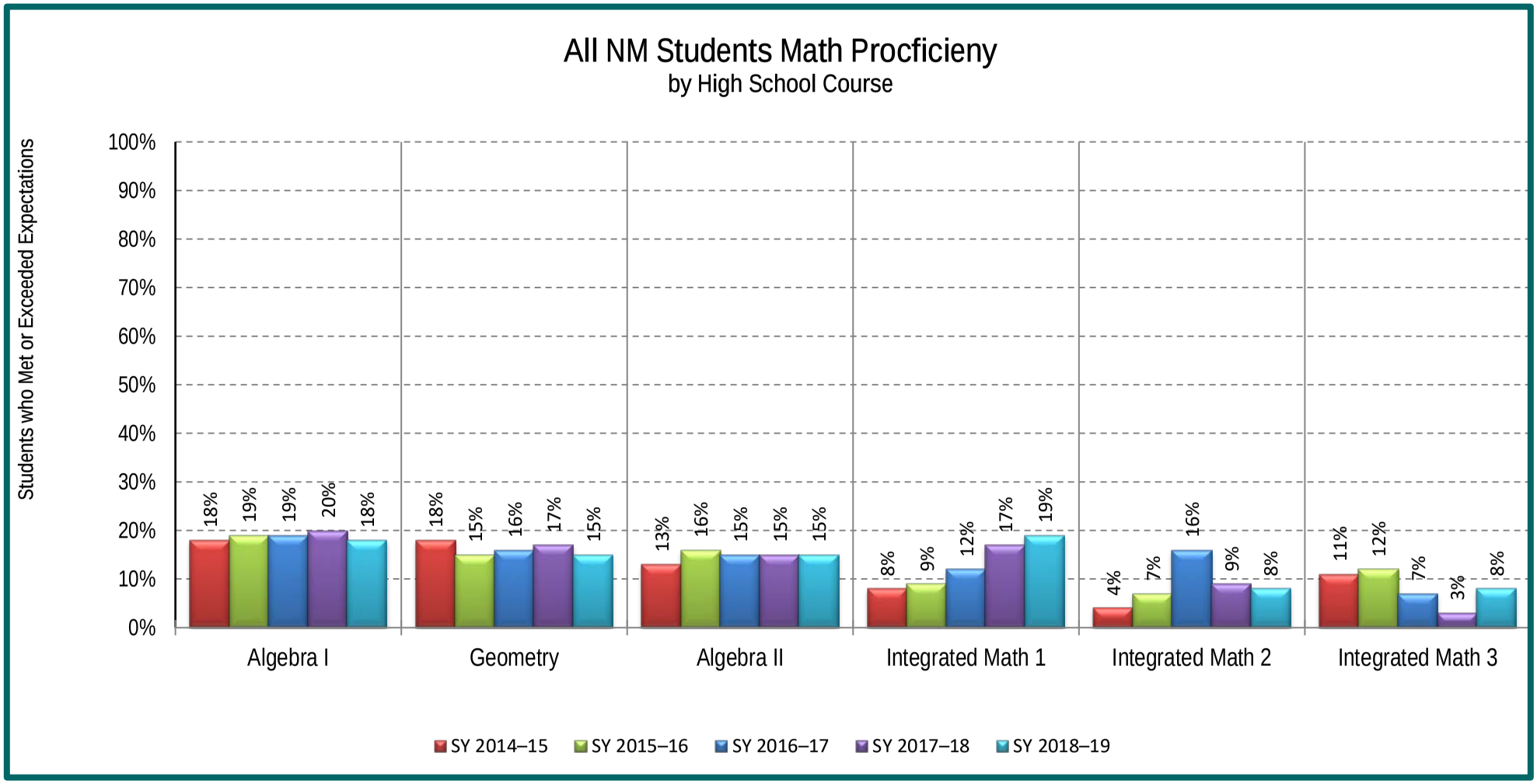


Figure 4. All New Mexico students who met or exceeded expectations on the statewide mathematics summative assessment by high school course from SY2014–15 to SY2018–19.

Figure 3 and Figure 4 illustrates that in elementary grades there is little change in scores from year to year, with most scores ranging from the mid-20 to low 30 percentages, meeting/exceeding expectations. If the same group of students is followed across grade years (red bar in grade 3 to green bar in grade 4, and so on), scores remain relatively flat until middle school. In alignment with national trends, there is a dip seen in math scores as students transition to middle school and again as they move into and through high school.

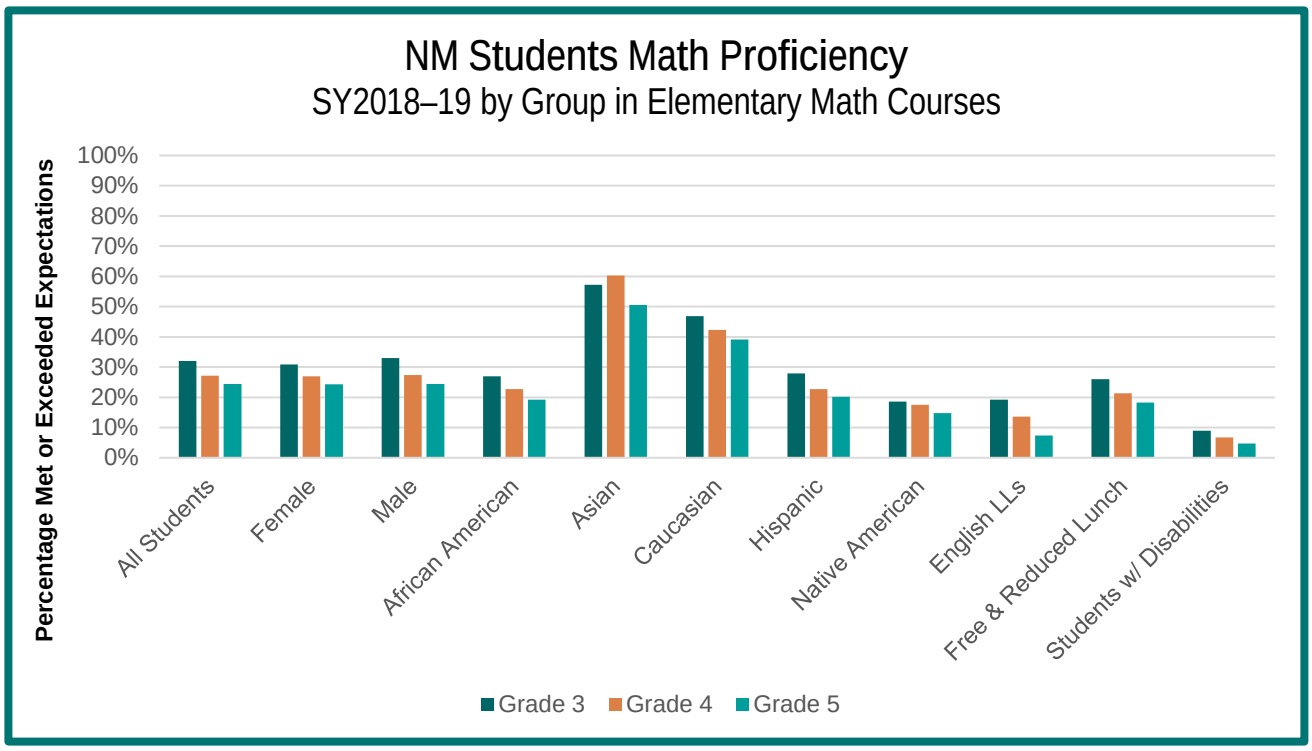


Figure 5. All New Mexico students in Grade 3–5 who met or exceed expectations on the statewide mathematics assessment by subgroup for SY2018–19.

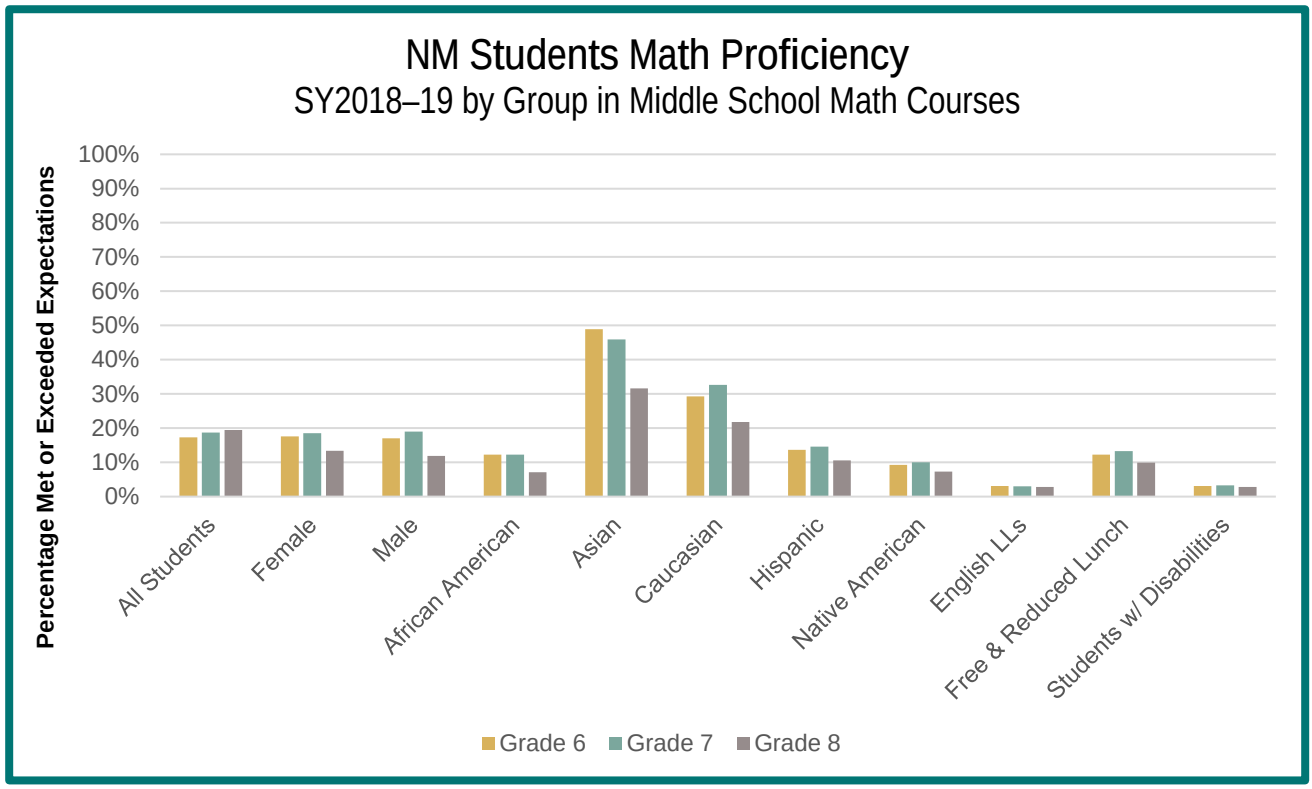


Figure 6. All New Mexico students in Grade 6–8 who met or exceeded expectations on the statewide mathematics assessment by subgroup for SY2018–19.

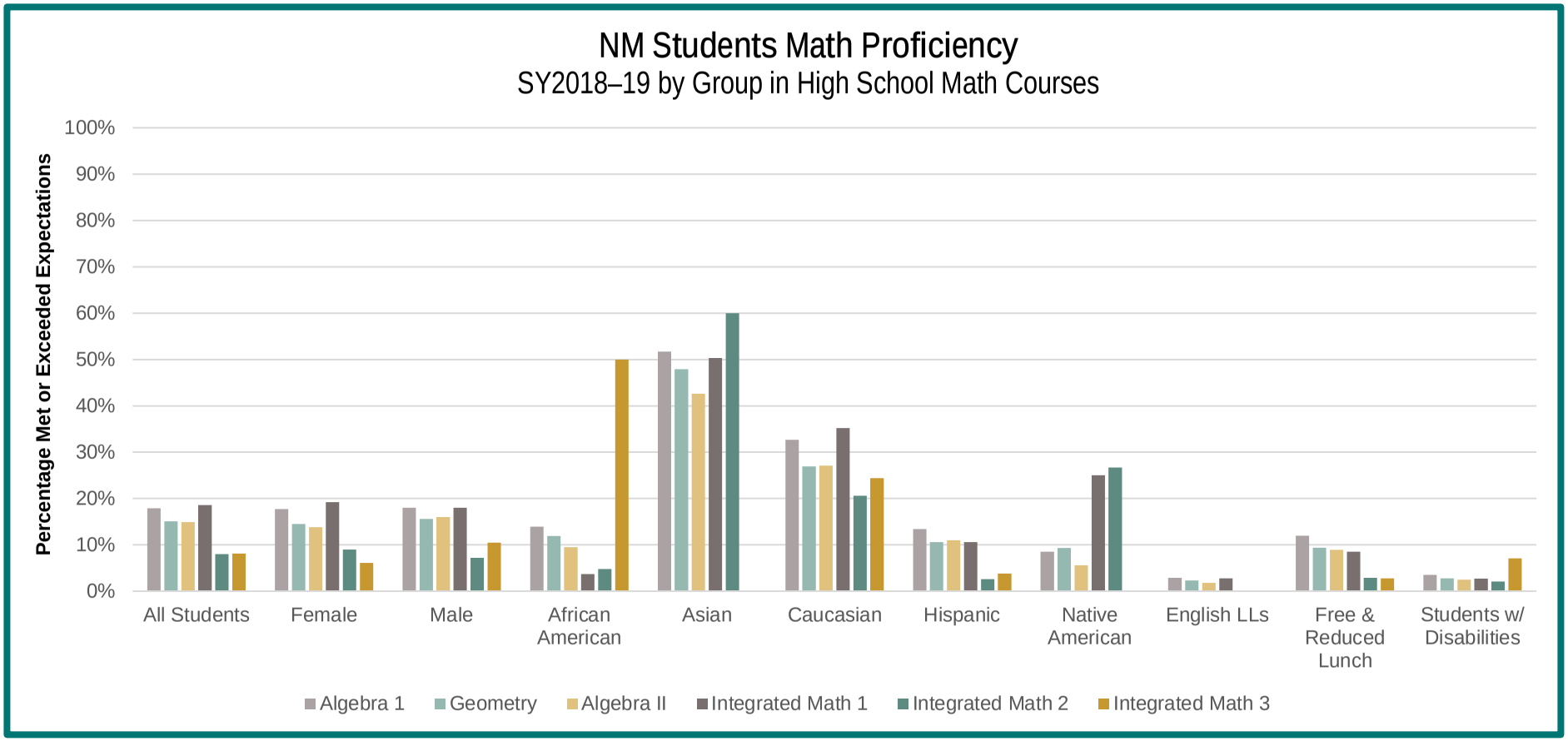


Figure 7. All New Mexico students taking high school courses who met or exceeded expectations on the mathematics statewide assessment by subgroup for SY2018–19.

Figures 5, 6, and 7 show a data snapshot of one year of testing, this should not be read as trends over time. There is a clear disparity between ethnic groups and across grade levels and courses, and this needs to remain a critical issue. Students who have been identified as English language learners and those students with special needs lag even farther behind. As a bright spot, the New Mexico gender gap is being closed across grade levels and courses.

3.2.2 New Mexico Statewide Science Assessments

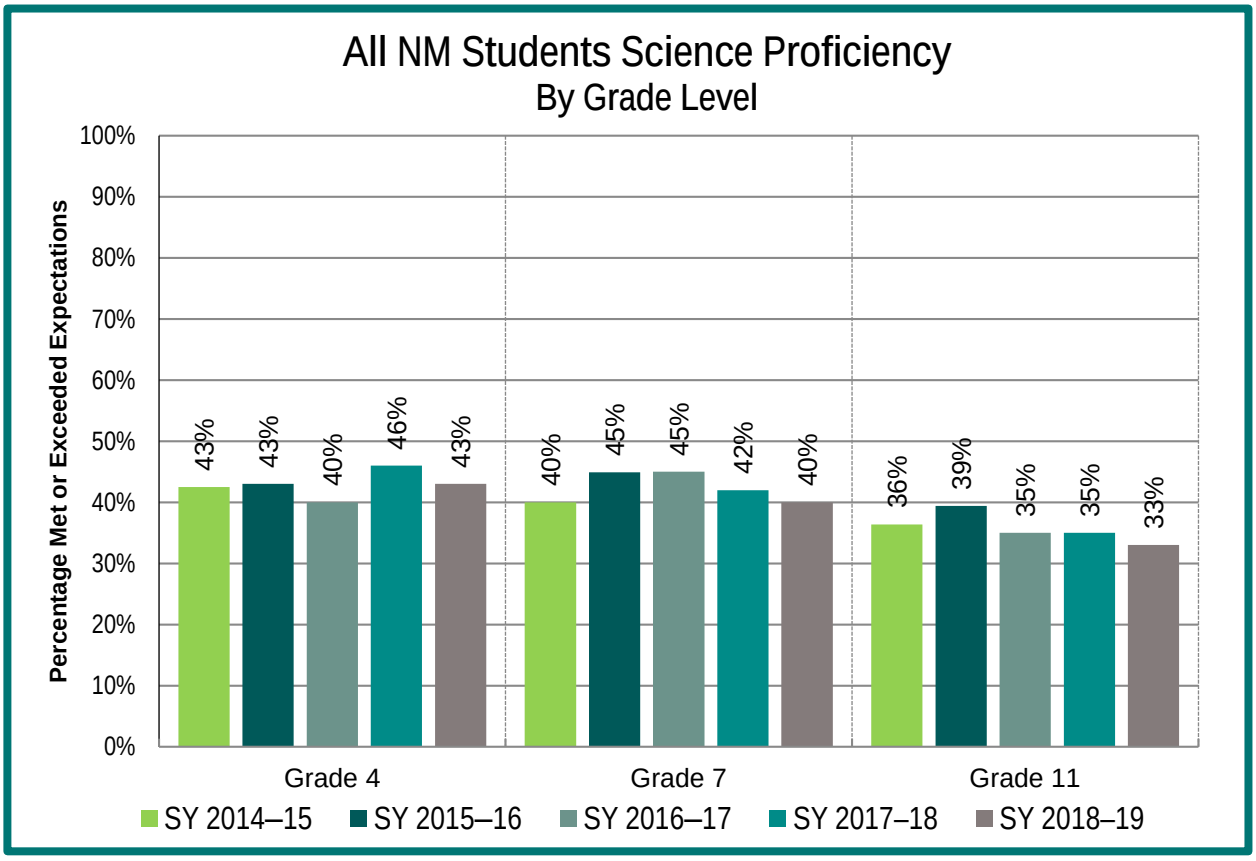


Figure 8. All NM students who met or exceeded expectations on the statewide science summative assessment from SY 2014–15 to SY 2018–19.

Figure 8 shows the percentage of NM students who met or exceeded expectations on the statewide science assessment. Scores remain fairly consistent between elementary and middle school, but there is a dip in those scores in 11th grade.

Note: The statewide science assessment in NM was administered every year but only to students in grades 4, 7, and 11.

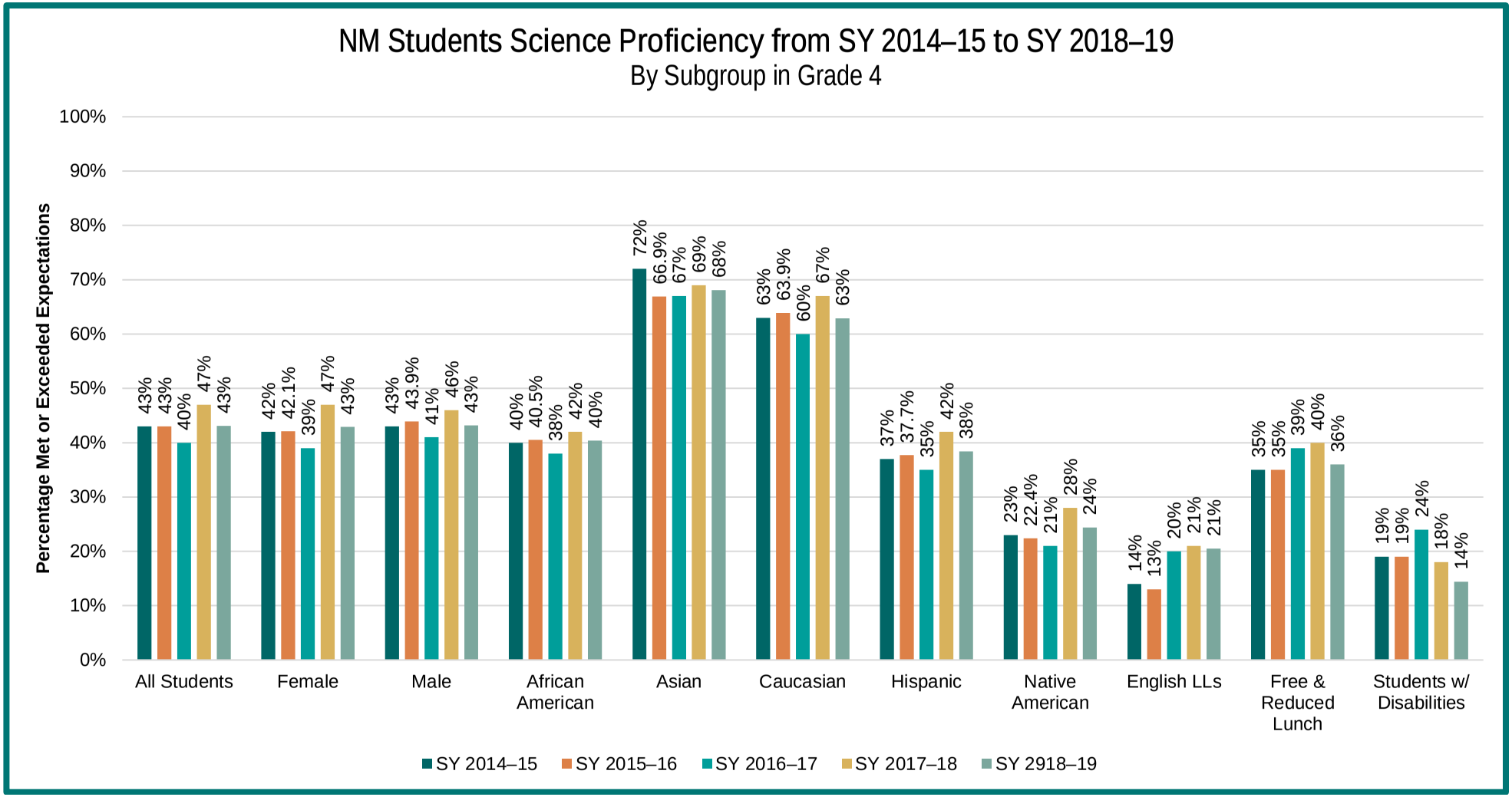


Figure 9. All NM students in Grade 4 who met or exceeded expectations on the science statewide assessment from SY 2014–15 to SY 2018–19, by group

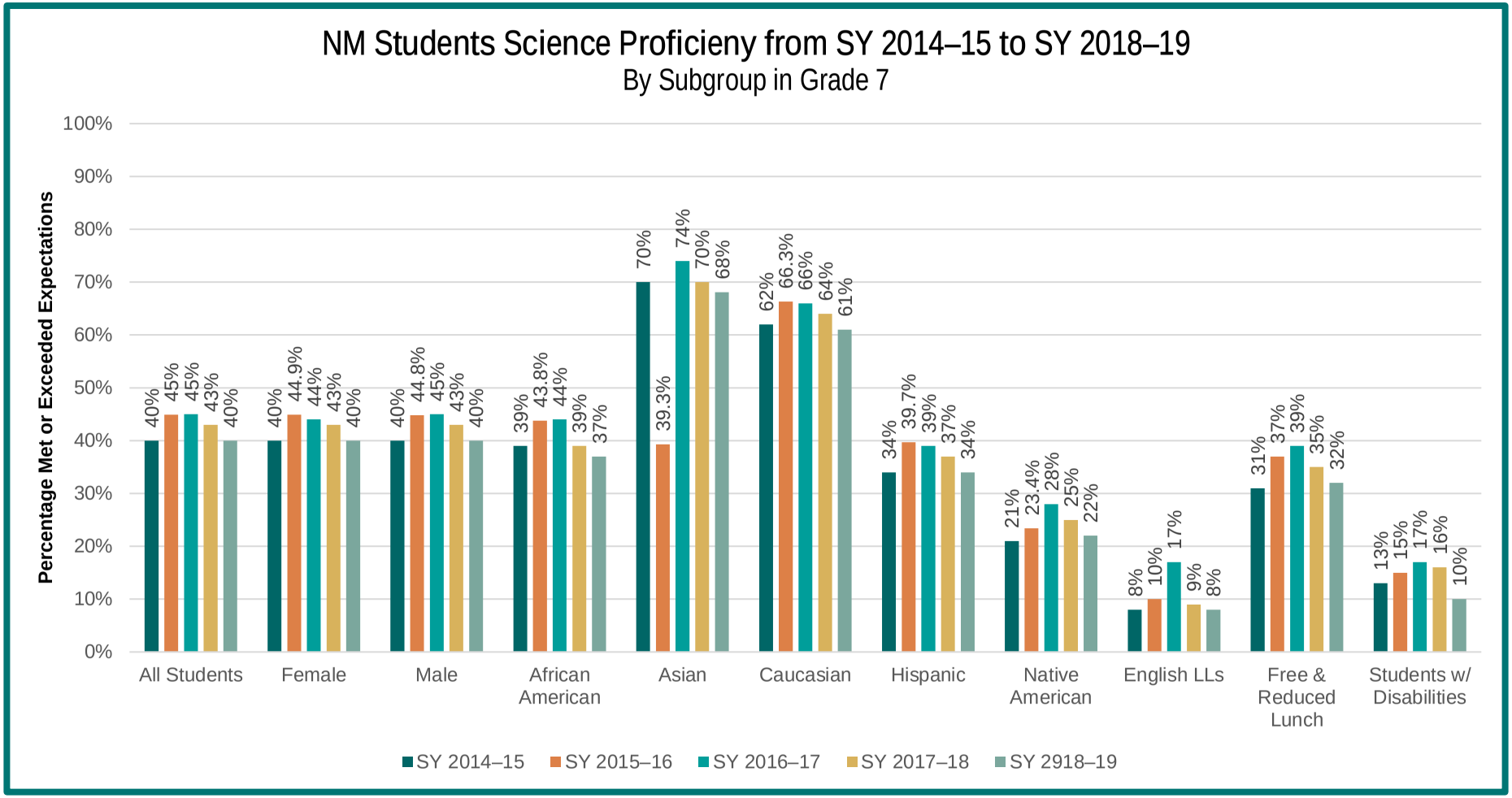


Figure 10. All NM students in Grade 7 who met or exceeded expectations on the science statewide assessment from SY 2014–15 to SY 2018–19, by group

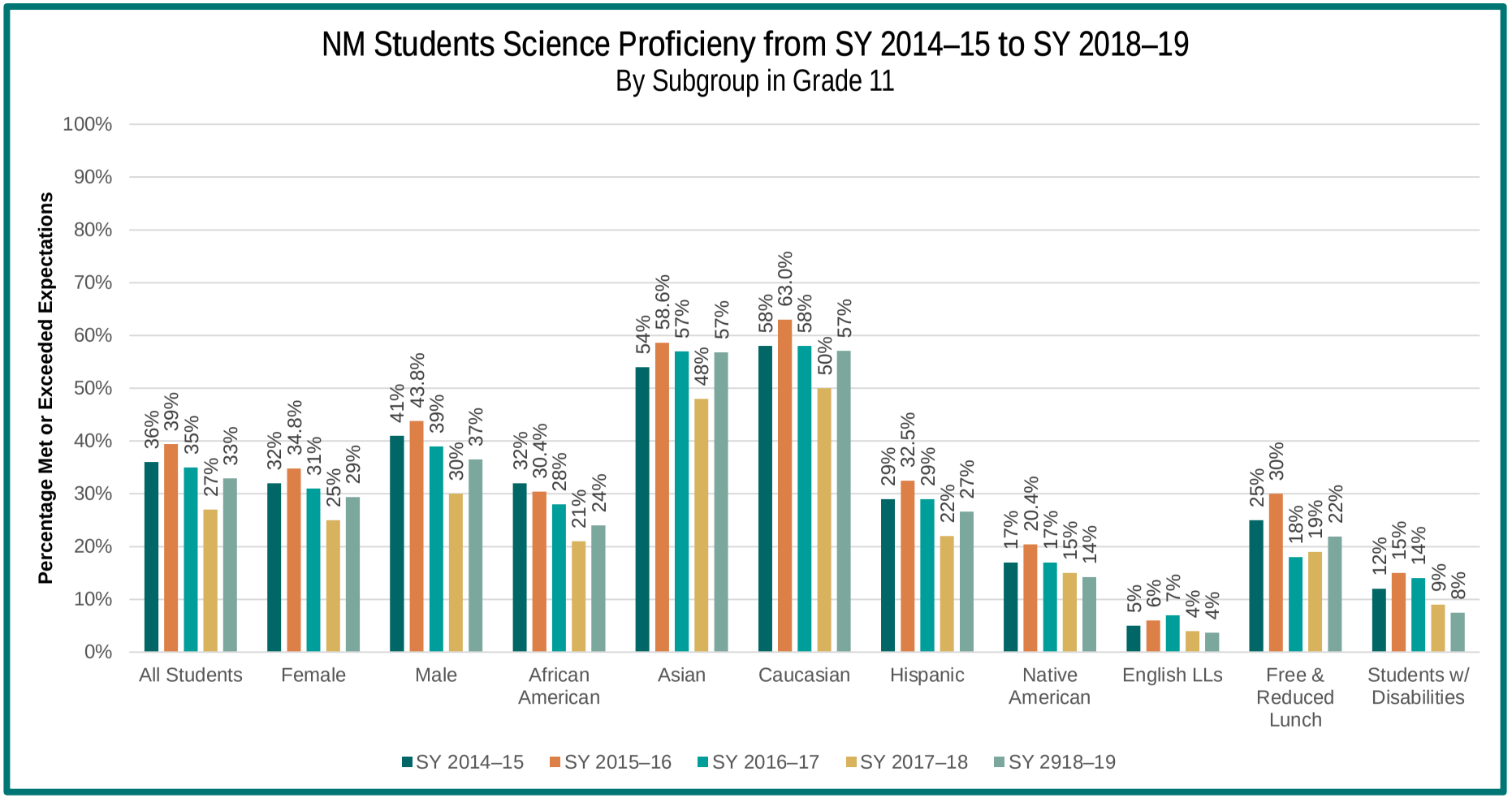


Figure 11. All NM students in Grade 11 who met or exceeded expectations on the statewide science assessment from SY 2014–15 to SY 2018–19, by group

Figures 9, 10, and 11 show that achievement within categories is relatively consistent over time. As with math, there is a clear disparity between ethnic groups, English language learners, and students with special needs, and this must be addressed as a state. English learners in Grade 4 have seen increasing proficiency in science over the past four years. In elementary and middle school, the gender gap is closing, but this doesn't hold true in high school, where we see an eight percent gender gap in SY 2018–2019.

SUMMARY OF ALL STUDENT DATA

Mathematics scores show approximately 30 percent of Grade 3 students are assessed as "meeting or exceeding expectations" in math proficiency, this measure drops to closer to 10 percent for Grade 11 students. The year-over-year decline is steady and especially concerning, as we work towards increasing numbers of students who are career and college readiness.

Science assessment data show an increase in some student groups that meet or exceed expectations in Grade 11. However, the trend continues to show a decrease overall in science proficiency from SY2017–2018 to SY2018–2019. In the last five years, males and females have scored similarly in Grades 4 and 7, showing the achievement gap between those groups are closing.

In summary, this data clearly calls for action in systematically working to achieve high educational performance in math and science subjects for all New Mexico students. The critical issues and recommended actions outlined in the report are intended to serve as a guide for addressing the inequities in achievement and creating a more effective, statewide, systemic plan by examining and improving teacher preparation and the delivery of instruction for K–12 students.

3.3 National Assessment of Educational Progress (NAEP)

NAEP data shows how NM students compare with other students across the nation in various subjects.

The schools and students participating in NAEP assessments are selected to be representative of all schools nationally and of public schools at the state level. Samples of schools and students are drawn from participating states and from the District of Columbia and Department of Defense schools.

Since the late 1960s, NAEP exams have been administered periodically to a random sample of US students in grades 4, 8, and 12 in mathematics, reading, science, writing, the arts, civics, economics, geography, and US history. The results are not reported at the individual student level. In fact, given the matrix sampling used to cover a wide variety of content, all students do not receive the same exams. Like the New Mexico statewide assessments, the NAEP exams include both multiple-choice and extended-response items.

3.3.1 NAEP Mathematics Data

Table 1. NAEP Math Data—4th
Comparison of Grade 4 Math Students in NM and the US
Percentage Proficient or Advanced
Six Assessment Cycles

Year	New Mexico Grade 4	The Nation Grade 4
2009	26	39
2011	30	39
2013	31	41
2015	27	39
2017	27	40
2019	28	41

Table 2. NAEP Math Data—8th
Comparison of Grade 8 Math Students in NM and the US
Percentage Proficient or Advanced
Six Assessment Cycles

Year	New Mexico Grade 8	The Nation Grade 8
2009	20	34
2011	24	34
2013	23	34
2015	21	33
2017	21	34
2019	21	33

Note. Tables 1 and 2 reveal that New Mexico students' NAEP math scores are lower than the national average.

3.3.2 NAEP Science Data

Table 3. NAEP Science Data—4th Comparison of Grade 4 NM and US Students Percentage Proficient or Advanced Five Assessment Cycles.		
YEAR	NEW MEXICO	THE NATION
2009	24	32
2011	Not tested	Not tested
2015	25	37
2017	Not tested	Not tested
2019	N/A	N/A

NAEP only released science test results for the nation, not states.

Table 4. NAEP Science Data—8th Comparison of Grade 8 NM and US Students Percentage Proficient or Advanced Five Assessment Cycles.		
YEAR	NEW MEXICO	THE NATION
2009	21	27
2011	22	31
2015	21	31
2017	Not tested	Not tested
2019	N/A	N/A

NAEP only released science test results for the nation, not states.

NAEP results can be accessed at: http://nces.ed.gov/nationsreportcard/states/

3.4 ACT and SAT

ACT and SAT scores are another measure of student achievement. The tables below indicate average scores and participation rates. These tests are not mandatory and are generally taken by college-bound students. The reported scores do not reflect percent correct on test items. The scores are normalized to reflect a comparison of the student's performance to a national population. Many colleges' entrance requirements are based on ACT and SAT scores.

Table 5. SAT Math Scores. Comparison of SAT math scores from 2014 to 2019 for New Mexico and the nation's participating high school seniors

SAT Math	New Mexico			Nation		
SY	# of Seniors	% of Participating Seniors	Average SAT Score	# of Seniors	% of Participating Seniors	Average SAT Score
2014–15	1,684	9.5	528	1,332,096	Not available	498
2015–16	1,842	9.2	545	1,637,589	NA	508
2016–17	2,342	11	561	1,715,481	NA	527
2017–18	3,225	16	*551	2,136,539	NA	*531
2018–19	3,653	19	*524	2,220,087	NA	*528

Note. The new SAT Suite benchmark outcomes should not be compared against results from the old SAT or PSAT/NMSQT, as the scaled scores and benchmark definitions have changed.

Table 6. Comparison of ACT math scores from 2013 to 2019 for New Mexico and the nation's participating high school seniors[1]

ACT Math	New Mexico			Nation		
SY	# of Seniors	% of Seniors Participating	Average ACT Score	# of Seniors	% of Seniors Participating	Average ACT Score
2012–13	13,423	70	19.7	1,799,243	54	20.9
2013–14	12,945	69	19.7	1,845,787	57	20.9
2014–15	13,393	71	19.8	1,924,436	59	20.8
2015–16	13,435	70	19.5	2,090,342	64	20.6
2016–17	13,523	66	19.4	2,030,038	60	20.7
2017–18	13,749	70	19.1	1,914,817	58	20.5
2018–19	13,196	63	18.9	1,782,820	52	20.4

[1] College and Career Readiness Mathematics benchmark score is 22

Table 7. Comparison of ACT science scores from 2013 to 2019 for New Mexico and the nation's participating high school seniors[2]						
ACT SCIENCE	NEW MEXICO			NATION		
SY	# of Seniors	% of Seniors Participating	Average ACT Score	# of Seniors	% of Seniors Participating	Average ACT Score
2012–13	13,423	70	20.1	1,799,243	54	20.7
2013–14	12,945	69	20.1	1,845,787	57	20.8
2014–15	13,393	71	20.3	1,924,436	59	20.9
2015–16	13,435	70	20.1	2,090,342	64	20.8
2016–17	13,523	66	20.0	2,030,038	60	21.0
2017–18	13,749	70	19.7	1,914,817	58	20.7
2018–19	13,196	63	19.6	1,782,820	52	20.6

Participation rates in New Mexico for the ACT are much larger than those for the SAT. In 2018–2019, 27 percent of New Mexico students who took the ACT met the math benchmark and 26 percent met the science benchmark for college and career readiness. In 2018–2019, 56 percent of students who took the ACT indicated having an interest in STEM majors and/or careers.

[2] College and Career Readiness Science benchmark score is 23

4. Student Course-Taking Patterns

4.1 Algebra 1 in Grade 8

The 2007 Legislature amended state law to include the provision, "Beginning with the 2008–2009 school year, in eighth grade, Algebra 1 shall be offered in regular classroom settings or through on-line courses or agreements with high schools." [22-13-1E NMSA 1978]

Table 8. Algebra 1.Percentage and number of New Mexico Students in Grade 8 taking Algebra 1 (STARS course 2031), for high school credit, from years 2014–15 to 2018–19

Year	Total Number of Students In Grade 8	Grade 8 Students Taking Algebra 1 for HS credit	% of Grade 8 Students in HS credit Algebra 1
SY 2014–15	25,116	1,997	8
SY 2015–16	24,623	2,172	9
SY 2016–17	27,722	2,978	12
SY 2017–18	24,757	2,601	11
SY 2018–19	23,806	2,302	9

Note: Students who took Algebra 1 in grade 7 are not counted in the above table.

By offering Algebra in 8th grade, the state is providing the opportunity for students who have demonstrated mastery in middle school math standards to participate in an accelerated course sequence and receive high school credit. Approximately 10 percent of our eighth grade students are in the position to take advantage of this opportunity.

Note: STARS course 2031 requires that a secondary math endorsed teacher is the course instructor.

4.2 High School Science Enrollments for 2018–2019

Table 9. NM HS Science Enrollment. Percentage of students enrolled in high school science classes, from SY 2014–15 to SY 2018–19.					
COURSES	SY 2014–15	SY 2015–16	SY 2016–17	SY 2017–2018	SY 2018–19
INTEGRATED SCIENCES					
IB Science Courses	< 1	< 1	< 1	< 1	< 1
Integrated/Unified Science	8	9	7	6	6
General Science	2	2	3	3	2
Other	1	1	1	2	1
Total Other/Integrated Science Students	10,383	9,783	8,500	10,851	7,805
LIFE SCIENCES					
AP Biology	1	1	1	1	1
Anatomy and Physiology	4	3	4	4	3
Biology 1	30	30	30	27	32
Biology 2	3	2	2	2	2
Biology Other	< 1	1	1	1	1
Total Life Science Students	31,982	32,622	30,120	35,326	31,198
PHYSICAL SCIENCES					
AP Chemistry	1	1	1	1	1
AP Physics	1	1	1	1	1
Chemistry 1	17	18	18	17	18
Chemistry 2	1	1	1	1	1
Chemistry Other	1	1	1	1	1
Forensic Science	2	2	2	2	2
Physical Science	9	9	10	11	8
Physics 1	5	7	5	7	7
Physics 2	< 1	< 1	< 1	< 1	< 1
Physics Other	< 1	< 1	< 1	< 1	< 1
Total Physical Science Students	31,720	32,581	32,143	41,745	30,844
EARTH AND SPACE SCIENCES					
AP Environmental Science	1	1	1	1	1
Astronomy	2	2	2	2	2
Earth and Space Sciences	6	5	6	6	7
Environmental Science	2	3	2	3	2
Geology	1	1	1	1	1
Total Earth Systems and Space Science Students	9,269	9,184	9,364	12,913	10,688

Table 9. NM HS Science Enrollment. New Mexico school districts offer a wide variety of high school science courses. In SY 2018−19, the focus of student enrollment is primarily in life and physical science. Biology 1 and Chemistry 1 have the highest enrollment rates. Students are required to have three years of science to graduate, and two years must be a lab science.

4.3 High School Math Enrollments for 2018–2019

Table 10. NM HS Math Enrollment. Percentage of students enrolled in high school math classes from SY 2014–15 to SY 2018–19.					
COURSES	SY 2014–15	SY 2015–16	SY 2016–17	SY 2017–2018	SY 2018–19
INTEGRATED MATH COURSES					
Integrated Pathway: Mathematics I	1	1	1	1	1
Integrated Pathway: Mathematics II	1	1	1	1	1
Integrated Pathway: Mathematics III	1	1	1	1	< 1
Integrated Pathway: Mathematics IV	1	1	1	1	1
Total Integrated Mathematics Students	4,150	3,763	3,966	3,308	2,335
IB MATH COURSES					
IB Mathematical Studies	< 1	< 1	< 1	< 1	< 1
IB Mathematics	< 1	< 1	< 1	< 1	< 1
Total IB Mathematics Students	147	164	155	249	203
TRADITIONAL MATH COURSES					
Algebra I	25	25	24	24	29
Geometry	26	25	24	25	24
Algebra II	23	23	23	22	22
Algebra II/Trigonometry	1	< 1	1	2	2
Trigonometry	2	1	1	1	1
Trigonometry/Analytic Geometry	1	1	< 1	< 1	< 1
Trigonometry/Math Analysis	1	< 1	< 1	< 1	< 1
Math Analysis	< 1	< 1	< 1	< 1	< 1
Analytic Geometry/Math Analysis	< 1	< 1	< 1	1	1
Pre-Calculus	4	4	4	5	4
Calculus	1	< 1	< 1	< 1	< 1
Differential Calculus	< 1	< 1	< 1	< 1	< 1
Applied Math	1	2	2	2	2
Probability and Statistics	2	2	2	2	2
Elementary Functions	1	1	1	1	1
Discrete Mathematics	< 1	< 1	< 1	< 1	< 1
Fractal Mathematics	n/a	n/a	< 1	< 1	n/a
Financial Literacy	7	7	8	8	7
Total Traditional Mathematics Students	102,492	101,948	105,030	103,555	86,716
AP MATH COURSES					
AP Calculus AB	2	2	2	1	1
AP Calculus BC	< 1	< 1	< 1	< 1	< 1
AP Statistics	1	1	1	1	1
Total AP Mathematics Students	3,460	3,527	3,501	3,105	2,689

4.4 High School Computer Science Enrollments for 2018–2019

The NM PED is committed to making computer science accessible to students in New Mexico districts and charter schools and took the first step through the release of a memo, stating at the beginning in the 2018–2019 school year that students who demonstrate proficiency on the statewide mathematics assessment for Geometry or Algebra II and meet the Algebra II graduation requirement may utilize a qualifying computer science course to earn a mathematics graduation credit. Students who demonstrate proficiency on the science SBA in grade 11 may utilize a qualifying computer science course to earn a science credit.

Qualifying computer science courses available in the 2018–2019 school year include: Scientific Technologies, Mathematical Modeling, Fractal Mathematics, AP Computer Science A, and AP Computer Science Principles.

Table 11. NM HS Computer Science Course Trends. The number of Grade 11 & 12 students enrolled in high school computer science classes from SY 2017–18 to SY 2018–19.

COURSES	SY 2017–2018	SY 2018–19
COMPUTER SCIENCE COURSES		
AP Computer Science A	133	109
AP Computer Science Principles	99	115
Scientific Technologies	45	117
Mathematical Modeling	0	0
Fractal Mathematics	1	0

While there is a small increase in students enrolling in Computer Science courses, this chart points to a need for providing more opportunities in New Mexico for providing that coursework.

4.5 Advanced Placement (AP)

Since success on the Advanced Placement (AP) examinations taken in high school can result in college credit at many institutions of higher education, AP is often considered an indication of superior achievement in high school. AP grades are reported on a 5-point scale as follows: 5 Extremely well qualified, 4 Well qualified, 3 Qualified, 2 Possibly qualified, 1 No recommendation. AP scores of 3, 4, and 5 may qualify to receive college credit or advanced placement.

Traditionally, the measure used to determine AP success at the state level has been the percentage of students taking the exams who scored 3 or higher. Tables 12, 13, and 14 provide the AP results for the math, computer science, and science exams.

Table 12. NM AP Math and Computer Science Exams. Number of students taking and percent passing math and computer science Advanced Placement exams, from SY 2015–2016 to SY 2018–2019

Assessment Results for AP Math and Computer Science Courses										
Year	Calculus AB		Calculus BC		Statistics		Computer Science A		Computer Science Principles	
	# Taking Test	% Passing Test	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
2016	879	33	356	53	465	26	60	60	n/a	n/a
2017	1073	34	447	61	524	28	74	74	14	71
2018	1218	38	391	55	592	25	113	113	40	80
2019	836	35	258	61	485	25	78	78	116	69

Table 13. NM AP Science Exams. Number of students taking and percent passing science Advanced Placement exams, from SY 2015–2016 to SY 2018–2019

Assessment Results for AP Science Courses										
Year	Biology		Chemistry		Environmental Science		Physics C: Elec. and Mag.		Physics C: Mechanics	
	# Taking Test	% Passing Test	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing	# Taking	% Passing
2016	677	40	422	22	217	38	21	81	82	74
2017	853	48	588	26	277	38	51	67	100	70
2018	894	47	591	26	342	28	37	68	79	73
2019	653	48	398	25	301	26	35	49	70	76

[2]Physics B was discontinued after the 2013–2014 school year and replaced by Physics 1 and Physics 2 exams (see Table 14).

Table 14. Replacement Assessments for Physics B. Number of students taking and percent passing Physics 1 and Physics 2 exams from SY 2015–2016 to SY 2018–2019				
ASSESSMENT RESULTS FOR PHYSICS 1 AND 2 COURSES				
Year	Physics 1		Physics 2	
	# Taking Test	% Passing Test	# Taking Test	% Passing Test
2016	334	27	45	49
2017	512	24	35	71
2018	667	26	36	53
2019	450	28	13	62

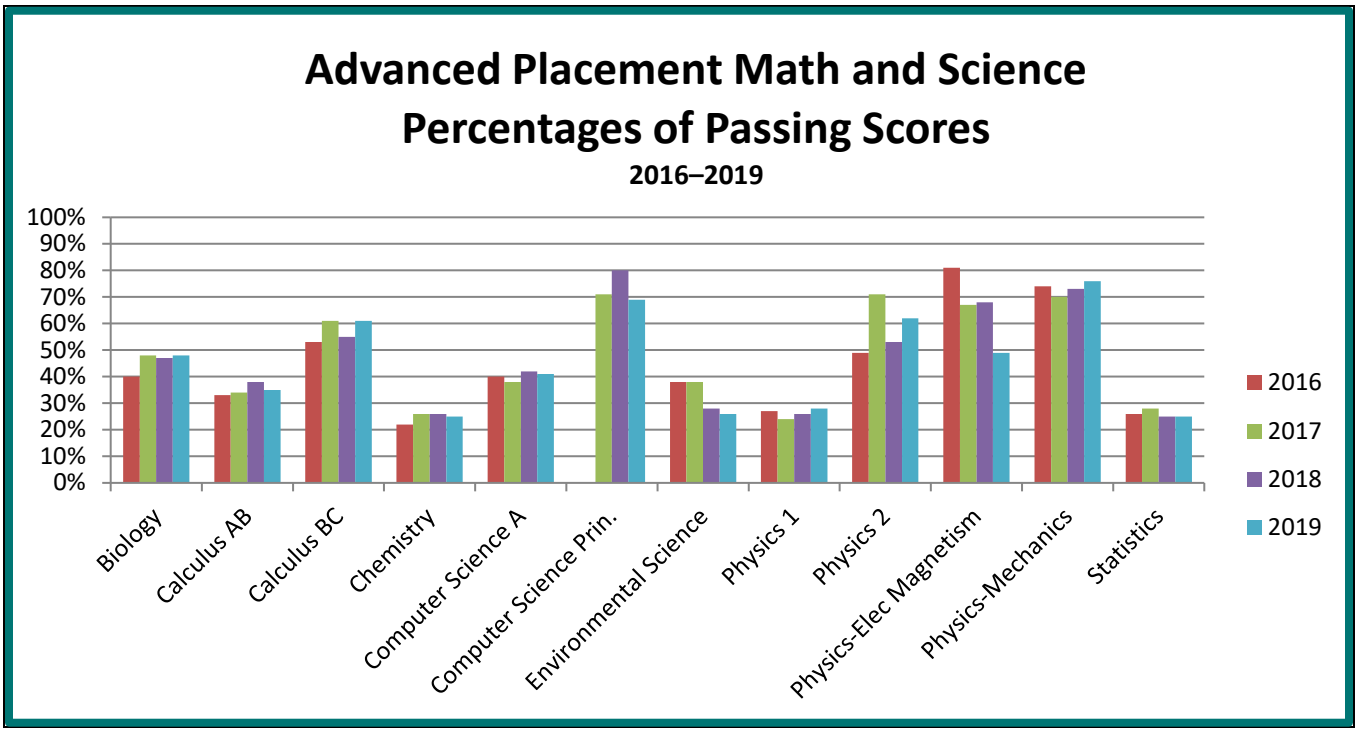


Figure 12. New Mexico students passing the Advanced Placement tests from SY2015–16 to SY2018–19.

4.6 Dual Credit Program

Information on Dual Credit was not available at the time of publishing the report.

5. Actions Taken in School Year 2018–2019

This section includes a brief summary of actions taken by the Math and Science Advisory Council (MSAC), the Math and Science Bureau, and NMPED partners to improve student achievement in math and science.

5.1 Activities of the Math and Science Advisory Council

The MSAC duties are defined by New Mexico State Statute, see Appendix A. From July 1, 2018 to June 30, 2019, members from public schools, public post-secondary educational institutions, museums, and national laboratories served on the MSAC. Kim Allen Scheerer and Christy Krenek served as co-chairs.

MSAC Activities

- Participation in the STEM NM collaborative ecosystem in December 2018
- Co-Chair attendance at the NM Informal Science Educators (NM ISE) network meeting presentation of Martínez v. State of New Mexico by Diane Torres-Velásquez, Ph.D. of the Latino Education Task Force in December 2018
- Participation in the evaluation and review of material using the NextGen TIME process on January 10–13, 2019
- Support of Los Alamos National Laboratory's STEAM Day at the Legislature on January 17, 2019
- Meeting with newly appointed secretaries of Public Education and Higher Education departments and with College of Education Deans in February 2019 to garner support for establishing an endorsement for Elementary Mathematics and Science
- Regular meetings of past and present members beginning in May 2019 with representatives from UNM, NMSU, WNMU, and NM Highlands to draft competencies for an elementary mathematics endorsement
- Participation in the NM PED INSPIRE 2019 Conference—support and facilitation of professional learning events on May 30 and May 31, 2019 at the Albuquerque Convention Center
- Participation in the state selection committees for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)—select state finalists for the PAEMST award in 7–12 Mathematics and Science on June 14, 2019.

MSAC Meeting Dates and Locations

- August 25, 2018—Explora Museum (Albuquerque)
- October 22, 2018—Sevilleta National Wildlife Refuge (north of Socorro)
- February 7, 2019 — Milagro Middle School (Santa Fe)
- May 17, 2019—New Mexico State University (Las Cruces)

MSAC Accomplishments

- The 2018 Math and Science Annual Report was posted and made available on the NMPED Math and Science Bureau website.
- The MSAC encouraged the NMPED to seek a waiver year for the NM Assessment of Science Readiness to give districts an opportunity to implement the NM STEM Ready! Science Standards.



Members of MSAC, NMPED Math and Science Bureau and staff at NMSU while touring the STEM Outreach Center in May 2019.

5.2 Activities of the Math and Science Bureau

Note. Number of students is estimated based on percentage of teachers impacted (75 percent elementary; 25 percent secondary) and estimated class size loads (elementary=24 students; secondary=150 students).

Table 15. MATH AND SCIENCE PROFESSIONAL LEARNING Supported by 2019 Legislative appropriations of $3.5 million to provide support for educators in STEM areas				
	# of Teachers Impacted		# of Students Impacted**	Partners/Collaborators
BUILDING CAPACITY	FY 18	FY 19	FY 19	
Facilitator Trainings Making Sense of Science & Making Sense of Student Work	62	108	n/a	WestEd
MESA Regional Coaching Support	135	N/A	N/A	NM MESA
TEACHER SUPPORT	FY 18	FY 19	FY 19	Partners/Collaborators
Math Content Instructional Materials Review	45	75	n/a	Instructional Materials Bureau, MC^2
Making Sense of Science Teacher Institutes Matter, Dynamic Earth, Energy, Genes & Traits, Systems, Waves, MultiDimensional Science Ed.	360	783	43,488	Albuquerque, Grant County Schools, Roswell Independent School District
Virtual Professional Learning Community	n/a	20	2,500	NM school districts and charters
OpenSciEd Field Test	n/a	32	5,250	NM school districts and charters
NM STEM Symposium/INSPIRE 2019	356	457	25,675	NM school districts and charters
Making Sense of Student Work Formative assessment teacher courses	327	210	13,125	NM school districts, charter schools, and Mathematically Connected Communities (MC^2)
PARCC Webinars	290	n/a	n/a	NM school districts and charters
Science Webinars	221	140	7,875	NM school districts and charters
NM DreamTeam	n/a	27	4,050	NM school districts, charter schools, and LearnZillion
NextGen TIME	n/a	66	n/a	NM school districts and charter schools, BSCS, and WestEd
Multiplicative Reasoning Training	n/a	109	2,725	NM school districts, charter schools, and MC^2
LEADERSHIP SUPPORT				
NM STEM Ready! Science Standards Leadership Training	192	166	n/a	NM school districts and charters
Supporting Science Standards Implementation	n/a	64	n/a	NM school districts and charters
Approximate Total # of Students Impacted, FY 19			99,963	

Table 16. Accomplishments Achieved with State Funding—Highlights*

	Unified Statewide Vision for STEM Education	*High Educational Performance for all NM students*	*High Academic Standards & Aligned Assessment*	*High Quality STEM Teachers for All Students*	*STEM Learning Opportunities for Students at All Grade Levels*	*Out-of-School STEM Learning*
<u>NM STEM Ready! Science Standards Leadership Training</u> NM leaders attended a one-day professional learning session addressing the implementation of the NM STEM Ready! Science Standards. Participants experienced a science and engineering design challenge, developed an understanding of the structure of the standards, and created a vision for the shifts in instruction that support active student learning.						
<u>Making Sense of SCIENCE Supporting Science Standards Implementation</u> WestEd worked with the Math and Science Bureau to adapt the MultiDimensional Science Education course to support administrators and partners with the implementation of the NM STEM Ready! Science Standards; 64 administrators from 19 school districts and 3 state charter schools attended this course along with representatives from six state partner organizations.						
<u>Science Readiness Partnership</u> MSB provided intensive support in implementing the NM STEM Ready! Science Standards to 13 school teams.						
<u>Math Content Instructional Materials Review</u> The MSB and MC^2, in partnership with the NMPED Instructional Material Bureau, created a learning experience based on the Standards for Mathematical Practices and Common Core State Standards for Math. It was a one-day professional learning session, attended by 81 NM teachers.						
<u>STEM Partner Support</u> The MSB partnered with other organizations to expand support for teachers and students in STEM programs. In SY 2018−2019, the MSB collaborated extensively with the Informal Science Education Network (NM ISE Net) and MC^2.						

*Aligned with the STEM Strategic Framework of New Mexico, page 9

Accomplishments Achieved with State Funding—Highlights* *(continued)*	*Unified Statewide Vision for STEM Education*	*High Educational Performance for all NM students*	*High Academic Standards & Aligned Assessment*	*High Quality STEM Teachers for All Students*	*STEM Learning Opportunities for Students at All Grade Levels*	*Out-of-School STEM Learning*
<u>Making Sense of Science (MSS): Facilitation Academy, School Year, and Summer Institutes</u> In March, WestEd trained 24 New Mexico educators as facilitators for the MSS MultiDimensional Science Education and summer institutes and trained 46 New Mexico educators in course updates, bringing them into alignment with the NM STEM Ready! Science Standards. In the 2018–2019 school year, 783 teachers from 55 school districts and 12 state charter schools attended the MSS school year and summer institutes in MultiDimensional Science Education, Genes & Traits, Matter, Energy, Dynamic Earth, Systems, and Waves. MSS institutes provide teachers with deep content knowledge, pedagogical strategies, and ways to incorporate literacy into science.						
<u>Virtual Professional Learning Community</u> The MSB and the Title 1 Bureau collaborated to provide support to 20 K–12 science teachers virtually. These teachers met twice a month after school for hour-long sessions to discuss problems of practice they face in the classroom and to receive collegial support to enhance their practice.						
<u>NM Science DreamTeam</u> MSB and Instructional Materials Bureau provided support to 24 high school teachers and 3 science coaches to develop high school cornerstone units.						
<u>INSPIRE 2019 Teacher Summit</u> MSB, MC^2, and teacher leaders facilitated 11 mathematics and science sessions over the two-day teachers' summit, providing professional learning to 457 teachers.						
<u>Making Sense of Student Work (MSSW)</u> The NMPED provided MSSW for math formative assessment training to 210 teachers during the 2018–2019 school year.						

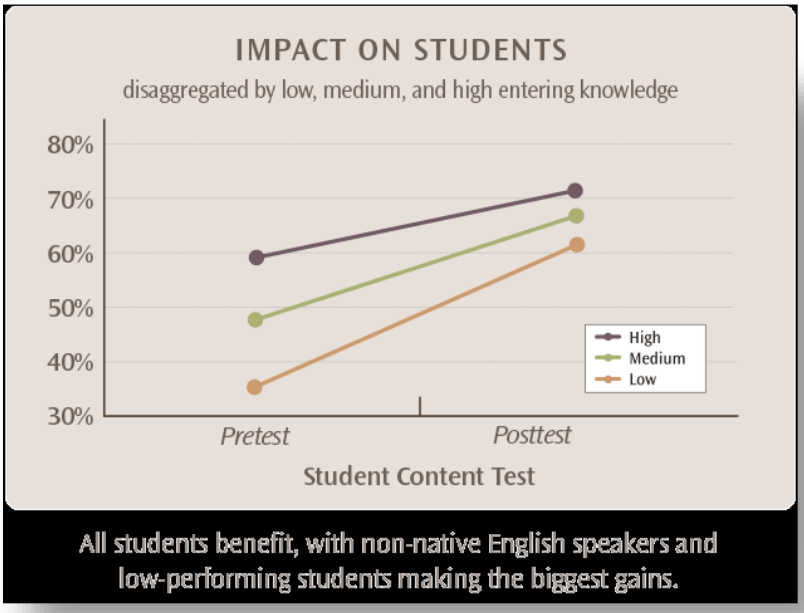
Accomplishments Achieved with State Funding—Highlights* *(continued)*	*Unified Statewide Vision for STEM Education*	*High Educational Performance for all NM students*	*High Academic Standards & Aligned Assessment*	*High Quality STEM Teachers for All Students*	*STEM Learning Opportunities for Students at All Grade Levels*	*Out-of-School STEM Learning*
<u>Webinars</u> The MSB provided ongoing supported for science teachers virtually, through several webinars. To support teachers with the implementation of the NM STEM Ready! Science Standards, a webinar series on *Implementing the NM STEM Ready! Science Standards* was produced, showing how to plan and support a sense-making learning environment.						
<u>OpenSciEd Field Test</u> New Mexico, in collaboration with nine other state education agencies, developers and funders, took part in a field test of open source science curriculum called OpenSciEd. The long term vision of OpenSciEd includes ensuring that every science teacher in the country can access and download freely available, high-quality, NGSS aligned instructional materials. Additionally, OpenSciEd envisions supporting districts and schools by providing high-quality instructional materials training to science teachers and trainers. Teachers in New Mexico from 10 districts and 2 state charter schools field tested two units of science instructional materials for grades 6, 7, and 8 that are aligned to the NM STEM Ready! Science Standards. These units will be released in Fall 2019.						
<u>Teach To One Math Pilot</u> The NMPED partnered with Bloomfield Public Schools, McCurdy Charter School, and Taos Municipal Schools in the last year of a three-year pilot to improve students' mathematics achievement in grades 6–8. Teach to One provides learning experiences that are personalized, adaptive, and self-improving to optimize the delivery of math instruction to learners with a variety of learning needs.						
<u>NextGen TIME</u> As a result of the calls for support in assessing instructional materials, the NMPED provided a two and one-half day training in January 2019 on a tool that supports districts in critically analyzing instructional materials for adoption. 19 district teams participated in the training.						

Accomplishments Achieved with Federal Funding—Highlights*	*Unified Statewide Vision for STEM Education*	*High Educational Performance for all NM students*	*High Academic Standards & Aligned Assessment*	*High Quality STEM Teachers for All Students*	*STEM Learning Opportunities for Students at All Grade Levels*	*Out-of-School STEM Learning*
<u>NASA GLOBE Grant—MISSION EARTH:</u> Beginning in 2016 for five years, and in partnership with WestEd and several universities, NASA is funding professional learning for teachers, equipment, and a part-time NM state coordinator, Christy Wall, PhD. Dr. Wall, an atmospheric scientist, is providing training and field support in several pilot schools in New Mexico.						

Making Sense of SCIENCE Teacher & Administrator Courses
2019 Summary

What is Making Sense of SCIENCE?

The New Mexico Public Education Department has contracted with WestEd's Making Sense of SCIENCE (MSS) project since 2015 to train accomplished New Mexico teacher leaders and staff developers to facilitate five-day MSS teacher courses on Energy, Matter, Dynamic Earth, and Genes and Traits. In 2019, a new two-day course was added and adapted for both teachers and administrators: MultiDimensional Science Education. This year also saw the Math and Science Bureau offer the two-day Systems and Waves courses during the school year and offer seven different courses during the summer in three locations across the state. The project's approach emphasizes teachers experiencing the same inquiry-based science that they are teaching their students and focuses on science content understanding, classroom practice, literacy proficiency, and pedagogical reasoning.



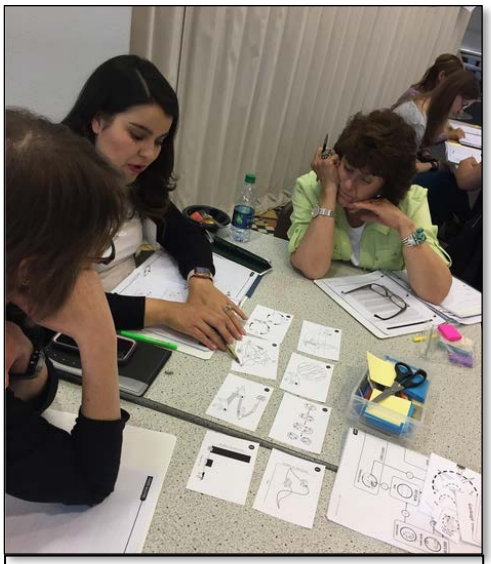
The project's effectiveness has previously been demonstrated through federally funded, multi-state, randomized, controlled trials studying the achievement results of students of comparable teachers who did and did not receive MSS professional learning (Heller, Daehler & Shinohara, 2003; Heller, Daehler, Wong, Shinohara & Miratrix, 2012).

Teachers' science content knowledge gains were substantial.

Eighty-one percent of teachers believed that the MSS courses strengthened their understanding of science content. The table below summarizes gains teachers made in content knowledge in each course during the 2019 institutes.

Course	Pre-Test (Mean % Correct)	Post-Test (Mean % Correct)	Mean Gain (%)
Dynamic Earth	47	59	12
Matter	75	83	8
Genes & Traits	42	56	14
Energy	52	65	13
Systems (2-day)	57	67	10
Waves (2-day)	50	72	22

Course	Pre-Test (Mean % Correct)	Post-Test (Mean % Correct)	Mean Gain (%)
Systems (3-day)	58	67	9
Waves (3-day)	52	64	12
MDSE	54	62	8



Participants in the SYSTEMS course making sense of systems.

"This training gave me the confidence that I can give the best learning that my students deserve." [MSS Participant, ***Feb. 2019]***

I would tell them that this experience is important for all teachers who teach science, because it helps put us in the position of students, and it's reflective of how they feel in the science classroom. It's also a good reminder that the shift to NGSS means that teachers are facilitators and don't need to give students answers." [MSS Participant, ***Summer 2019]***

Who attended?

Making Sense of SCIENCE courses were attended by 847 educators from 55 school districts and 12 state charter schools. Educators attending the Systems and Waves course received a corresponding curriculum unit.

Number of educators who attended	847
Number of workshops	39
Locations	Albuquerque, Las Vegas, Roswell, Silver City
Districts	55
State charter schools	12
Elementary teachers	494
Middle school teachers	105
High school teachers	177
Administrators	71

"Thank you for inspiring me to do better implementing NGSS!" [MSS participant, ***Feb. 2019]***

"This professional training should be given yearly for beginners and for refreshers." [MSS participant, ***Summer 2019****]*

Course	Number of Educators Attended
Systems 2- & 3-day institutes	295
Waves 2- & 3-day institutes	93
MultiDimensional Science Education 2-day institute	205
Matter 5-day institute	50
Dynamic Earth 5-day institute	48
Energy 5-day institute	22
Genes & Traits 5-day institute	24
Total in Attendance*	847

* Some educators attended one or more sessions.

MAKING SENSE OF SCIENCE FACILITATOR TRAINING

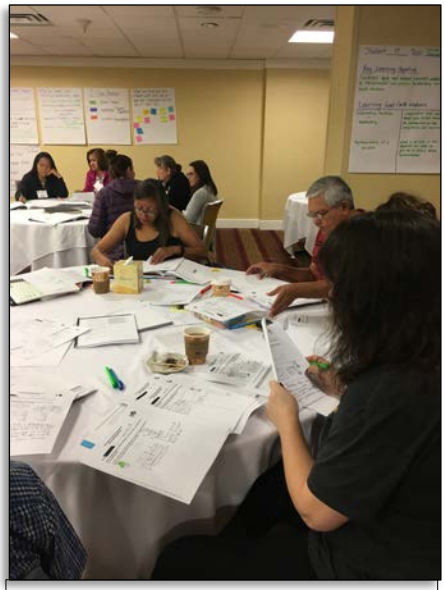
In March 2019, the NMPED contracted with WestEd's Making Sense of SCIENCE (MSS) program; they trained 24 New Mexico teachers and other educators to facilitate MultiDimensional Science Education (MDSE) a new 2-day MSS course. MDSE addresses the multidimensional nature of the NM STEM Ready! Science Standards, examining eight dimensions of science learning, and how they can be integrated into classroom practice. In April 2019, WestEd trained 46 current New Mexico facilitators in updates to the three-day Grade K–5 System and middle school Waves courses and updates to the five-day Energy, Dynamic Earth, and Genes & Traits courses.

MSS uses a model that supports New Mexico in building capacity with high-quality, professional learning opportunities for teachers. WestEd focuses on training NM teacher leaders, informal science providers, and university faculty, who will then train other NM educators.

MAKING SENSE OF STUDENT WORK (MSSW)

The NMPED contracted with WestEd to train 22 educators in 2017 to facilitate MSSW for math. MSSW is an analytical way of looking at students' work to identify what they know, categorize misconceptions, and determine what learning is needed to strengthen students' understanding. MSSW has strong ties to literacy and is ideal for collaborative groups of teachers to use during professional learning communities (PLCs).

The NMPED held MSSW sessions in February, March, and May for 210 math educators.



Teachers attending Making Sense of Student Work Math training

SCIENCE READINESS PARTNERSHIP (SRP)

The Math and Science Bureau worked with a cohort of school teams with an intense focus on the implementation of the NM STEM Ready! Science Standards. Teachers and administrators from 13 school teams participated in face-to-face and virtual learning opportunities. The learning opportunities included two days focused on the structure and implementation of the standards, two days of Making Sense of Science, and two virtual meetings focused on topics selected by the school teams.

The SRP training is very essential to us educators. Thank you so much for having the initiative to introduce this to us educators. Kudos to all of you, you have done a great job in improving our Science Curriculum.
—SRP Teacher

Gallup McKinley County School District	Central Consolidated School District	T or C Municipal School District	Bernalillo Public School District
John F. Kennedy Middle School Roosevelt Elementary School Thoreau Elementary School Thoreau Middle School Tobe Turpen Elementary School	Newcomb Middle School Nizhoni Elementary School Mesa Elementary	Arrey Elementary School T or C Elementary School	Algodones Elementary School

GREAT TRAINING! Very informative! I am currently implementing STEM into my second grade classroom. I have a sense of confidence while delivering the lessons.

—SRP Teacher

TEACH TO ONE MATH PILOT PROGRAM

The NMPED partnered with Bloomfield Public Schools and Taos Municipal Schools in a three-year math pilot to improve students' mathematics achievement in grades 6–8. To optimize the delivery of math instruction to learners with a variety of learning needs, learning experiences are personalized, adaptive, and self-improving. Delivery of instruction is through multiple, technology-enabled (e.g., coached virtual instruction, virtual live tutoring) and live instruction (e.g., live teacher-led investigations, small group collaboration, peer-to-peer investigation, independent practice) modalities, provided simultaneously in the classroom, supporting students by providing them the opportunity to learn the same skill in different ways.

During the 2018–2019 school year, Taos Municipal Schools expanded the math pilot to Ranchos de Taos, Taos High School, and to the whole middle school. The schools utilized the innovative and personalized learning modalities for middle school math students and showed a year's growth for all students, as measured by the NWEA MAP spring assessment.

Middle School Students' Fall to Spring Growth As a Ratio of National Average Growth (2015 norms)				
District	School	Grade(s)	Growth in Years for SY 2017–18	Growth in Years for SY 2018–19
Bloomfield Public School	Mesa Alta Jr. High	7 and 8	1.4	1.1
Taos Municipal School	Ranchos de Taos Elementary	5	N/A	1.2
Taos Municipal School	Taos Middle School	6, 7, and 8	1.4 (6th only)	1.6
Taos Municipal School	Taos High School	9	N/A	2.4

OpenSciEd Field Test

New Mexico, in collaboration with nine other state education agencies, developers, and funders, took part in a field test of open source science curriculum called OpenSciEd. The long term vision of OpenSciEd includes 1) ensuring any science teacher in the country can access and download freely available, high-quality NGSS aligned instructional materials and 2) supporting districts and schools by providing professional learning for science teachers and leaders in high-quality instructional materials. During the 2018–2019 school year, teachers from 10 districts and 2 state charter schools field tested two units of science instructional materials for grades 6, 7, and 8 that were aligned to the NM STEM Ready! Science Standards.

Field-test teachers were provided six days of face-to-face professional learning and six hours of virtual professional learning throughout the school year. The NMPED provided instructional kits, student/teacher books, and science notebooks to all field test classrooms.

The units that were field tested during the 2018–2019 school year will be released to the general public during the 2019–2020 school year.



OpenSciEd field test teachers, facilitators, and Director Vazquez celebrating the completion of Winter Curriculum Support Convening.

New Mexico Science DreamTeam



NM DreamTeam teachers and science coaches collaborate to create science units of study.

The NMPED partnered with LearnZillion to provide support and training for 24 science teachers and 3 science coaches in a series of face-to-face and virtual meetings. These science teachers and science coaches created several high school cornerstone units aligned to the NM STEM Ready! Science Standards utilizing the 5E instructional model.

MULTIPLICATIVE REASONING/ ADDITIVE REASONING WORKSHOPS

The MSB collaborated with NMSU/MC^2 to provide a series of workshops focused on multiplicative reasoning for 3–5 grade teachers. On two Saturdays, 109 teachers attended workshops in Farmington, Rio Rancho, and Deming from September to November 2018. A third day, offered in Spring 2019, allowed teachers to experience the Making Sense of Student Work protocol for analyzing student work.

An additional session on additive reasoning provided instructional coaches strategies to support teachers who attended the Multiplicative Reasoning Series workshops. This two-day learning focused on exploring

- how children in the primary grades progress from early ideas about counting to the use of additive reasoning to add and subtract within 20;
- models, activities, and instructional strategies that support numeracy development;
- interview tasks that can help identify a student's current understanding; and
- instruction that supports development of more sophisticated understanding.

VIRTUAL PROFESSIONAL LEARNING COMMUNITY

The Math and Science and the Title 1 Bureaus at the New Mexico Public Education Department collaborated to provide support to K–12 science teachers virtually. This virtual PLC supported 20 science teachers from 12 districts and 2 state charter schools in identifying and brainstorming solutions to problems of practice. These teachers met twice a month after school for hour-long sessions to discuss problems of practice they face in their classrooms and received collegial support to enhance their practice.

Districts	State-Chartered Charter Schools
Capitan Municipal Schools Cimarron Municipal Schools Clayton Municipal Schools Dora Consolidated Schools Farmington Municipal Schools Lordsburg Public Schools Raton Public Schools Roswell Independent Schools Socorro Consolidated Schools Springer Municipal Schools Tularosa Municipal Schools West Las Vegas Public Schools	McCurdy Charter School Six Directions Indigenous Charter School

"As a rural teacher, one often feels simply an outlier to the middle corridor. The outreach provided by the Math and Science Bureau's collaboration has been able to engage conversation that removes the feeling of isolation."
—Virtual PLC participant

MATH AND SCIENCE STEM LEARNING FOR TEACHERS AND STUDENTS

Supported by Federal Funding

What is NASA GLOBE Mission EARTH?

The GLOBE Mission EARTH program aims to strengthen student preparation for STEM careers, especially for underserved youth, through teaching field-based science and rigorous research protocols. Students collect environmental data, interact with scientists, carry out projects to investigate the communities where they live, and connect with students throughout the world. Embedding this work into schools that specialize in career academies facilitates curriculum integration and coherence.

NASA GLOBE Mission EARTH Funding

In partnership with WestEd/University of California Berkeley, University of Toledo, Boston University, Tennessee State University, NASA Langley Researcher Center, and the GLOBE Implementation Office and beginning in 2016, funding for five years was awarded to provide professional learning for teachers, equipment, and a part-time NM state coordinator, Christy Wall, PhD. Dr. Wall, an atmospheric scientist, is providing training and field support in several pilot schools in New Mexico.

During the 2018–2019 school year, five schools participated in the GLOBE Mission EARTH Program. From these schools, 12 teachers received individualized professional development courses on how to use GLOBE and scientific data collection, as well as other NASA resources, to meet New Mexico's STEM Ready Science! Standards and to teach students technical skills needed for a career in STEM fields. During the school year, teachers had follow-up support as they began to implement these tools in their classrooms.

Of the five participating schools, two were new to the program: Taos High School and Jefferson Montessori Academy. Teachers from Taos High School worked with Dr. Wall to access an aerosol instrument from NASA. Students collected aerosol and cloud data nearly every day and discussed their data with NASA scientist, Dr. Margaret Pippin. Teachers from Jefferson Montessori Academy worked with a group of students to complete rigorous scientific projects, which they presented at the GLOBE Student Research Symposium (SRS), held in Mescalero, NM. Scientists from New Mexico Tech and local industry judged the posters. Two student groups won awards for their work, and one of these groups was invited to present their research at the International GLOBE Annual Meeting, held in Detroit, MI.



Left: Students from Carlsbad Early College High School collect water from the Pecos River for testing

Right: Students and teachers from Jefferson Montessori Academy proudly display their certificates from the SRS.



Congratulations to the Recent National Awardees!



Krystal Irby
7–12 Science
Albuquerque Public Schools

Krystal Irby has been an educator for over a decade, most recently teaching 11th-grade physics through project-based learning (PBL) at Nex+Gen Academy. In addition to teaching, Krystal works with several teacher networks, including the New Mexico Public Education Department, Discovery Educators' Network, and the New Tech Network, to deliver professional development and share best practices in both science and technology.



Cindy Lee
7–12 Science
Cobre Consolidated Schools District

Cindy Lee has been a science educator for over two decades at Snell Middle School. She has served on committees to evaluate state standards, review instructional materials, and assist with the implementation of new standards for science education. During her career, Cindy has been selected as teacher of the year for Snell Middle School, Outstanding MESA Advisor for New Mexico, and has received the Golden Apple Award.



Erin Mayer
K–6 Mathematics
Albuquerque Public Schools

Erin Mayer has been an educator for 13 years. For the past seven years, she has taught at Janet Kahn School of Integrated Arts and currently teaches all subjects to her fourth/fifth grade class. Erin is a lead developer for Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S^3), a mathematics framework. AIM4S^3 was developed to provide equitable access to mathematics for English language learners and students who struggle with mathematics.



Eric Schultz
K–6 Mathematics
Pojoaque Valley Public Schools

Eric Schultz has been an educator for seven years. Currently he teaches sixth grade mathematics at Pojoaque Valley's Sixth Grade Academy. Eric was eager to better himself as a teacher due to his experiences working with MC^2 at NMSU. During his three years as a teacher leader, Eric worked collaboratively to learn about best practices for teaching mathematics. He also participates in the teacher leader network of the Los Alamos National Labs Math and Science Academy where he works to improve math instruction for students.



Congratulations to the 2019 State Finalists!

Jessica Esquibel: 7–12 Mathematics
Albuquerque Public Schools

Melody Hagaman: 7–12 Science
Las Cruces Public Schools

Brian Smith: 7–12 Science
Santa Fe Public Schools

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K–12 mathematics and science teaching. State finalists are forwarded to the national PAEMST review committee for possible selection as a national awardee. Recipients of the national award receive a certificate signed by the President of the United States; a paid trip for two to Washington, DC; and a $10,000 award. For more information, please visit www.paemst.org.

5.3 Math and Science Bureau's K–12 Math and Science Partnerships

New Mexico is home to several STEM initiatives whose staff have partnered with the Math and Science Bureau to support STEM education statewide. Some examples are highlighted below.

New Mexico EPSCoR (Experimental Program to Stimulate Competitive Research)

The NM EPSCoR program is funded through the National Science Foundation and includes a broad range of learning and research experiences, both formal and informal, across educational levels and age groups. NM EPSCoR manages the NM SMART Grid Center that is pursuing research and workforce training for next-generation electric power production and delivery.

New Mexico MESA

New Mexico Mathematics, Engineering, Science Achievement, Inc. (NM MESA) empowers and motivates middle and high school students to explore college majors and careers in mathematics, engineering, science, and related fields. MESA supports New Mexico's culturally diverse STEM teachers and students on school campuses throughout the state by helping students reach their full potential as leaders through STEM achievement. Teachers and students work collaboratively, participating in innovative programming via field trips, speaker presentations, workshops, graduating senior Loyalty Awards, academic competitions, community service, and leadership development. NM MESA is a part of the national MESA USA program that works to serve underrepresented minority students with dynamic STEM education across the US.

Computer Science Alliance

Computer Science Alliance is an educational non-profit. The Alliance provides computer science education experts and educational solutions for students, teachers, schools, and districts. These experts strive to increase access to high-quality computer science education through a lens of equity, rigor, and local solutions by providing guidance and advocacy to educational decision makers, professional development events for teachers, and activities for students.

Appendices

Appendix A: Statutory Requirements

This section describes the laws and rules that apply to the Mathematics and Science Education Act in relevant part as follows:

22-15E-1. Short title.

This act [Chapter 22, Article 15E NMSA 1978] may be cited as the "Mathematics and Science Education Act".
History: Laws 2007, ch. 44, § 1; 2007, ch. 239, § 1.

22-15E-2. Definitions.

As used in the Mathematics and Science Education Act:

A. "bureau" means the mathematics and science bureau;
B. "chief" means the chief of the bureau; and
C. "council" means the mathematics and science advisory council.

22-15E-3. Bureau created; duties.

History: Laws 2007, ch. 44, § 2; 2007, ch. 239, § 2.

A. The "mathematics and science bureau" is created in the department. The secretary shall appoint the chief as provided in the Public Education Department Act [9-24-1 NMSA 1978].
B. The bureau shall:
   (1) administer the provisions of the Mathematics and Science Education Act;
   (2) provide staff support for and coordinate the activities of the council;
   (3) work with the council to develop a statewide strategic plan for mathematics and science education in the public schools and coordinate education activities with other state agencies, the federal government, business consortia and public or private organizations or other persons;
   (4) ensure that school districts' plans include goals for improving mathematics and science education aligned to the department's strategic plan;
   (5) recommend funding mechanisms that support the improvement of mathematics and science education in the state, including web-based mathematics and science curricula, mentoring and web-based homework assistance;
   (6) promote partnerships among public schools, higher education institutions, government, business and educational and community organizations to improve the mathematics and science education in the state;
   (7) develop and evaluate curricula, instructional programs and professional development programs in mathematics and science aligned with state academic content and performance standards; and
   (8) assess the outcomes of efforts to improve mathematics and science education using existing data.

History: Laws 2007, ch. 44, § 3; 2007, ch. 239, § 3.

22-15E-4. Mathematics and science advisory council; created; members; terms; vacancies.

A. The "mathematics and science advisory council" is created, composed of twelve members. Members of the council shall be appointed by the secretary for staggered terms of four years; provided that for the initial appointments, four members shall be appointed for two years, four members shall be appointed for three years and four members shall be appointed for four years. Members shall serve until their successors have been appointed and qualified. A vacancy shall be filled by appointment by the secretary for the unexpired term.
B. Using a statewide application process, the secretary shall appoint members from throughout the state so as to ensure representation of the state's demographics, including geographic distribution, gender and ethnic diversity and as follows:
   (1) four members from public schools, including at least two mathematics and science teachers and a school district administrator with experience in mathematics and science curricula;
   (2) three members from public post-secondary educational institutions with expertise in mathematics or science education;
   (3) four members from the private sector, including the national laboratories, museums and science- and engineering-based businesses; and

(4) one member who represents the New Mexico partnership for mathematics and science education.

C. Members of the council shall elect a chair from among the membership. The council shall meet at the call of the chair not less than quarterly. D. Members of the council are entitled to receive per diem and mileage pursuant to the provisions of the Per Diem and Mileage Act [10-8-1 NMSA 1978] but shall receive no other compensation, perquisite or allowance.

History: Laws 2007, ch. 44, § 4; 2007, ch. 239, § 4

22-15E-5. Council duties.

The council shall:

A. advise the bureau on implementation of the bureau's duties pursuant to the Mathematics and Science Education Act;

B. make recommendations to the bureau and the department regarding the statewide strategic plan for improving mathematics and science education and advise on its implementation and incorporation into the department's five-year strategic plan for public elementary and secondary education in the state;

C. advise the bureau, the department and the legislature regarding appropriations for mathematics and science education, administration, resources and services, including programs for public school students and staff;

D. work with the bureau to determine the need for improvement in mathematics and science achievement of public school students and make recommendations to the department on how to meet these needs; and

E. produce an annual report on public elementary and secondary mathematics and science student achievement to be submitted to the department, the governor and the legislature no later than November 30 of each year.

History: Laws 2007, ch. 44, § 5; 2007, ch. 239, § 5.

22-15E-6. Mathematics and science proficiency fund; created; purpose; annual reports.

A. The "mathematics and science proficiency fund" is created as a non-reverting fund in the state treasury. The fund consists of appropriations, gifts, grants, donations and income from investment of the fund. Disbursements from the fund shall be made by warrant of the secretary of finance and administration pursuant to vouchers signed by the secretary of public education or the secretary's authorized representative.

B. The fund shall be administered by the department, and money in the fund is appropriated to the department to provide awards to public schools, school districts, public post-secondary educational institutions and persons that implement innovative, research-based mathematics and science curricula and professional development programs. The department shall promulgate rules for the application and award of money from the fund, including criteria to evaluate innovative, research-based mathematics and science programs and professional development programs.

C. Each award recipient shall provide an annual report to the bureau that includes a detailed budget report, a description of the services provided and documented evidence of the stated outcomes of the program funded by the mathematics and science proficiency fund and that provides other information requested by the bureau

History: Laws 2007, ch. 44, § 6; 2007, ch. 239, § 6.

Appendix B: Glossary and Acronyms

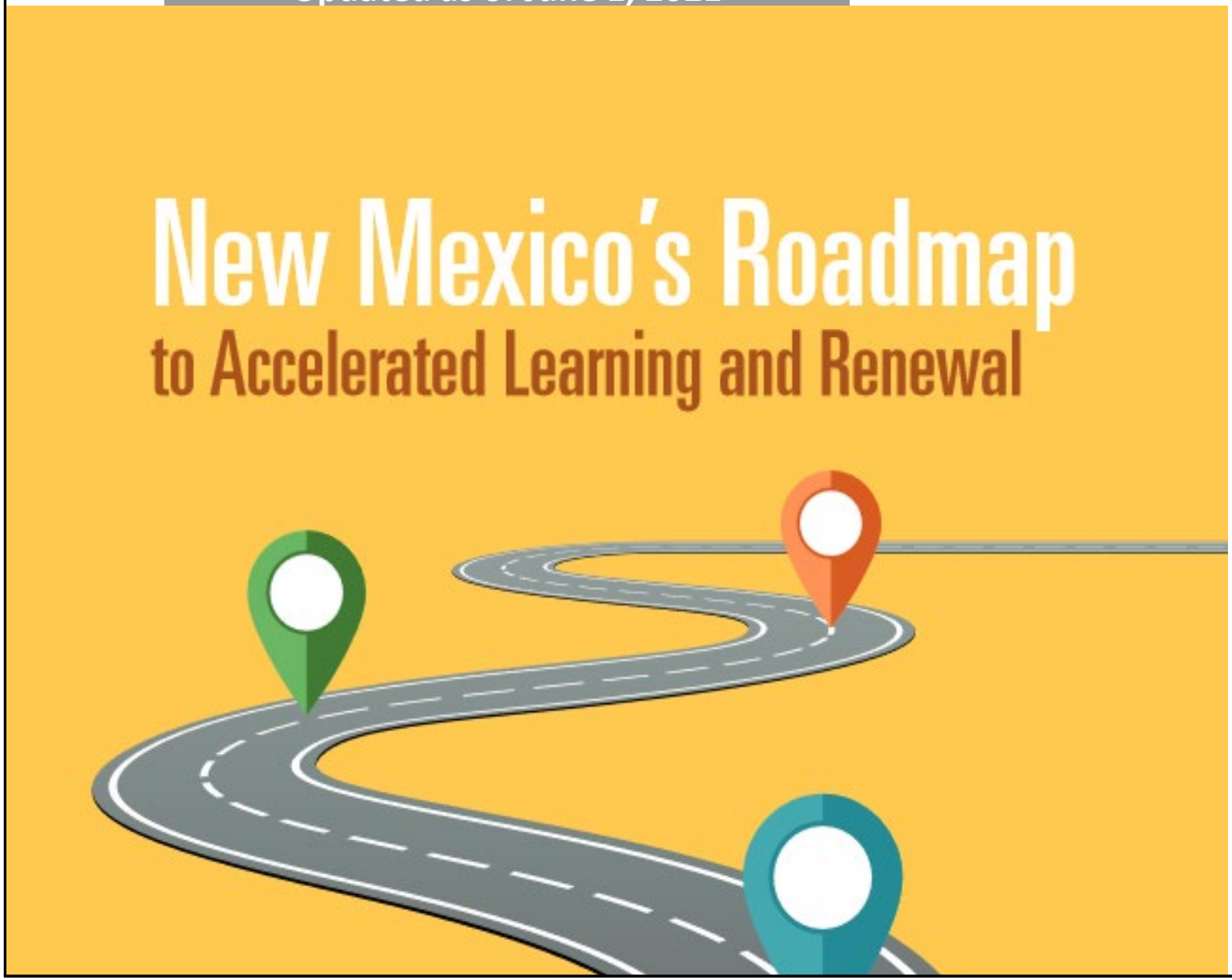
AAUW	American Association of University Women
ACT	American College Testing
AIM4S^3	Achievement Inspired Mathematics for Scaffolding Student Success
AP	Advanced Placement
BSCS	Biological Sciences Curriculum Study
CCSS	Common Core State Standards
CNM	Central New Mexico Community College
ELA	English language arts
ELL	English language learner
EPSCoR	Experimental Program to Stimulate Competitive Research, a National Science Foundation funded grant
HED	New Mexico Higher Education Department
ISEC	Inquiry Science Education Consortium
LANL	Los Alamos National Laboratory
LANLF	Los Alamos National Laboratory Foundation
MC^2	Mathematically Connected Communities
MDSE	MultiDimensional Science Education
MESA	Mathematics, Engineering, and Science Achievement, Inc.
MSAC	Math and Science Advisory Council
MSB	Math and Science Bureau of the Public Education Department
MSS	Making Sense of Science
MSSW	Making Sense of Student Work
NAEP	National Assessment of Educational Progress
NGSS	Next Generation Science Standards
NM	New Mexico
NM ISE Net	New Mexico Informal Science Education Network, a program of NM EPSCoR
NM-MSSA	New Mexico Measures of Student Success and Achievement
NMPED	New Mexico Public Education Department
NMAPA	New Mexico Alternate Performance Assessment
NMPMSE	New Mexico Partnership for Math and Science Education
NMSTA	New Mexico Science Teachers Association
NMSU	New Mexico State University
NSF	National Science Foundation
NWEA	Northwest Evaluation Association
PAEMST	Presidential Award for Excellence in Mathematics and Science Teaching
PARCC	Partnership for Assessment of Readiness for College and Career
PBL	Project-based learning
PD	Professional development
PL	Professional learning
PLC	Professional learning community
PSAT	PSAT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a great primer for the SAT, and even the ACT. PSAT scores are used to identify National Merit Scholars and award merit scholarships.
SAT	Scholastics Aptitude Test

SBA	New Mexico Standards Based Assessments are provided for a number of content areas not assessed by the Transitional Assessment for Mathematics and English Language Arts This report refers to SBA science assessments only.
SRP	Science Readiness Partnership
SRS	Student Research Symposium
STARS	Student Teacher Accountability Reporting System (STARS) catalogs all approved courses and standard data set.
STEM	Science, technology, engineering, and mathematics
SY	School year
WNMU	Western New Mexico University
UNM	University of New Mexico

Volume 2.0
Updated as of June 1, 2021

New Mexico's Roadmap

to Accelerated Learning and Renewal




NEW MEXICO
Public Education Department

Youth Poster (English)

INFORMATION FOR SCHOOL-AGE YOUTH



IF YOU LIVE IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

❖

In a motel or campground due to the lack of an alternative adequate accommodation

❖

In a car, park, abandoned building, or bus or train station

❖

Doubled up with other people due to loss of housing or economic hardship

You may qualify for certain rights and protections under the federal McKinney-Vento Act.

Eligible students have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference.
    - If the school district believes that the school selected is not in his/her best interest, then the district must provide the student with a written explanation of its position and inform the student of his/her right to appeal its decision.
- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to the students' needs.

If you believe you may be eligible, contact the local liaison to find out what services and supports may be available.

Local Liaison	State Coordinator

If you need further assistance with your educational needs, contact the National Center for Homeless Education:

1-800-308-2145 • homeless@serve.org • http://nche.ed.gov

Parent Poster (Spanish)

INFORMACIÓN PARA LOS PADRES



SI SU FAMILIA VIVE EN CUALQUIERA DE LAS SITUACIONES SIGUIENTES:

En un albergue

❖

En un motel o un sitio para acampar debido a la falta de una alternativa adecuada

❖

En un auto, un parque, un edificio abandonado, o una estación de trenes o de autobuses

❖

Compartiendo la vivienda de otras personas debido a la pérdida de su casa o a una dificultad económica

Sus hijos de edad escolar podrían calificar para recibir ciertos derechos y protecciones bajo la ley federal McKinney-Vento.

Sus hijos elegibles tienen derecho a:

- Recibir una educación pública gratuita y apropiada.
- Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción.
- Inscribirse y asistir a clases mientras que la escuela obtiene los documentos necesarios.
- Inscribirse en la escuela local, o continuar asistiendo a la escuela de origen (la escuela a la cual su hijo asistió cuando tenía una residencia permanente, o la última escuela en la cual estaba inscrito), si esto es su preferencia.
  - Si el distrito escolar cree que la escuela escogida por usted no es la mejor para sus hijos, el distrito tiene que darle a usted una explicación escrita de su posición e informarle de su derecho de apelar su decisión.
- Recibir transporte a/de la escuela de origen, si usted lo pide.
- Recibir servicios educacionales comparables a los que están provistos para otros estudiantes, según las necesidades de sus hijos.

Si usted cree que sus hijos podrían ser elegibles, contacte al oficial para la educación de los niños y jóvenes sin hogar de su distrito escolar para averiguar los servicios y ayudas que podrían estar disponibles. También puede haber apoyo disponible para sus hijos de edad preescolar.

Oficial para la educación de los niños y jóvenes sin hogar	Coordinador estatal

Si usted necesita ayuda adicional con las necesidades educacionales de sus hijos, contacte al Centro Nacional de Educación para los Niños y Jóvenes sin Hogar:
1-800-308-2145 • homeless@serve.org • http://nche.ed.gov

New Mexico's Social and Emotional Learning Framework for Schools

1. **Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community**
    a. **Teacher-student relationships are a priority for all adults in the building**
    b. **Culture and identity are valued and explored**
    c. **Classroom routines and procedures exist**
    d. **Community building is intentional and encouraged**

2. **Intentional Development of Skills, Mindsets and Habits - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.**
    a. **The 5 SEL competencies are taught, modeled and practiced**
    b. **Explicit SEL instruction is provided consistently**
    c. **All students are exposed to an age appropriate, evidence based SEL curriculum**
    d. **Student voice is present and encouraged**

3. **Rich Instructional Experiences - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.**
    a. **Academic and growth mindsets are fostered**
    b. **SEL and academic objectives are aligned**
    c. **SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter**
    d. **Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.**

4. **Environments Filled with Safety and Belonging - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.**
    a. **Environments are filled with safety and belonging**
    b. **School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced**
    c. **Staff and student relationships are evident and valued.**
    d. **Staff relationships are supportive, respectful and collaboration exists**
    e. **Student relationships are respectful, friendly and inclusive**

5. **<u>Integrated Systems and Supports</u> - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.**
    a. **Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports**
    b. **Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices**
    c. **SEL is evident in out of school time programming**
    d. **SEL is integrated into family and community communications, activities and programming**

6. **<u>Use of Data to Assess Need and Impact</u> - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity.**
    a. **Identify, Collect and Review data: Consider your purpose for collecting data**
    b. **Use of Framework rubric to assess implementation**
    c. **Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.**

New Mexico Social and Emotional Learning Framework
School Self-Assessment

1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Teacher-student relationships are a priority for all adults b. Culture and identity are valued and explored c. Classroom routines and procedures exist d. Community building is intentional and encouraged	Teachers use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Supportive environment – belonging and emotional safety creating opportunities through relationships learner-autobiography-lesson-plan/ Identity safe classrooms Teaching tolerance questions for reflective practices Classroom shared agreements lesson plan classroom community building Partner clocks Creating shared class goals Turn to you partner Three signature SEL classroom practices

2. Intentional Development of Skills, Mindsets and Habits- students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.				
	Fully Implemented	Partially Implemented	Not implemented	Resources
a. The 5 SEL competencies are taught, modeled and practiced b. Explicit SEL instruction is provided consistently	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals	The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.	SEL in the classroom self-assessment SEL integrated lesson or activity planning checklist SEL integrated sample lesson plans Modeling SEL for students Modeling SEL for young people Explicit SEL instruction
c. All students are exposed to an age appropriate, evidence based SEL curriculum	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strength	Selecting an Evidenced-based program Adopting an evidenced based program for SEL

d. Student voice is present and encouraged	Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community	Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	Students do not yet have opportunities to take on leadership and decision-making roles.	Elevate Student Voice

3. Rich Instructional experiences- SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Academic and growth mindsets are fostered b. SEL and academic objectives are aligned c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they are learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction. SEL	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	Teachers have not yet prioritized the integration of SEL into instruction	Using interactive pedagogy Fostering academic mindsets Aligning SEL and academic objectives Integration of SEL and instruction

d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.	The school or district uses rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are at and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	Some of the school's or district uses and/or are exploring the use of rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	The school/district is using traditional grading policies not reflected in competency based grading.	aurora-institute.org

4. Environments filled with safety and belonging- conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Environments are filled with safety and belonging	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments	Leadership and staff are familiar with most students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural difference	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Anti-Defamation League (ADL) Anti-Bias tools and strategies National Center on Safe Supportive Learning Environments: Creating safe and Respectful environments in our nations classrooms A supportive classroom environment Belonging and Emotional Safety
b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably enforced	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.	The school is reviewing or has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL	Trauma Learning Policy Initiative Establish Discipline Polices that Promote SEL Student-centered discipline SEL alignment to schoolwide systems, polices, programs and practice

c. Staff and student relationships are evident and valued d. Staff relationships are supportive, respectful and collaboration exits e. Student relationships are respectful, friendly and inclusive	All staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. All staff engage in ongoing, high quality professional development and integrate SEL into staff meetings and PLC's.	Some staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. Some staff engage in ongoing , high quality professional development and are planning to integrate SEL into staff meetings and PLC's	Staff and students do not examine their own social and emotional competence, are not engaged in ongoing SEL professional development and have not integrated SEL into staff meetings and PLC's	Creating Opportunities through relationships adult PD modules Foster a supportive school climate Self-Care and Re-Energizing

5. Integrated Systems of Supports- SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.				
	Fully Implemented	Partially Implemented	Not implemented	Resources
a. Identify and communicate how SEL aligns with existing systems; i.e., MLSS, SAT, PBIS b. Align SEL to universal strategies, such as school mental health, restorative practices and/or	The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.	The school provides a partial continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and initiatives with schoolwide SEL goals and priorities.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities	Integrate Student Supports with School wide SEL SEL and PBIS Integration

trauma informed practices				
c. SEL is evident in Out of School programming	School staff and community partners in out of school time programming are aligned around SEL common language, strategies, and communication	School staff and community partners in out of school time programming are in the process of aligning around SEL common language, strategies, and communication	School staff and community partners in out of school time programming have not aligned around SEL common language, strategies, and communication	Strategies for Establishing School-OST-Family Partnerships in support of SEL Collaboration Tools for Building SEL Across the School Day and Out of School Time https://schoolguide.casel.org/resource/collaboration-tools-for-building-sel-across-the-school-day-and-out-of-school-time/
d. SEL is integrated into family and community communications, activities and programming	School leaders and school staff have multiple avenues for ongoing two-way communication with families and community inviting both to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family and community participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.	School leaders and staff regularly communicates with families and community and invite feedback from both about the school's efforts to promote students' SEL.	School leaders and staff do not yet communicate with families and community about SEL. School	Community Partnerships https://schoolguide.casel.org/focus-area-3/family-partnerships/

6. Use of Data to Assess Need and Impact- Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.				
	Fully Implemented	Partially Implemented	Not Implemented	Resources
a. Identify, collect and review data, considering your purpose for collecting data	The school uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.	The school is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	The school has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	Indicators of schoolwide SEL Continuously improve schoolwide SEL implementation SEL Data Reflection Protocal
b. Use of NM SEL Framework wo assess implementation	A team of school staff, including an administrator have used the NM SEL Framework to assess comprehensive SEL implementation	A team of school staff, including an administrator are planning to use the NM SEL Framework to assess comprehensive SEL implementation	The school has not planned to use the NM SEL Framework to assess comprehensive SEL implementation	New Mexico's SEL Framework and Assessment Rubric
c. Use of individual reflection tools for all, (students, staff, administration, families) for practice development and continuous improvement	School leaders and staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	Some staff use reflection tools with students, families/community, staff and administration to practice continuous improvement	School leaders and staff do not use reflection tools.	Indicators of Schoolwide SEL: Strengths and Needs Reflection SEL Data Reflection Protocal

NEW MEXICO
Public Education Department

UPDATED APRIL 20, 2021

COVID-19 Response Toolkit for New Mexico's Public Schools

The release of this updated toolkit replaces and supersedes the previously released Toolkit

REPORTING

Notify New Mexico Public Education Department (NMPED) as soon as a confirmed case of COVID-19 is detected

If the case is a **staff member**, also report to the New Mexico Environment Department (NMENV) within 4 hours of notification by one of these methods:

» **EMAIL** NMENV-OSHA@state.nm.us
» **CALL** 505-476-8700
» **FAX** 505-476-8734

PREVENTION

- **Maintain physical distance** (6 feet). This is very important in preventing the spread of COVID-19.
- **Wear a face mask at all times** except when eating or drinking or resting (sleeping).
- **Wash your hands often with soap and water.** If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- **Clean and sanitize daily.** Focus on high-touch surfaces and areas where multiple cohorts of students gather.

TRANSMISSION

The virus spreads from person-to-person primarily:

- Between people who are in close contact with one another (within 6 feet for 15 minutes or more in a 24 hour period).
- Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
- When droplets land in the mouths or noses, or are inhaled into the lungs, of people who are nearby.
- By symptomatic and asymptomatic individuals.
- By people touching a contaminated surface or object and then touching their mouths, noses, or eyes.

INCUBATION

Individuals generally become ill between 2 and 14 days after exposure.

Please note that while Bureau of Indian Education schools may use NMPED's Rapid Response protocols, this Toolkit does not apply to them.

PED EQUITY EXCELLENCE RELEVANCE

NEW MEXICO DEPARTMENT OF HEALTH

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Updates to this Toolkit from the previously published version on March 25, 2021 include:

- Change to the close contact definition to align with current Department of Health guidance
- Guidance on reporting positive cases at interscholastic events
- Guidance on managing individuals with COVID-19 like symptoms on campus
- Removal of the 90-day limitation on close contact exemption for those fully vaccinated
- Addition of vaccination information on the reporting form
- Guidance for student testing programs
- Addition of school-based BinaxNOW testing options for surveillance programs
- Update to singing and playing wind instruments to allow for groups to play indoors
- Update to the School Health Advocate contact information

Definitions

Asymptomatic Confirmed Case: A person who has tested positive for COVID-19 by laboratory testing but did not experience any symptoms of illness within 10 days of the test.

Close Contact: Someone who:

- Over a 24-hour period, has a cumulative exposure of fifteen minutes or longer within six feet of a confirmed COVID-19 case with or without a face covering, or
- Was in the same class or cohort as a confirmed COVID-19 case in a school, or
- Was on the same bus as a confirmed COVID-19 case.

Confirmed Case: A person who has tested positive for COVID-19 by laboratory testing.*

*Confirmatory laboratory tests include Polymerase Chain Reaction (PCR) or antigen tests from respiratory or oral specimens.

Cohorting: The practice of keeping groups of students, and staff together over the course of the school day with the goal of limiting exposures to only those within the same cohort. This practice may help reduce the spread of COVID-19 by:

- Limiting exposure to an individual with COVID-19 to one particular cohort and not posing a broad risk to the rest of the school.
- Reducing contact with shared surfaces.
- Facilitating more efficient contact tracing in the event of a positive case.
- Allowing for targeted quarantine, testing, and/or isolation of a single cohort, instead of school-wide measures in the event of a positive case or cluster.

Contact Tracing Process: Contact tracing is the process of reaching out to individuals who have been exposed to a confirmed case of the virus in order to ensure they take the necessary precautions and receive any needed testing.

COVID-like Symptoms: Fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of smell or taste, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. See additional information from the Centers for Disease Control (CDC).

Infectious Period: Time during which an infected person is contagious and most likely to spread disease to others. If students, staff, contractors or volunteers were at school during their infectious period, all of their close contacts must be identified and quarantined.

- For a confirmed symptomatic COVID-19 case, the infectious period starts two days prior to the illness onset date and continues 10 days after illness onset AND until patient is fever-free for 24 hours without the use of fever-reducing medications AND symptoms have improved.
- For a confirmed symptomatic COVID-19 case with severe illness or severe immunosuppression, the infectious period starts two days prior to illness onset date and extends to 20 days after illness onset date AND until patient is fever-free for 24 hours without the use of fever-reducing medications AND symptoms have improved.
- For a confirmed asymptomatic COVID-19 case, the infectious period starts two days prior to the specimen collection date and continues for 10 days after.
- If a confirmed asymptomatic COVID-19 case has severe immunosuppression, the infectious period starts two days prior to the specimen collection date and continues 20 days after.

Isolation: The act of keeping someone who is sick or who tested positive for COVID-19 away from others by staying home from school, work, and other activities while infectious.

- Isolation should last at least 10 days after the onset of symptoms, and until fever-free for 24 hours without the use of fever-reducing medications, and experiencing improvement of symptoms.
- For people who never had symptoms, the isolation period is 10 days after the date their first positive test was collected.
- If someone has a severe illness or severe immunosuppression, the isolation period should be extended to 20 days.
- A negative test is not required to determine when to end the isolation period. Nor does a negative test end the isolation period. When in doubt, the New Mexico Department of Health should be consulted.

Quarantine: Keeping individuals who were in close contact with someone who has COVID-19 away from others. Close contacts with a confirmed case of COVID-19, should stay home from school, work, and other activities for 10 days following their last exposure. Exposed contacts should be tested for the novel coronavirus (SARS- CoV-2) no sooner than three days, ideally between seven and 10 days, following the last exposure to a confirmed case. If the close contact has a positive result, isolation should be implemented as described above.

For the first 90 days after a positive PCR or school-based BinaxNOW test, individuals who have had COVID-19 infections and who have completed their self-isolation periods, do not need to quarantine if they are a close contact of a COVID-19 infectious person.

Individuals who are fully vaccinated against COVID-19 and who have had close contact with a COVID-19 infectious individual are not required to quarantine if they meet the following criteria:

- Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
- Have remained asymptomatic since the current COVID-19 exposure

Severe Illness: Indicated by hospitalization in an intensive care unit with or without mechanical ventilation.

Severe Immunosuppression: Severe suppression of immune response of an individual includes being on chemotherapy for cancer, untreated HIV infection with CD4 T lymphocyte count <200, combined primary immunodeficiency disorder, and receipt of prednisone >20 mg/day for more than 14 days.

- Other factors such as advanced age, diabetes mellitus, or end-stage renal disease, may pose a much lower degree of immunocompromise and not clearly affect decisions about duration of isolation.

COVID-19 Preparation and Response for Schools

District Planning and Response Team

Assemble a COVID-19 District Planning & Response Team

1. Team Lead/Point Person
2. Leader & Deputies
3. Head Nurse
4. HR Director
5. Head of Operations & Facilities
6. Head of Security
7. Principals
8. An Educator (designated by the Union if educators are represented)
9. A Staff/Facilities Employee (designated by the Union if educators are represented)

At Each School. Prepare & Plan

Prepare a duty list and designate a backup for each team member.

Identify an isolation area for ill students or staff.

Plan for student pick up when one large area or the entire building needs to be evacuated at once:

1. Pick up of students
2. Sending staff home
3. Who stays last?
4. Will buses be used?

Plan for when a student cannot be picked up immediately.

Responsibilities of the School COVID-19 Point of Contact

Collect and maintain all information about who is in each building:

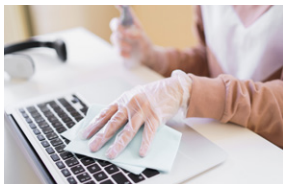
1. Staff rosters including cell phone numbers
2. On-site contractor rosters
3. Classroom and cohort rosters
4. Class schedules
5. After school program rosters
6. Real-time sign-in sheets/visitor rosters
7. Real-time student attendance data from school administrators
8. Bus route rosters
9. Each student's emergency contacts authorized to pick up, authorized medical care, and household member information, etc.
10. Up-to-date student addresses

Have key contact information on hand for state agencies who can answer questions:

- NMPED hotline for reporting all cases
- NMENV/OSHA for recording staff cases: 505-476-8700
- NMDOH COVID hotline for general questions: 1-855-600-3453
- School Health Advocates contact information











Communication for Schools

COVID-19 Point Person

Each school must identify a COVID-19 Point Person to liaise with the New Mexico Public Education Department (NMPED) Rapid Response Team. For many schools, the school nurse may be well-suited to serve in this role. In the event of a confirmed positive case in the school, the point person must be prepared to:

- Effectively communicate with NMPED and other state officials conducting case investigations;
- Provide classroom rosters and bus rosters that list all riding students and the buses they ride, and after school program lists for all participating students that include location and program sponsor;
- Provide up-to-date contact information for each student at the school;
- Identify close contacts of confirmed cases; and
- Ensure close contacts do not return to school until the appropriate isolation or quarantine period has passed.

Please provide the name and contact information of the designated Point Person to NMPED in this online spreadsheet. You may appoint one point person for all of your schools. However, please assign a back-up Point Person in the event that your Point Person is absent or ill.

Communication with Families

Communication regarding positive cases should be handled in a timely and thoughtful manner. Every effort should be made to maintain confidentiality of the infected individual. Within four hours of the school being notified of a positive case, the close contacts (**see page 3 for the definition**) should be notified by the school of the requirement to quarantine for 10 days from the last exposure. Students and staff identified as close contacts are highly encouraged to be tested. Within four hours of the initial notification of the positive case, schools must also notify families and staff that a positive case has been identified at the school site. Please use the language contained in the ***Notification Letter Template*** for school communications regarding positive cases. **Notification of the school community is only required if the positive case was on campus while infectious**.

Please see the ***Staff & Student Individual Decision Tree*** and the ***Quarantine Decision Tree*** for additional information.

Confidentiality Considerations

An individual's right to privacy should always be considered. In sharing information with students, families, and staff members, report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student or staff member who is infected.

However, in relation to the sharing of information with NMPED Rapid Response members or NMDOH School Health Advocates, the Federal Education Rights and Privacy Act (FERPA) permits non-consensual disclosures of Personally Identifiable Information (PII) from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. Additional information regarding FERPA and COVID-19 may be found in the U.S. Department of Education's FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions (FAQs).



Rapid Response to a COVID-19 Case in an School Facility

RESOURCES:

- **NMPED Hotline**: 505-476-5825 (7am–10pm M–F; 7am–8pm weekends and holidays)
- **New Mexico Testing Sites**
- **COVID-19 Test Results** website indicates which NMDOH results tested negative
- **CDC Cleaning and Disinfecting Guidance**

Reporting of a Positive COVID-19 Case is Required

ACTION STEP	RESPONSIBLE	TIMELINE
1. Ensure the positive individual has been isolated and sent home. Inform the positive individual and his/her parents/guardians (if a student), that the positive individual will need to self-isolate for 10 days from the specimen collection leading to the positive test result AND until fever-free for 24 hours without fever reducing medication AND until symptoms are improving.	School Administrator or District/School COVID-19 Point Person	Within 4 hours of notification
2. Report the positive case to NMPED within 4 hours of the school being notified. Be ready to provide information about the positive case.	School Administrator or District/School COVID-19 Point Person	Within 4 hours of notification
3. If a staff member, also report the positive case within 4 hours to **NMENV at 505-476-8700**.	School Administrator or District/School COVID-19 Point Person	Within 4 hours of notification
4. Shut down impacted facilities/classrooms for 24 hours and perform enhanced cleaning, sanitizing, and disinfecting of facilities in accordance with CDC guidance.	School Administrator or District/School COVID-19 Point Person	Within 6 hours of notification
5. Provide ***COVID-19 Positive Case Letter*** to all staff and families in appropriate languages and on district/school letterhead. If the positive individual was not at school from two days prior to symptom onset (or if asymptomatic, two days before the specimen leading to the positive test result was collected) through the isolation period, there is not a school exposure and there is no need to notify the school community.	School Administrator	Within 6 hours of notification
6. Call your regional School Health Advocate for any guidance needed regarding testing, cleaning, closure, etc. See the ***School Health Advocate Contact List*** on page 25 and ***Guidance for Closures*** on page 9.	School Administrator or District/School COVID-19 Point Person	No time requirement

What to Report for Schools

Report all positive cases of COVID-19 to NMPED within 4 hours of notification.

- Any laboratory-confirmed case of COVID-19, **staff or student**, should be reported to NMPED between 7am and 10pm. Be ready to answer the questions about the positive case and close contacts.
- If the case is a **staff member,** also report to NMENV within 4 hours of notification by one of these methods:
  - » **EMAIL** NMENV-OSHA@state.nm.us
  - » **CALL** 505-476-8700
  - » **FAX** 505-476-8734



Each district or school's COVID-19 Point Person must report positive cases of COVID-19 to NMPED for any student, staff, or contractor and NMENV (only if a staff member).

When your district or school's COVID-19 Point Person goes to the Rapid Response Submission website or calls NMPED, the Point Person will provide information about the positive case, such as name, date of birth as well as contact information for the point person. The Point Person will also be required to call NMENV if the positive case is an employee.

Your district or school's COVID-19 Point Person needs the information below to complete the NMPED report.

Incident Report Information:

1. Name and address of the school or district site that the infected person physically occupied
2. Date employer was notified of the positive test(s)
3. Last date each positive employee or student was at the school or district site
4. Date each positive employee/student began self-isolation
5. Name, email, and cell phone number of Principal or Director
6. Number of staff/contractors and all other persons who were in the building on the date of positive case notification
7. Number of students who were in the building on the date of positive case notification
8. Type of School: Public, Charter, State-supported, Bureau of Indian Education (BIE), or Private.
9. Role of the positive individual (for example: student, teacher, school administrator, food service, custodial, bus driver, counselor, librarian, school nurse, educational assistant, administrator, secretary)
10. If a student, the grade the positive student is in
11. If a student, was the student on campus for athletics
12. STARS ID#, if positive individual is a student

13. If a staff member, why was staff member on campus?
14. Home mailing address of the positive individual
15. Email address of the positive individual (or parent)
16. Phone number of the positive individual (or parent)
17. Have you notified NMENV for employee cases?
18. What date were families notified of the positive case? If they have not been notified yet, what date will they be notified? Please feel free to use the ***Positive Case Letter template*** provided on page 23 of this Toolkit, printed on your school/ district letterhead (also available in Spanish).
19. On what date were staff notified of the positive case? If they have not been notified yet, what date will they be notified? Please feel free to use the Positive Case Letter template provided in this Toolkit, printed on your school/district letterhead (also available in Spanish).
20. What type of reentry model was the district or school in when notified of the positive case? (For example: Full Reentry; Hybrid (ES), (ES, MS), (ES, MS, HS) or Small Groups of PreK–3, and/or Students with Disabilities only)
21. Which parts of the school site or building have you closed or will you close? (classroom, wing, school, cafeteria)
22. Is the case related to an earlier case at your school that you know of?
23. If the case is related to an earlier case, on what date was the school notified of the earlier case?
24. How many individuals are in the cohort of the positive case?
25. How many student close contacts were identified?
26. How many staff close contacts were identified?
27. On what date did the school or impacted area reopen?
28. How long was the school (fully or partially) closed?
29. Has the case received one or more vaccine shots? If so, when and which one?

A **"close contact"** in a school is defined as:

- All students and staff who were in the same classroom as the infected individual;
- All students and staff who were on the same bus as the infected individual;
- All students and staff who came within six feet of the infected individual (even while wearing a mask) for a cumulative total of 15 minutes over a 24-hour period.

Important Final Step: Check to see if the confirmed positive individual resides with any other district students or employees—for example, siblings or household members of a confirmed positive student who attend other schools, or students who are the children of employees or contractors at the district/school. If so, share confirmed positive case information among the appropriate schools through their COVID-19 Points of Contact so that impacted students and staff are quarantined.

Important Note: If you are notified that a household member of a student or staff member is infected with COVID-19, the students or staff members who reside in the same household of this confirmed case must quarantine.

They should quarantine for 10 days from the last date of contact with the infected individual or, if continuously exposed, 10 days from the last date on which the infected case is likely to have been infectious (10 days after symptom onset, or 10 days from specimen collection leading to positive test result) and the household members, are encouraged to get tested for COVID-19.



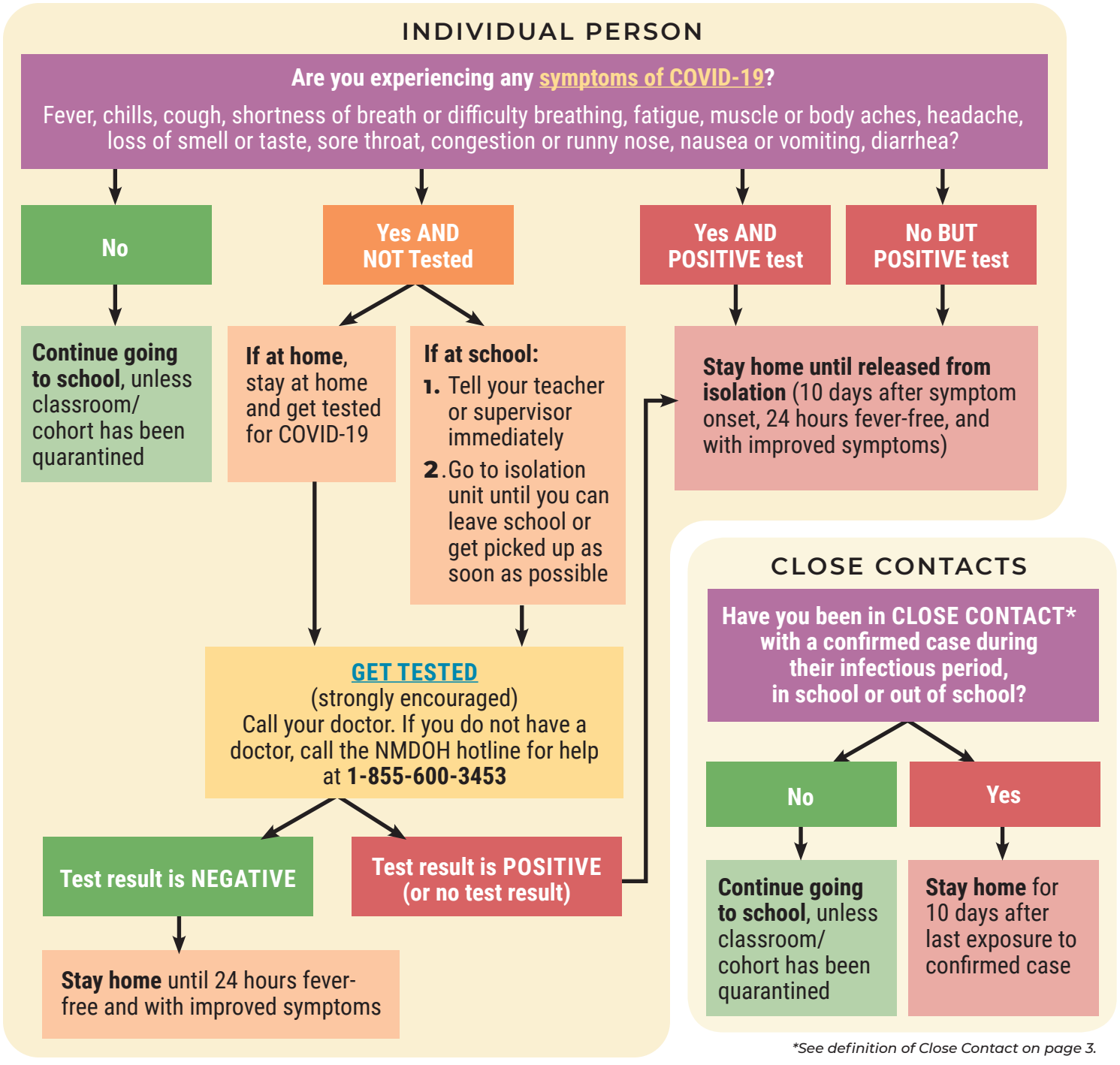
Guidance for School Closures

Consult with the NMPED Rapid Response Team and your School Health Advocate to determine which areas, if any, to close.

COVID SITUATION	DURING INVESTIGATION	POST INVESTIGATION
One or more confirmed cases within the same classroom.	• Close off areas used by the COVID-19 infectious individual. • Wait 24 hours before cleaning/disinfecting. • Clean and disinfect all areas used by the COVID-19 infectious individual, such as classrooms, offices, bathrooms, and common areas. • Open outside doors and windows to increase air circulation in the area as safe to do.	• Once area has been appropriately disinfected, it can be opened for use. • Students and staff in close contact with positive case quarantine for 10 days; testing is highly recommended. • School/district sends out ***Positive Case Letter*** on appropriate letterhead to staff and students using the provided template in this Toolkit.
At least 2 cases within 14 days of each other.	• Close affected rooms/wing. • Follow same procedures as above.	Follow same procedures as above.
Considerations for siblings and household members: If an individual (student or staff) tests positive, all of their household members should quarantine during the positive individuals isolation period and for an additional 10 days afterwards. It is also recommended they are tested for COVID-19.	• Close the room of the positive individual. • Follow same procedures as above. • If siblings or household members test positive, their classrooms will need to be closed and their close contacts will need to be quarantined. • If siblings or household members test negative, there is no need to close their classrooms or quarantine. However, the siblings and household members still need to quarantine.	Follow same procedures as above.

School Staff and Student Decision Tree

The following decision tree was created for families, students, and staff to better understand the steps that should be taken if an individual develops symptoms. Testing of close contacts (strongly encouraged) should happen 7–10 days into quarantine, or at onset of symptoms. A negative test for a close contact of a COVID-19 positive individual does not end the quarantine period.



*See definition of Close Contact on page 3.

Symptoms in a Recovered Individual: If a person is positive for COVID-19, completes their self-isolation, recovers, and then develops new COVID-like symptoms within 90 days of their first infection, they should stay home until fever-free for at least 24 hours without fever-reducing medication and with improvement in symptoms. They may consider consulting their healthcare provider for additional guidance.

If a person who was positive for COVID-19 more than 90 days ago develops new COVID-like symptoms, they should follow the same guidance as for someone who was never previously a case.

Acute vs. Chronic COVID Symptoms in Schools

Acute Symptoms

Students or school staff with no known exposure to COVID-19 and with new onset (acute) COVID-19 symptoms, such as headache, runny nose, diarrhea, etc., should be sent home to self- isolate.

Staff and students are encouraged to get tested and should remain in isolation until the results are available. A negative test result will discontinue the isolation and the student or staff member may be allowed to return to school provided that the symptoms do not interfere with the ability to work at school. **If a symptomatic person has had a known exposure to COVID-19, they must quarantine for the full 10 days regardless of a negative test.**

Chronic Symptoms:

Students with chronic, mild non-specific COVID-19 symptoms should have their symptoms assessed either by a school nurse or primary care provider. If there are no changes in symptoms from the baseline state, students would not need to be tested and may participate in school. If students have a change in symptoms from their baseline as assessed either by a school nurse or a primary care provider, then the students should be tested for COVID-19 and be placed in isolation until the results are available. A negative result will discontinue the isolation. If a student has a change in their baseline state and the student does not get tested, the student must self-isolate for 10 days and be fever-free without fever reducing medication for 24 hours and have improving symptoms before returning to school.

Staff with allergies, asthma, or other non-infectious chronic disease which may present with mild non-specific COVID-19 symptoms should contact their primary care provider. The primary care provider may furnish the staff member with medical documentation stating that present, non-specific mild symptoms do not differ from the patient's baseline, indicating the individual may return to school without being tested for COVID-19.

Students or staff who have tested negative for COVID-19 in the past two weeks and who have no known exposure to COVID-19, should not be tested again in the presence of chronic symptoms that have not changed in a meaningful way during that interval. If those symptoms were to change from their baseline, then the student or staff should begin home isolation.

Students and staff with mild, chronic conditions, such as asthma or allergies, and who receive a negative BinaxNOW COVID-19 antigen test, are not required to self-isolate and may participate in school and extra-curricular activities until such time as the individual has a positive COVID-19 test or has a change in symptoms. A note from a primary care provider is not required for reentry in such cases.

If I develop symptoms after vaccination, should I isolate myself and get tested for COVID-19?

Individuals who develop symptoms after vaccination may be unsure if their symptoms are related to the vaccination or if they are infected with the SARS-CoV-2 virus. The following approach should be utilized to determine next steps when post-vaccination symptoms occur and get better within three days of vaccination.

PRESENCE OF ANY SYMPTOMS AFTER VACCINATION	SUGGESTED APPROACH
Injection site pain, swelling, and/or redness	These symptoms are consistent with the COVID-19 vaccination. Self-isolation is not recommended.
Cough, shortness of breath, runny nose, sore throat, and/or loss of taste or smell	These symptoms are unlikely to be from the COVID-19 vaccination. Self-isolate immediately and get tested for COVID-19.
Fever (100.0°F or higher), fatigue, headache, chills, myalgia, and/or arthralgia	These symptoms are consistent with post-vaccination, SARS-CoV-2 infection, or another infectious pathogen. Self-isolate until all of the following conditions have been met: • Feel well enough to perform normal activities, AND • Fever has resolved, AND • No additional symptoms are experienced (i.e. do not have other signs of COVID-19, including cough, shortness of breath, sore throat, and/or change in smell or taste) Self-isolate and get tested for COVID-19* if symptoms are not improving or persist for more than three days.

•Positive viral (nucleic acid or antigen) tests for SARS-CoV-2, if performed, should not be attributed to the COVID-19 vaccine, as vaccination does not influence the results of these test.

Face Coverings and Other Personal Protective Equipment for Schools

In accordance with the **New Mexico Department of Health Public Health Order**, **all people must wear a face mask while at school, during school-sponsored activities, and on school transportation**. Limited exceptions are described below.

Face Masks

Reasons for Wearing Face Masks

Centers for Disease Control (CDC) calls on Americans to wear face masks to slow and stop the spread of COVID-19. Wearing face masks slows the spread of COVID-19 by reducing the distribution of respiratory droplets by the wearer. The Public Health order requires mask-wearing for all people, including asymptomatic or pre-symptomatic people who are around other people, because they don't know they have the virus. The most important function of masks is source control. When there is universal mask-wearing, people protect each other from getting the virus. Universal mask-wearing, coupled with social distancing, hygiene practices, and other transmission-reducing practices, are critical for reducing the contagion rate of COVID-19

Face Mask Criteria

Face masks must cover the mouth and nose and fit snugly against the sides of the face in order to contain respiratory droplets. **The types of allowable face masks include:**

1. Face masks made of two or more layers of cloth.
2. Face masks with a clear plastic window.
3. Surgical, procedural, N95 or KN95 face masks that are approved by the federal Food and Drug Administration (FDA) for use by staff performing medical duties or similar close contact assignments.

The following face coverings are NOT substitutes for face masks:

- Masks that have exhalation valves or vents
- Bandanas
- Scarves
- Neck gaiters (also known as a neck fleece)
- Face shields (see further discussion below)

According to the CDC, masks that have exhalation valves or vents cannot be used because they allow respiratory droplets to be expelled. Therefore, masks with exhalation valves or vents do not prevent the person wearing the mask from transmitting COVID-19 to others.

In addition, based on research that has emerged regarding the relative effectiveness of different types of materials and designs, bandanas, scarves, and neck gaiters are not permitted as substitutes for face masks because they are significantly less effective at containing the droplets that are expelled when a person speaks, sings, coughs, sneezes, etc.

Finally, the CDC states that "it is not known what level of protection a face shield provides to people nearby from the spray of respiratory droplets from the wearer. There is currently not enough evidence to support the effectiveness of face shields for source control. Therefore, the CDC does not currently recommend use of face shields as a substitute for masks."

Any district or school that has purchased these materials should contact NMPED as soon as possible to pursue alternative options.



Using Face Masks

Wearing the Face Mask Correctly



- Wash your hands before putting on your mask.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.
- Don't put the mask around your neck or up on your forehead.
- Don't touch the mask while it's on your face unless removing it to eat or drink, and, if you do, wash your hands or use hand sanitizer to disinfect before touching your mask.

Washing Cloth Face Masks

- Ideally, a cloth face mask should be washed and dried after each use (after a day at school).
- Masks may be washed in a washing machine or by hand. Optimally, the face mask is dried in a dryer at the hottest setting or is dried outside with sunlight.

Keeping Face Masks on During the Day

Face masks must be worn all day while on school campuses, at school-sponsored events and on school transportation. The only time the face mask may be off is while eating and drinking during allowed times. Schools may provide supervised mask breaks for small groups of students outdoors, while maintaining more than 6 feet social distancing between individuals.

If a student removes the face mask and refuses to wear the mask during other times, then the student will have to be picked up from school and taken home. While waiting for pick up, the student should be supervised and quarantined from other students. Local school district and charter school policies should set forth the number of times a student may remove a face mask and receive a warning prior to being sent home.

Limited Exceptions to Wearing Face Masks

There are very limited circumstances under which a face mask cannot be worn. According to CDC guidance, the following individuals should not wear a face covering: children under age two, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance. In these cases, fully remote learning is the best option to keep the student safe, as well as other students, staff, and the greater school community.

When wearing a face mask would obstruct breathing or exacerbate another medical condition for a student, then the student should be seen by a healthcare provider to discuss whether it is safe for the student to be in school during the public health emergency. American Lung Association Chief Medical Officer Dr. Albert Rizzo states that "cases of exemption are very few and far between," and "people with supplemental oxygen or compromised respiratory status which become short of breath even when walking might meet [CDC] criteria, which in that case, going out in public is a health risk to the person." For these students, fully remote learning is the safest option.

For students who cannot wear a face mask and have an Individualized Education Plan (IEP) or a 504 Plan, the IEP team or 504 committee should meet to make a determination about possible accommodations based on the totality of needs, including the student's needs and the community's public health needs. In most cases, the IEP team or 504 committee should consider fully remote learning as the appropriate accommodation. In other cases, such as when the student has a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP team or 504 committee may determine whether a face shield could be substituted for a face mask after receiving medical documentation that would support such a determination. In the event the IEP team or 504 committee allows a face shield to be substituted for a face mask, the face shield

must be hooded, or start at the forehead, and wrap around the face from ear to ear and extend to the chin. In extreme cases when a face mask or a face shield cannot safely be worn, the IEP team or 504 committee shall convene to review medical documentation and consider whether individualized accommodations would allow the student to receive in-person instruction in such a way that staff and other students are kept safe. Additional personal protective equipment (PPE) for the student, other students in proximity to the student, and the staff serving the student should be considered.

When a student with an IEP or 504 Plan cannot wear a face mask due to a behavioral issue, then the IEP team or 504 committee should convene to develop a fully remote learning option and a plan for teaching the student to wear a face covering so the student may return to in-person learning as soon as possible.

When convening the IEP team or 504 committee to consider remote learning, face shields or other individualized accommodations, please meet with your legal counsel and Special Education Director or 504 coordinator to ensure that all state and federal laws are followed, including the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the New Mexico Human Rights Act, Section 28-1-1 NMSA 1978 et seq. In addition, please convene appropriate school staff to explore all options to include the student in whatever activities are feasible, including outdoor learning, in a safe manner to the greatest extent possible while minimizing and mitigating risks and making other possible accommodations.

Students who do not have and are not eligible for an IEP or 504 Plan must wear a face mask in order to attend school in-person. The alternative is fully remote learning.

Face Masks and Staff

According to the Equal Employment Opportunity Commission of the U.S. Department of Labor, wearing a face mask is considered a lawful condition of employment. When wearing a face mask would exacerbate a breathing obstruction or another severe medical condition for the staff member, the staff member may provide medical documentation to support a request for alternate work as a reasonable accommodation if feasible.

Staff who work with students not wearing a face mask due to the circumstances described above should wear a medical mask or face shield in addition to a cloth face mask. For these situations, schools should provide staff with a medical mask (surgical, procedural, N95, or KN95) and/or other PPE.

Staff who work with students who need to lip read or face read in order to learn should wear a face mask that has a clear plastic window or is made of clear material. Discussion of clear plastic mask features and where to buy clear plastic masks may be found online. (NMPED does not endorse any particular face mask vendor.)

Mask-Wearing and the Americans with Disabilities Act

The need for public health and safety must be balanced with requirements under the Americans with Disabilities Act (ADA) to make reasonable accommodations for people with disabilities. Under the ADA, a public accommodation may not be required when it would pose a "direct threat" to the school community. § 36.208 [Direct threat] of the ADA states as follows:

a. This part does not require a public accommodation to permit an individual to participate in or benefit from the goods, services, facilities, privileges, advantages and accommodations of that public accommodation when that individual poses a direct threat to the health or safety of others.

b. In determining whether an individual poses a direct threat to the health or safety of others, a public establishment must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: The nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

Moreover, a reasonable accommodation also may not be required when it presents an "undue burden". § 36.104 [Definitions] of the ADA regulations defines "undue burden" as involving "significant difficulty or expense. In determining whether an action would result in an undue burden, factors to be considered include:

1. The nature and cost of the action needed under this part;
2. The overall financial resources of the site or sites involved in the action; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements that are necessary for safe operation, including crime prevention measures; or the impact otherwise of the action upon the operation of the site;
3. The geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; and
4. If applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities.

During the COVID-19 public health emergency, all people's health and safety must be considered. To keep people safe by reducing community spread of COVID-19, wearing a face mask is a state mandate and must be enforced in schools. The following reasonable accommodations for students and staff who have a disability that precludes mask-wearing are permitted:

1. Students with an IEP or 504 Plan will have access to fully remote learning as the accommodation that keeps the maximum number of people safe;
2. For students who have a breathing obstruction or other severe medical condition that would be exacerbated by mask-wearing, the IEP or 504 Plan team may consider whether to allow the student to wear a face shield after taking into account whether PPE and other additional precautionary measures could be used to keep everyone in the school community safe. In extreme cases when a face mask or a face shield cannot safely be worn by a student with an IEP or 504 Plan, the IEP team or 504 committee shall convene to review medical documentation and consider whether individualized accommodations would allow the student to receive in-person instruction in such a way that staff and other students are kept safe;
3. Staff for whom wearing a face mask would exacerbate a breathing obstruction or another severe medical condition may provide medical documentation in support of a request for alternate work as a reasonable accommodation.

Please note that the above discussions of legal considerations do not constitute legal advice and should not be relied upon in any individual case. It is critical that school districts and charter schools seek the advice of human resources staff and legal counsel about specific cases.

Mask and PPE Supplies Required at Each School

Schools may require families to provide masks for their students. Schools also must have on hand, prior to the start of in-person learning in the hybrid or full reentry operating category, a sufficient quantity of masks for students who have left their masks at home, as well as masks for staff and

PPE for staff whose duties include close contact assignments.[1]

Schools need to have in stock the levels of face masks and PPE itemized in the ***Safety Plan Checklist***.

Each district and charter school needs to identify a single PPE Point Person who will conduct and report weekly inventory of masks and other PPE to the NMPED. The NMPED will provide ongoing training and support for these PPE Point Persons.

[1]A close contact assignment includes any staffing assignment in which a staff member must be within six feet of distance from a student in order to fulfill their duties (such as staff who change student diapers, who change feeding tubes, or who provide services to students with behavioral needs necessitating closer contact).

If a school does not have medical masks and/or face shields on hand for staff with a close contact assignment, the school may still have elementary students return in the hybrid model, but must not require a staff member to perform close contact duties until a medical mask and/or face shield is provided. (Staff must wear the face shield with the face mask.)

COVID-19 Surveillance Testing in Public Schools



COVID-19 surveillance testing is required for all schools providing in-person student services, including small-group special education services and athletics. The purpose of surveillance testing is to detect COVID-19 outbreaks as early as possible by screening asymptomatic individuals. .

NMPED has implemented a weekly surveillance testing requirement for faculty and staff who work at schools. All on-site staff are to participate in the following surveillance testing requirements:

1. Districts and charter schools located within a turquoise county must ensure that 5% of their faculty and staff who work on site get tested every week.
2. Districts and charter schools located within a green or yellow county must ensure that 12.5% of their faculty and staff who work on site get tested every week.
3. Districts and charter schools located within a red county must ensure that 25% of their faculty and staff who work on site get tested every week.

NMPED has a voluntary student testing program goal of testing 1% of in-person students in each school district or charter school on a weekly basis. And, based on emerging national data about COVID-19 transmission in youth activities, the state has a 10% testing weekly goal for individuals participating in extra-curricular activities.

COVID-19 Point Persons will be designated at each public school to identify individuals to be tested, to track testing numbers and to report on a weekly basis.

Staff members selected for testing should provide evidence to the school that their results were received during the assigned week. Districts and charter schools are required to report the number of staff and students tested for COVID-19 each week through the NMDOH Provider Portal for COVID-19.

Access to COVID-19 testing is provided at no cost to the individual. Insurance information will be requested, but deductibles, copayments, or other out-of-pocket charges will not be incurred. Testing also will be provided to people without insurance. If payment is requested for COVID-19 testing, please notify Ashley Garcia (ashley.garcia@state.nm.us).

Surveillance testing of school employees and students is to be provided using PCR testing through VAULT, Curative, the Department of Health's Public Health Office testing sites, or though school-based BinaxNOW rapid antigen testing programs.

Testing sites/companies will bill insurance for insured individuals who take the test. Please note that the goal of surveillance testing is to reduce the transmission of cases and that the cost of testing is less than the cost of treatment. Also, please note that Vault testing requires access to UPS shipping.

The testing companies are subject to all HIPAA regulations and must comply with patient privacy laws.

To receive registration links for your school or district, please email Ashley Garcia and Gregory Frostad (gregory.frostad2@state.nm.us) with the number of registration links required.

Asymptomatic individuals who have not been exposed to COVID-19 and who participate in surveillance testing are not required to self-isolate/quarantine from specimen collection until their results arrive. However, asymptomatic individuals who test positive for COVID-19 must self-isolate for 10 days from the date of specimen collection. Individuals who have tested positive for COVID-19 are exempt from surveillance testing for 90 days from when they last tested positive. Individuals who provide evidence of full COVID-19 vaccination are not required to participate in surveillance testing.

Private schools and Bureau of Indian Education schools are encouraged, but not obligated to participate in surveillance testing.

Air Filtration in Schools

High-quality air filtration is one aspect of a multi-pronged strategy for ensuring healthy school environments. To address issues and concerns surrounding air quality, NMPED will work with each district and school to ensure installation of high-quality air filters. In addition, each district shall have an established and written protocol on inspecting, repairing and providing maintenance on ventilation systems within all school facilities.

Ventilation system upgrades and improvements will increase the delivery of clean air and dilute potential contaminants within each classroom and school facility. The NMPED will be deploying the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) recommendation, which states the target level for filtration in schools is minimum efficiency reporting value (MERV) 13 or higher. On average, this will remove 75 percent of particle size of 0.3 to 1.0 µm.

This higher standard of filtration is more effective at removing viral particles from the air. The ASHRAE document linked above provides additional guidance on determining compatibility of various types of HVAC systems with a MERV 13 filter.

NMPED will work with those districts and schools to identify the highest quality compatible filters.

Additionally, districts and schools unable to immediately install MERV 13 or its equivalent must work with their operations staff to take the following actions in accordance with the guidelines from the CDC:

1. Run the central air fan continuously;
2. Open dampers to increase air flow;
3. Open windows and doors (be mindful of possible safety considerations); and
4. Deploy box fans or other portable fans and air purifiers with high air circulation capacity in addition to prioritizing the use of these items in classrooms with higher ventilation needs.

Please note, in order for any school to begin classes in the hybrid model, they must meet NMPED requirements for indoor air quality.

Reopening Facilities

When buildings that have experienced reduced water usage are re-opened, there is a danger of exposure to toxins such as mold, lead and copper. Schools are to follow CDC guidance on facility re-opening, which is available at:

Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation | CDC

Guidance for In-Person School Reentry

Seating Charts

For all in-person services, teachers will develop and maintain seating charts that ensure social distancing requirements are maintained and that limit the number of student interactions.

Large Space Guidance

For common areas and large school spaces, such as hallways, libraries, cafeterias and gymnasia, local decisions will need to be made as to when individuals that share the space are to be considered close contacts of infectious cases. For instance, if students took lunch in the cafeteria and there was an infectious student in the cafeteria, it would not be required that everyone in the cafeteria be considered a close contact by virtue of being in the cafeteria at the same time as the infectious individual. However, everyone that shared the same table would likely be considered a close contact. Because school situations vary greatly, providing a single set of guidelines for common and large spaces and the variety activities that take place in them, is unlikely to be both reasonable and to keep students and staff safe. Local judgement will continue to be required in such instances. Also, six feet for fifteen minutes or more may not always be the best means to determine close contacts in these cases. If Johnny was within 10 feet of an infectious Sally for 25 minutes in a poorly ventilated cafeteria, it is likely prudent to consider that Johnny was a close contact.

Papers and Shared Texts

Surface transmission of COVID-19 is not thought to be a main driver of transmission, but it can still occur. Previous studies have found that the virus was detectable on paper for 3 hours. As a precaution against transmitting the COVID-19 virus through shared texts, students should wash and/or sanitize their hands before and after using shared texts. A s a precaution against transmitting the COVID-19 virus through shared papers, schools may consider having students submit papers directly into a receptacle, where the papers would sit for 3 hours before being touched.

Student Rest Breaks

Students, including preschool students, who rest or nap at school are not to wear masks during their rest breaks and must maintain social distance. Student mats must be spaced six feet apart and placed head-to-toe. Students must be supervised by adults during rest breaks.

School Transportation Guidance

NMPED's Transportation Guidance for the 2020–21 School Year provides requirements, considerations, recommendations, and best practices to encourage a safe and successful school year.

The following are important minimum requirements:

1. All school districts and charter schools shall comply with COVID-19 safe procedures and the NMPED Reentry Guidance.
2. All staff and students must wear face masks.
3. To the greatest extent possible, a maximum of two students may sit together on a bus seat.
4. Schools in hybrid category must take all reasonable steps to limit bus seats to one student to the best of their ability.

The following are recommendations, suggestions, and other options:

1. NMPED has updated the School Bus Inspection Guide to allow for the installation of aftermarket equipment on all school buses that enhance the safety of the driver and passengers due to COVID-19 as long as they meet all federal guidelines and regulations. Examples include:
   a. Hand sanitizer dispensers
   b. Driver shields
   c. Passenger curtains.
2. Buses may be equipped with extra masks for those students who forget their masks.
3. Bus drivers and school bus assistants must implement social distancing rules, to the greatest extent possible, and require students to be six feet apart at the bus stops.
4. Bus drivers and school bus assistants must implement loading and unloading procedures on a school bus, which may include assigned seating. If possible, those students who board

first should sit all the way to the back, and those who board last should sit in the front. When unloading, the front of the bus should unload first to prevent students from crossing the paths of one another.

5. Student temperature checks are not required. Temperature checking students may be done at school bus stops (or at school). This can be done by the bus driver or a school bus assistant. Policies will need to be developed on what to do with students who have COVID-19 symptoms.
6. Schools and districts should encourage families to have a parent or guardian present until the students are picked up to ensure no student is left unattended at a school bus stop. Implement clear policies and procedures for isolating students with symptoms and transporting them to their homes.
7. Sanitization of a school bus before and after students are transported may be required. Implement procedures for the sanitization of a school bus and determine what staff will complete this type of work.
8. Schools and districts must train all bus drivers and school bus assistants on updated policies and procedures related to COVID-19.

The following are FAQ's regarding School Transportation:

1. **Q: Bus contracts have already been signed with bus contractors and were negotiated on the assumption all buses would be running in August whether the districts were back to normal or on a hybrid model. For the schools that are doing remote learning, do school districts and charter schools have to renegotiate their contracts based on the number of days students will be transported?**

   A: Under Paragraph 4 of Paragraph B ("Scope of Services") in the model contract provided in rule, "[t]ransportation services shall be provided for X#_school days in accordance with bus routes and schedules agreed to under the terms of this contract. For each day that a bus is not operated, the compensation paid the CONTRACTOR shall be decreased by 1/Xth of the total compensation for services provided in Subsection C, Paragraph (1) of this contract." See NMAC 6.43.2. Using this clause, the contract need not be renegotiated in order to reduce payments when routes are not driven.

2. **Q: If contracts are not renegotiated do the contractors still have the obligation to pay their employees for the days the buses are not in service?**

   A: If bus companies are receiving compensation from LEAs, then the companies must pay their bus drivers. In the event that buses are not operating and bus drivers are not performing alternate work; then LEAs should review contracts with legal counsel to determine whether a reduction in payments for bus companies is appropriate.

3. **Q: To ensure that bus contractors are not collecting payments from the LEA and then sending their drivers to collect unemployment, or any other government funding related to this crisis can the district and/or charter school require their school bus contractors to sign an affidavit requiring that all of the contractor's employees must still be paid while receiving compensation from the LEA?**

   A: Yes – this is a local decision. Also, please report possible abuses of unemployment compensation insurance claims to the Workforce Solutions Department (WSD), NMPED's Transportation and Capital Outlay Bureau and the Attorney General's Office.

4. **Q: Do school districts have to revise their contracts for transportation employees based on the actual number of days students are transported?**

   A: For bus drivers and other transportation staff who are employed as LEAs' FTE employees, the language in the employment contract and any applicable collective bargaining agreement apply to contract revisions. Please consult with your legal counsel about the particulars of your situation.

5. **Q: If school transportation employee contracts are not renegotiated, do districts still have the obligation to pay their employees for the days the buses are not in service?**

   A: NMPED recommends that LEAs assign alternate duties to bus drivers so they may continue to be employed and remain available to LEAs upon the resumption of in-person learning. If employees refuse to perform alternate work, then they may be subject to employee discipline.

6. **Q:** In regulation, school districts are not allowed to cross district boundaries without an approved boundary agreement signed by the Secretary of NMPED. Can the district cross over district boundaries to deliver food?

   A: Yes – 6.42.2.2 [SCOPE] provides that the "[p]rovisions of this rule apply to public school districts where temporary transportation boundaries are established to transport students from an adjoining district within a specified geographic area where it is impractical to transport such students to school within the district where they live." (Emphasis added.) This rule pertains to the transportation of students, not meals or other goods.

7. **Q:** In regulation school districts are allowed to pay families a per capita reimbursement for transporting their children to school when it is impractical to send a school bus to transport the students. Can LEAs still pay families a per capita feeder reimbursement for transporting their children to pick up meals?

   A: No – 6.43.2.15 [PER CAPITA FEEDER REQUIREMENTS] provide that "[t]he local board may provide per capita or per mile reimbursement to a parent or guardian in cases where regular school bus transportation services are not available or impractical because of distance, road conditions or sparseness of population or in cases where the local board has authorized a parent to receive reimbursement for travel costs incurred by having a child attend a school outside the child's attendance zone." (Emphasis added.) In this instance, reimbursement is not available for travel costs incurred for picking up meals, since the rule addresses travel costs for students only.

8. **Q:** In regulation, school districts are required to conduct bus evacuations once per semester. Will districts be required to conduct these evacuations due to COVID-19 or can NMPED give a waiver?

   A: Bus evacuations under NMAC 6.41.4.9(11) are required only during the semester in which hybrid or full reentry learning occurs. Otherwise, waivers will be considered on a case by case basis.

9. **Q:** Can tribal leaders require school district bus drivers to be tested for COVID-19 before they deliver meals on tribal lands?

   A: Bus drivers are subject to surveillance testing under NMPED requirements. If tribal leaders require more stringent testing, then bus drivers are subject to tribal policies when traveling to tribal lands under the doctrine of tribal sovereignty.

10. **Q:** Does the same transportation guidance apply to athletic trips?

    A: Yes.

11. **Q:** What is the guidance regarding transportation of students in SUVs?

    A: Smaller vehicles pose more risk, therefore NMPED recommends the use of a school bus. If there is no other alternative, then SUVs should be used with as few passengers as possible and to the extent possible, keep one per bench and staggered, so the kids are not directly in front or behind each other. The windows should be open, and masks must be worn by all. Hand sanitization or handwashing upon entry and departure from the vehicle must also occur.



Procedural Considerations

Before-school Procedures

A common time for students to socialize in groups is upon arrival at school and before the start of classes. This time period represents a high-risk time for transmitting COVID-19. Recommendations to reduce the risk of virus transmission before school include:

- Staggering arrival times such that there are fewer students entering the school at one time;
- Requiring students to enter classrooms immediately upon arrival at school;
- Requiring teachers to arrive prior to the arrival of buses;
- Providing space and supervision for students who arrive prior to the opening of classes;
- Providing adequate direction and procedural training to students and their families;
- Increasing the number of staff on morning duty (and during transitions) to ensure students maintain social distancing requirements, wear masks, and report directly to class.

Breakfast and Lunch Procedures

To maintain social distancing and reduce the risk of virus transmission, breakfast and lunch for all students may be served in classrooms, outside (as safe and appropriate), and in other large spaces in which students can maintain safe distances. If this is impractical and food must be served in the cafeteria, then breakfasts and lunches should be staggered by classrooms/grade levels to reduce the number of cohorts in the cafeteria at any one time. To the greatest extent possible, students should sit on only one side of a table and maintain greater than six feet of distance from others. Duty schedules may need to be amended to ensure that students maintain social distance while in the cafeteria. Please note that districts and charter schools that serve breakfast and lunch to students in classrooms will still be fully funded for all appropriate federal and state food programs.

Classroom Transitions (passing periods)

Cohorting practices will limit classroom transitions; however, it will remain important for schools to develop procedures and to train students and staff on how to move through campus safely.

Schools with any in-person student learning must:

- Provide adequate supervision during transitions to ensure students are wearing masks and maintaining social distancing requirements;
- Provide training to students and staff with opportunities to practice safe transitions.

Schools should also consider:

- Staggering transition times to limit hallway traffic;
- Limiting hallway traffic to one-way, or if allowing two-way traffic, erecting dividers to separate lanes of traffic;
- Using visual cues, such as tape on the floor, to encourage social distancing.

After-school Procedures

Another common time for students to socialize in groups is upon dismissal. This time period represents a high-risk time for transmitting COVID-19. Recommendations to reduce the risk of virus transmission after school include:

- Staggering dismissal times such that there are fewer students exiting the school at one time;
- Requiring students to embark buses directly upon dismissal;
- Providing a space and supervision for students who are awaiting pickup;
- Providing adequate direction and procedural training to students and their families;
- Increasing the number of staff on afternoon duty to ensure students maintain social distancing requirements, wear masks, and exit campus expeditiously.

Managing Individuals with COVID-19 Like Symptoms on Campus

An individual who begins exhibiting COVID-19 like symptoms, and who cannot immediately leave school grounds, should proceed (at the earliest possible time) to an isolation room and should not interact with others students or staff other than the isolation room monitor, until such time as an appropriate family member, school administrator with appropriate PPE, or health care provider with appropriate PPE, is able to transport the individual safely away from the facility. If the student or staff member with COVID-19 like symptoms were to receive an antigen test that provides a negative result, the student or staff member could return home on a bus but should still maintain social distance while on the bus.

Singing & Playing Wind Instruments



Music education is an important aspect of a well-rounded education; however, components of music education, such as singing and playing wind instruments, present a higher probability of COVID-19 transmission than other school subjects do.

The following COVID-safe practices (CSPs) are required for singing and playing wind instruments as part of an instructional class, and as part of extra-curricular activities such as marching band, concert band and choir.

The overall number of singers and musicians allowed to participate in any single activity is dictated by the size of the venue and the ability of school leaders to ensure that social distancing requirements and other CSPs can be maintained during the activity.

Key safety requirements (CSPs) to allow for students singing and playing wind instruments include:

- Prohibiting sharing of instruments
- Ensuring students each have their own instrument-specific multi-layered cloth mask for singing or playing a wind instrument, and instrument-specific multi-layered cloth bell cover for playing wind instruments. Students are to be solely responsible for cleaning and maintenance of masks and bell covers.
- Implementing and training students on protocols to ensure that students maintain enhanced social distancing (9 feet) while playing and singing inside, and maintain social distancing (6 feet) at all other times, especially when removing instruments from cases and returning instruments to their cases.
- Having sanitation spray available for students to clean and disinfect instruments

To safely sing and play wind instruments together, students must also make use of the following mitigation strategies:

- Wearing of instrument specific multi-layered cloth masks while playing and singing
- Enhanced social distancing (9 feet) while playing or singing indoors
- Using instrument specific multi-layered bell covers for wind instruments

School-related Events

School-related events, including assemblies, dances, award ceremonies, academic competitions and extra-curricular events should be limited to only the most essential events; however, school-related events are permissible. The degree to which spectators are allowed at a school-related event is dependent on the DOH COVID-19 heat map color of the county as follows:

Red Counties: no spectators

Yellow counties: spectators allowed at up to 25% capacity of an outdoor venue, no spectators for indoor venues

Green counties: spectators allowed at up to 25% capacity of an indoor venue and 50% capacity of an outdoor venue

Turquoise counties: spectators allowed at up to 33% capacity of an indoor venue and 75% capacity of an outdoor venue

COVID-safe practices such as social distancing, mask wearing, and a prohibition on selling or serving food and drinks are required at all school events. Spectators are allowed at school-related events; however, singing at or playing wind instruments at an indoor event is prohibited.

COVID-19 Reporting for Interscholastic Events

Each school at an interscholastic event manages its own positive case reporting and rapid responses for students who were at the event and later tested positive, regardless of which school was hosting the event. All positive cases would be reported to the NMPED and to the hosting facility such that relevant areas of the facility can be closed and cleaned as appropriate.

COVID-Safe Practices for Youth Sports & Programs

See comprehensive guidance for NMAA activities covering eligibility to participate, COVID-Safe Practices, resources, and FAQs.

- Establish and continue communication with local and state authorities to determine current mitigation levels in your community. Check state and local health department notices daily about transmission in the area and adjust operations accordingly.
- Follow New Mexico Public Education Department COVID-19 Safe Practices as outlined in the School Reentry Guidance during all activities on and off school campus.
- Prohibit congregation of players during warm-up, while at rest or hydration breaks, or when entering or leaving the practice site.
- Prohibit food concessions.
- Require masks for adults and students at all times (when not eating or drinking).
- Prohibit overnight travel.
- Do not schedule or participate in consecutive-day competitions
- Limit competitions geographically (teams only compete with those in the same NMAA district).
- Limit group transportation including carpooling.
- Close communal use locker rooms, or ensure that locker rooms meet sufficient air filtration requirements and are only open when there is sufficient adult supervision to maintain social distancing requirements.
- Conduct practices and competitive play outdoors when possible.
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Intensify cleaning, disinfection, and ventilation.
- 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. Do not open windows and doors if they pose a safety or health risk (e.g., allowing in pollens that may exacerbate asthma symptoms) to children using the facility.
- Include all coaches and staff in COVID-19 surveillance testing programs.
- Conduct trainings for students regarding hygiene and safety protocols including proper hand washing, touching of face, covering mouth and nose when coughing/sneezing and social distancing.
- Stagger arrival and drop-off times and locations. Students waiting to be picked up should maintain 6 feet social distancing.
- Establish protocols to limit direct contact with parents.
- Take the temperatures of staff daily with a touchless thermometer. Individuals with elevated temperatures (above 100.4 F) or with COVID-19 related symptoms should stay home. Implement screenings safely, respectfully, and in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- Plan for when a staff, child, or visitor becomes sick. Advise sick staff members not to return until they have met DOH criteria to discontinue home isolation.
- Students who become sick should be picked up immediately. For emergency situations, staff should call 911.

As per guidance from NMAA's Sports Medicine Advisory Committee, any student who has had a COVID-19 infection must complete the self-isolation period and then receive medical clearance from a medical professional using the **COVID-19 Medical Clearance Form** before returning to participation in an NMAA sanctioned-activity. Students who have had COVID-19 infections and have received clearance for participation must continue to follow the protocols given for return to activity.

ADDITIONAL RESOURCES

- All Together New Mexico – COVID-19 Safe Practices Guidance
- New Mexico Department of Health COVID Hotline: 1-855-600-3453 (Available 24/7 in English and Spanish)
- State of New Mexico COVID-19 website
- New Mexico Department of Health
- Centers for Disease Control and Prevention (CDC) COVID-19 website
- Occupational Safety and Health Administration (OSHA): Guidance on Preparing Workplaces for COVID-19
- CDC Guidelines for Cleaning and Disinfection Community Facilities
- Environmental Protection Agency (EPA): List N: Disinfectants for Use Against SARS-CoV-2
- CDC Print Resources in multiple languages
- CDC Frequently Asked Questions
- List of Suppliers: COVID-19 Emergency Supply Collaborative
- Frequently Asked Questions: Children and COVID-19
- Frequently Asked Questions: Summer Youth Programs

School Safety Plan Checklist for COVID-19 Preparation and Response

- ☐ You have and will maintain an inventory of **masks and PPE** for students and staff:
  - Additional disposable masks for students and staff
  - 20 medical masks (surgical, procedural, KN95 or N95) and a face shield for each staff member with a close contact assignment (for optimal protection KN95 and N95 masks may be fit tested for better seal and filtration)
  - At the request of the employee, a reusable or disposable full-length gown for any employee whose duties subject them to conditions in which social distancing and PPE standards cannot be guaranteed
  - Bottled hand sanitizer (with at least 60% alcohol) or soap and water hand-washing stations available for use by employees and students
  - Employees who work with staff or students with COVID-like symptoms (school nurses, staff in isolation rooms, etc.) shall have N95/KN95 masks, or surgical masks when performing high risk, non-aerosol generating procedures. Such employees shall also have gowns, gloves and face shields.
- ☐ You have identified a **PPE Point Person for your district/school** and entered their contact information in the appropriate NMPED Google document. Your district PPE Point Person is responsible for maintaining and reporting weekly inventory of masks and PPE, as well as surveillance testing numbers, to NMPED through a web-based portal.
- ☐ You have identified a **COVID-19 Point Person for each school** in your district/charter and entered their contact information in the appropriate NMPED Google document.
- ☐ You have and will maintain an inventory of **CDC-approved cleaning supplies**.
- ☐ You have **sufficient custodial resources** so that the areas of the schools are cleaned in accordance with CDC standards for cleaning and disinfecting schools.
- ☐ You have an established and written **protocol on inspecting, repairing, and providing maintenance on ventilation systems** within your buildings. Filtration levels (MERV ratings) shall be maximized for equipment capabilities. MERV 13 filters shall be used in HVAC systems that are compatible with that type of filter. Systems that are not compatible with a MERV 13 filter shall use the filter with the highest MERV rating compatible with the system.
- ☐ You have read and reviewed **NMPED's COVID-19 Response Toolkit for New Mexico's Public Schools** and will abide by its guidelines.

I certify that my district/school has completed the above actions.

DISTRICT/CHARTER SCHOOL NAME

SUPERINTENDENT/CHARTER DIRECTOR NAME

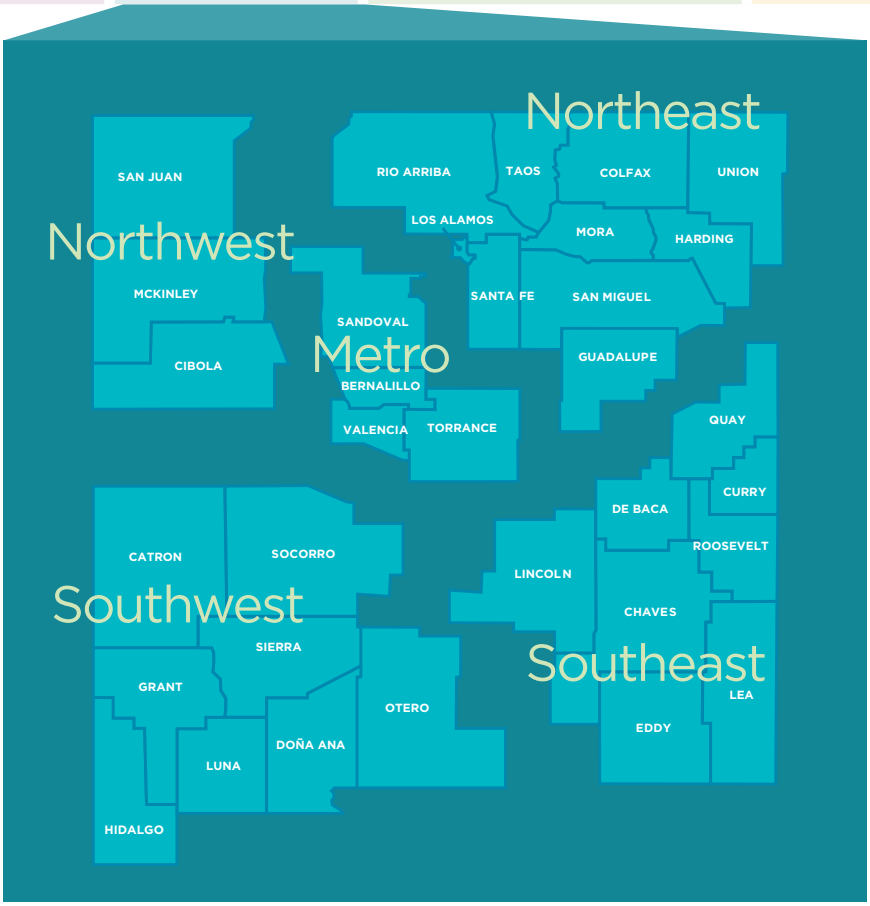
SUPERINTENDENT/CHARTER DIRECTOR SIGNATURE

DATE

NM Department of Health School Health Advocate Contact List

Districts and schools may contact their local School Health Advocate (SHA) according to their region for guidance in terms of testing and quarantine procedures.

SCHOOL HEALTH ADVOCATE	REGION	EMAIL	OFFICE PHONE	PROFESSIONAL CELL
Leslie Berry RN	Northwest	leslie.berry@state.nm.us	505-836-4561	505-490-7948
Susan Acosta RN	Northeast	susan.acosta@state.nm.us	Teleworking	505-490-2763
Barbara Lynn Wheeler RN	Northwest–Metro Area	barbaral.wheeler@state.nm.us	Teleworking	505-467-9292
Maricelda Pisana RN	Southeast	maricelda.pisana@state.nm.us	Teleworking	575-528-8863
Crista Pierce RN	Southwest	crista.pierce@state.nm.us	Teleworking	575-339-4380



Template for Notification of Positive Case to School Community

This letter template may be used to notify the school community of a COVID-19 positive case. Download an editable MS Word version this document to customize.

[PRINT ON LETTERHEAD OF FACILITY]

[INSERT DATE]

To: Parents or Guardians of children who attend [INSERT NAME OF SCHOOL]

[INSERT NAME OF SCHOOL CHILD ATTENDS] is working with the New Mexico Public Education Department (NMPED) and New Mexico's Department of Health (NMDOH) because a staff member at our facility or a child who attends our school has tested positive for COVID-19.

This letter is to inform you about the next steps necessary to protect your child and our community from COVID-19. Per guidance from both NMPED and NMDOH, we are required to investigate to see who had "close contact" with the staff member or student who tested positive for COVID-19. A "close contact" is defined as being closer than six feet for a cumulative total of fifteen minutes or more over a 24-hour period to a person who is positive for COVID-19 and all staff and students who were in the same classroom or on the same bus as the infected individual. All students and staff who were in "close contact" with the infected individual are encouraged to be tested seven to 10 days after close contact exposure to the positive COVID-19 individual. Close contacts must self-quarantine at home for 10 days, regardless of the test result.

In the meantime, if you or your child begin to develop symptoms of COVID-19, which are fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of smell or taste, sore throat, congestion or runny nose, nausea or vomiting, diarrhea [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html], please call your healthcare provider or the COVID-19 Hotline at 1-855-600-3453.

It is important that you call ahead to your healthcare provider before presenting to the physician's office, clinic, urgent care or emergency room so that they can be prepared for your arrival. They may also refer you to a testing clinic.

Areas of the school (including buses) in which the COVID-19 positive individual spent time will be cleaned and disinfected and those who were close contacts of the positive case will be notified.

Please continue to send your child to school unless you are notified that your child was a close contact of a positive COVID-19 individual, your child develops COVID-19 symptoms, or your child has a positive COVID-19 test. Likewise, your household members do not need to quarantine unless your child tests positive for COVID-19 or your household members are identified as a close contact of a positive COVID-19 individual.

You may call [INSERT NAME OF SCHOOL-BASED COVID POINT PERSON AT PHONE NUMBER] or NMDOH at (505) 827-0006, if you have questions.

Thank you for your support in these efforts.

Sincerely,

[SIGNED BY SCHOOL ADMINISTRATOR]

From:	Robinson, Judy, PED
To:	Robinson, Judy, PED; Graham, Carolyn, PED; Avery, Katherine, PED
Subject:	RELEASE: Full school reentry is here; all school staff prioritized for vaccine
Date:	Monday, March 8, 2021 3:38:29 PM
Attachments:	Monday NR -FINAL.pdf FAQ_full reentry 03072021 - clean (1).pdf

CONTACT: Judy Robinson

judy.robinson@state.nm.us
505-469-5496

March 8, 2021

All educators to be offered vaccine by end of March; schools to move rapidly to expand in-person learning

Goal: All schools in full reentry no later than April 5

SANTA FE -- All New Mexico school staff members will be offered a COVID-19 vaccine before the end of March as a gateway to further expanding safe in-person learning with a goal of reaching full reentry by April 5, the Public Education Department and Department of Health announced today.

“I bring you good news today -- news you’ve been waiting to hear for a year: We’re going back to school,” Public Education Secretary Ryan Stewart said. “The time has come to get back to the gold-standard in education, which is students and teachers together in classrooms. Our message to New Mexico public schools is that you can and should move as quickly as possible to get everyone who wants it back for in-person learning.”

Additionally, all schools may immediately begin offering New Mexico Activities Association-sponsored activities, including sports, and may resume other curricular and extracurricular activities such as band, choir and drama.

The announcement moves New Mexico public schools to the third and final stage of the Public Education Department’s COVID-19 Safe Operating Categories. All schools were in the remote category until Sept. 8; most elementary schools were eligible for the hybrid category in the fall; all schools became eligible for the hybrid category Feb. 8; and all schools are now eligible for full reentry, which means all students can return to their school buildings for in-person each school day.

COVID-Safe Practices will remain in place, including mask-wearing, frequent hand-washing, enhanced indoor air quality and social distancing to the greatest extent possible. Schools will be encouraged to use large communal spaces and outdoor spaces to maximize social distancing, especially during meal times.

Vaccinations for school staff members

Based on an increase in supply of vaccines, the state's substantial progress in vaccinating priority groups and recent federal guidelines on vaccine priority, New Mexico is offering vaccines to every school staff member in the next three weeks. This week, vaccines will be offered to all school staff members who are registered for the vaccine and are outside the Albuquerque metro area. Next week, vaccines will be offered to all registered school staff members in the Albuquerque metro; school staff members not currently registered and who register in the interim will be offered vaccines in the week ending March 26.

"As part of New Mexico's nation-leading vaccine distribution effort, DOH is focusing on vaccinating K-12 educators, early childhood professionals and staff. We are eager to support the safe return of educators and students to the classroom," Department of Health Secretary Dr. Tracie Collins said.

"Our goal has always been to welcome students back to school as quickly and safely as possible. The statewide mobilization to vaccinate all school staff is a game-changer in creating increasingly safe working conditions and school environments for all," Stewart said.

More than 45,000 New Mexicans have registered as educators to receive the vaccine, which includes those in early childhood and higher education. Of the registered educators, almost 15,000 have already received the vaccine as members of previously eligible groups -- health care workers; those 75 and older, and those with certain health conditions that place them at high risk for serious outcomes should they become infected.

New Mexico currently has 50,864 K-12 school staff members -- including classroom teachers, administrators, bus drivers and food handlers.

Once school staff members provide evidence of full vaccination, they will no longer be required to participate in asymptomatic surveillance testing, which is used to prevent outbreaks. Since school reentry began Sept. 8, the overall positivity rate of school staff surveillance testing is 1%, well below the state's 5% target. The positivity rate since the expansion of in-person learning on Feb. 8 is 0.3%.

Moving quickly to full reentry

The PED and schools have been working since summer to make this return possible, with longstanding requirements for surveillance testing, case monitoring, improved air quality and evidence-based COVID Safe Practices like mask-wearing, hand-washing and social distancing. Before moving into hybrid, districts had to sign assurances that those practices

would continue, and site visits by either PED officials or fire marshals were conducted to assure readiness.

With those protections in place, 52,200 of New Mexico's 330,000 public school students are already attending in-person learning, most in the hybrid mode, which means they attend school in person two days a week and study remotely the other three days. Of the 50,000-plus people who staff public schools, 17,000 have already returned to in-person work.

PED is urging districts and schools to move quickly to get many more educators and students through school doors in the coming weeks, with an expectation that all schools will be in full reentry no later than April 5.

"While we know our communities need time to plan, we expect them to move quickly. As a state, our expectation is for all schools to be offering in-person learning for every family that wants it. You tell us your start date, but that start date should be soon," Stewart said.

Families still may choose for their students to study remotely, and if any district has a significant portion of students making that choice, the Public Education Department will provide whatever flexibility is needed.

"We are phasing out what we've been calling 'hybrid' learning, although there will continue to be a fully remote option for those families who choose it," Stewart said.

In no case will a student be required to return to in-person learning if doing so would violate the requirements of a sovereign tribe or nation, some of which are still in a "lockdown" environment.

Extracurricular activities and sports

Sports and other extracurricular activities may resume immediately at all schools, with explicit safety precautions in place.

For sports, precautions include no congregating during warm-ups or breaks in play; no overnight travel, and masks required for all except when eating or drinking. A complete list of sports guidelines is available on P. 23 of this document.

Choir and band will be allowed outdoors. Students may not share instruments and must follow COVID-safe practices such as the use of cloth bell covers on wind instruments. Both singers and musicians must be appropriately masked and must maintain enhanced social distancing of 9 feet when playing or singing in groups. A complete list of music guidelines is available on P. 22 of this document.

###

Judy Gibbs Robinson
Deputy Communications Director
Public Education Department
judy.robinson@state.nm.us
505-469-5496 (c)

STATE OF NEW MEXICO
Public Education Department
MICHELLE LUJAN GRISHAM, GOVERNOR
Ryan Stewart, Cabinet Secretary

CONTACT: Judy Robinson
judy.robinson@state.nm.us
505-469-5496

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###

Full Reentry for Public Schools
Frequently Asked Questions

Updated March 8, 2021

GENERAL QUESTIONS

Why is this happening now?

New Mexico is ready! We've spent months developing and implementing the protocols to make our schools safe. Viral transmission and case numbers are down. About 15,000 New Mexico educators — approximately a third of our public school workforce — have already received at least one shot of the vaccine. We're offering all educators a first shot by the end of March. And the federal government is doing all it can to help us reopen quickly and safely. It's time to go back to school!

Do schools that are currently in hybrid mode have to transition to full reentry?

Yes. We are phasing out the hybrid model of instruction and returning to full reentry. However, districts and schools will maintain a remote learning option for families who are not ready to send their children back.

How is this being operationalized? Do districts need to submit a plan for full reentry to the PED? If so, by when?

Districts and charter schools will determine their start date and inform the PED. Before that date, they will submit a document assuring that all COVID-safe protocols are in place and will be enforced, triggering a site visit by a PED official or fire marshal to confirm readiness.

How will janitorial staff keep up with sanitizing demands with students and staff being on campus full-time?

All schools are required to maintain adequate supplies and implement daily cleaning protocols. While we now know that surface transmission is rare and that airborne respiratory droplets drive the spread of COVID-19, students and staff will continue washing hands frequently, and facilities will be thoroughly and regularly cleaned.

How will cafeteria procedures be affected?

Eating and drinking are high-risk activities for spreading the virus. For that reason, students must be physically separated to the extent possible while eating meals. Districts and schools will decide how best to achieve that, considering options like eating in well-ventilated, socially-distanced classroom settings;

eating outdoors; spreading students out to eat in hallways, libraries, gyms, and other larger, well-ventilated areas.

What if staff or students get sick?

Ensuring strict adherence to the COVID-safe practices outlined in the PED's Reentry Guidance and COVID-19 Response Toolkit is the best defense in mitigating community spread within schools. In addition, each school has established an isolation room. A student or staff member who begins exhibiting COVID-19–like symptoms will go there without interacting with anyone except the isolation room monitor. The symptomatic individual should remain in the isolation room until a parent or guardian or a school administrator or health care provider with appropriate PPE can transport the individual safely away from the facility.

Will the Rapid Response program remain in effect? Will schools have to close again if COVID cases emerge?

The Rapid Response program will remain in effect in order to identify cases and quickly contain spread. Schools will have to return to remote-only/small group instruction if they reach the threshold of four rapid responses in a 14-day period. A rapid response consists of all of the cases that a school is notified of on a date and any that are identified from testing up to one day after that school notification date.

What safety precautions will be required when students return for in-person learning?

Schools must strictly enforce the COVID-safe practices (CSPs) outlined in the PED Reentry Guidance and COVID-19 Response Toolkit. CSPs include, but are not limited to mask-wearing, handwashing and social distancing to the greatest extent possible. A full list of CSPs for schools is available on page 9 of this document.

Do schools have to offer a full day of instruction every day?

We are returning to full reentry, which means all students may return to their school buildings for in-person learning up to five days a week.

Will schools have adequate PPE to protect everyone?

Every school is required to maintain a PPE supply that includes, among other things, two multi-layer cloth masks per staff member, additional disposable masks, bottled hand sanitizer, and soap and water hand-washing stations. A full list of required PPE is available on page 12 of this document.

Many tribal communities remain closed. Will children living in those communities be required to come to school?

In no case will a student be required to return to in-person learning if doing so would violate the requirements of a sovereign tribe or nation. In addition, public schools operating within tribal communities or on sovereign lands must engage in consultation with tribal leadership regarding local public health orders and the re-opening of school facilities.

FAMILY QUESTIONS

When will my school open?

The governing board of your district or charter school will make that decision after working through many complex considerations like bus routes, space assignments and lunch schedules, to name just a few. Nevertheless, the Public Education Department expects all schools to reach full reentry by April 5.

Will my child be safe?

Schools have in place protocols like mask-wearing, social distancing, and appropriate air filtration upgrades to greatly reduce the likelihood of viral spread. Additionally, while children can and do contract COVID-19, with very few exceptions their cases are mild compared to adult cases.

Will my school provide an appropriate face mask for my child?

Schools may require families to provide masks for their students. Schools also must have on hand a sufficient quantity of masks for students who have left their masks at home.

What options do I have if I'm not ready to send my child back for in-person learning?

Your child may continue learning remotely through the current school year if that is your choice.

What about sports and other activities?

Sports, New Mexico Activities Association–sponsored activities, and other extra-curricular activities may resume with strictly enforced precautions in place including mask-wearing by all and social distancing to the extent practical. Locker rooms can be used as long as they have sufficient air filtration systems and supervision to ensure social distancing. Spectators are allowed within capacity limits linked to a county's color on the Department of Health's COVID-19 heat map.

What about music and choir?

Music education may resume with strictly enforced precautions in place. Students may not share instruments and must use cloth bell covers on wind instruments. Both singers and musicians must be appropriately masked and must maintain enhanced social distancing of 9 feet when playing or singing in groups — which is limited to outdoor venues.

What about transportation?

Bus routes will resume. Bus drivers and school bus assistants will implement social distancing rules to the greatest extent possible,require students to remain 6 feet apart at bus stops, and limit riders to two students per bus seat, to the greatest extent possible. Smaller vehicles pose more risk, but if there is no alternative, SUVs should be used with as few passengers as possible. The windows should be open, and masks must be worn by all.

TEACHER QUESTIONS

How will you know that someone who signs up as an educator for the vaccine really is an educator?

We are grateful that educators and school staff vaccines are a top priority in New Mexico. At the vaccination site, school staff members may be asked to show a current school ID or other proof of employment. Additionally, anyone who forges their employment or other personally identifying information when signing up through the Department of Health portal to receive a vaccine could be fined up to $5,000. The Department of Health takes the vaccine protocol and distribution schedule seriously and is committed to prioritizing New Mexicans according to the phased timeline available here.

Is it safe for teachers and school staff to return to in-person learning if we've only received one of the two required doses of the vaccine?

New Mexico schools are not reopening because of the vaccine; we're reopening because it's safe to do so and it's the right thing to do for our children. Although vaccinating teachers is important, it's not a requirement for safely conducting in-person learning during the pandemic, according to guidance last month from the Centers for Disease Control and Prevention. In-person learning can take place safely if mitigation protocols are enforced, which New Mexico is doing. Meanwhile, New Mexico teachers are getting the vaccine as quickly as possible: We are distributing the vaccine more efficiently than any state in the country, and many of the highest-risk teachers have already received at least one dose of the vaccine. As New Mexico receives more vaccine doses, every educator who wants one will be fully vaccinated.

If I'm a teacher and I don't want to be vaccinated, may I continue working remotely?

You have a right to decline the vaccine, but that will not excuse you from coming back to work if your job requires it. We feel confident about the safety of these vaccines and encourage all New Mexicans, especially educators, to get their shots as quickly as they are available.

Will districts continue exemptions for staff with high-risk medical conditions?

Staff with high-risk medical conditions are exempt from in-person learning until reaching full protection from the vaccine. The two-shot vaccines reach full efficacy two weeks after the second shot; the one-shot Johnson & Johnson vaccine reaches full efficacy two weeks after the single shot.

Will my district or school need to continue with the surveillance testing program if my teachers and staff are vaccinated?

Individuals who provide evidence of full COVID-19 vaccination are not required to participate in surveillance testing. Until all staff members have been vaccinated, surveillance testing will continue for staff who have declined the vaccine and anyone who has not been fully vaccinated. Options include PCR testing through VAULT, Curative, the Department of Health's Public Health Office testing sites, and antigen testing, if available, through a School-Based Health Center.

Will there be hazard pay for educators?

The PED neither requires nor forbids hazard pay for educators. That is a local decision.

Do vaccinated people still have to quarantine if they are a close contact?

Individuals who are fully vaccinated against COVID-19 and who have had close contact with a COVID-19 infectious individual are not required to quarantine if they meet the following criteria:

- Are fully vaccinated (i.e., ≥ 2 weeks following receipt of the second dose in a 2-dose series, or ≥ 2 weeks following receipt of one dose of a single-dose vaccine)
- Are within 3 months following the receipt of the last dose in the series
- Have remained asymptomatic since the current COVID-19 exposure

Do those recovered from COVID-19 infections have to quarantine if they are a close contact?

For the first 90 days after a positive PCR test, individuals who have had COVID-19 infections and who have completed their self-isolation periods, do not need to quarantine if they are a close contact of a COVID-19 infectious person.

Do those recovered from COVID-19 infections have to self-isolate and get tested if they develop symptoms?

If a person is positive for COVID-19, completes their self-isolation, recovers, and then develops new COVID-like symptoms within 90 days of their first infection, they should stay home until fever-free for at least 24 hours without fever-reducing medication and with improvement in symptoms. They may consider consulting their healthcare provider for additional guidance. If a person who was positive for COVID-19 more than 90 days ago develops new COVID-like symptoms, they should follow the same guidance as for someone who was never previously a case.

Will childcare be available for staff whose own children are remaining in remote?

Check with your district/school to see what accommodations may be available. You can also visit this childcare search at newmexicokids.org or this informational page about childcare assistance through ECECD.

How will schools manage simultaneously teaching children in class and children in remote?

Each district or charter school will determine how best to deploy available staff and resources to accomplish this. Many are doing it already in the hybrid mode.

Additional expanded in-person learning information and guidance is available at **bit.ly/BackToSchoolNM.**

Ledger Group	Fund	Dept	Account	PC Bus Unit	Project	Activity	Budget
PRJ_CH	67302	S0500	300	92400	PED24303GY191	FT	$ 3,118,900.65
PRJ_CH	67302	S0500	400	92400	PED24301GY191	FT	$ 97,717,307.00
PRJ_CH	67302	S0500	400	92400	PED24303GY191	FT	$ 4,045,582.35
PRJ_CH	67302	S0500	400	92400	PED24306GY191	FT	$ 3,150,121.00
PRJ_CH	84402	S20000	200	92400	PEDA1999GY19	ADMIN	$ 210,000.00
PRJ_CH	84402	S20000	300	92400	PEDA1999GY19	ADMIN	$ 250,000.00
PRJ_CH	84402	S20000	400	92400	PEDA1999GY19	ADMIN	$ 82,875.00

$ 108,574,786.00

Expense	Encumbrance	Pre-Encumbrance	Available Budget*	Percent Available
$ 2,416,281.90	$ 702,618.75	$ -	$ -	0
$ 63,824,545.03	$ 33,892,761.97	$ -	$ -	0
$ 3,528,810.53	$ 516,771.82	$ -	$ -	0
$ 1,172,809.11	$ 1,977,311.89	$ -	$ -	0
$ 65,494.46	$ -	$ -	$ 144,505.54	68.81
$ 70,393.76	$ 134,925.68	$ -	$ 44,680.56	17.87
$ 7,919.55	$ 13,427.58	$ -	$ 61,527.87	74.24
$ 71,086,254.34	$ 37,237,817.69	$ -	$ 250,713.97	

Ledger Group	Fund	Dept	Account	PC Bus Unit	Project	Activity	Budget
PRJ_CH	67302	S0500	200	92400	PED24308GY201	FT	$ -
PRJ_CH	67302	S0500	300	92400	PED24310GY201	FT	$ 20,157.00
PRJ_CH	67302	S0500	300	92400	PED24311GY201	FT	$ 2,161,514.00
PRJ_CH	67302	S0500	300	92400	PED24315GY201	FT	$ 1,600,263.00
PRJ_CH	67302	S0500	300	92400	PED24317GY201	FT	$ 2,000,000.00
PRJ_CH	67302	S0500	300	92400	PED24318GY201	FT	$ 2,565,000.00
PRJ_CH	67302	S0500	300	92400	PED24319GY201	FT	$ 2,161,514.00
PRJ_CH	67302	S0500	300	92400	PED24321GY201	FT	$ 1,000,000.00
PRJ_CH	67302	S0500	300	92400	PED24322GY201	FT	$ 1,600,000.00
PRJ_CH	67302	S0500	300	92400	PED24323GY201	FT	$ 1,750,000.00
PRJ_CH	67302	S0500	300	92400	PED24324GY201	FT	$ 1,534,000.00
PRJ_CH	67302	S0500	300	92400	PED24325GY201	FT	$ 125,000.00
PRJ_CH	67302	S0500	300	92400	PED24326GY201	FT	$ 2,000,000.00
PRJ_CH	67302	S0500	300	92400	PED24327GY201	FT	$ 4,840,723.00
PRJ_CH	67302	S0500	400	92400	PED24308GY201	FT	$ 392,344,774.00
PRJ_CH	67302	S0500	400	92400	PED24310GY201	FT	$ 506,000.00
PRJ_CH	67302	S0500	400	92400	PED24312GY201	FT	$ 2,338,758.00
PRJ_CH	67302	S0500	400	92400	PED24313GY201	FT	$ 1,000,000.00
PRJ_CH	67302	S0500	400	92400	PED24314GY201	FT	$ 9,211,242.00
PRJ_CH	67302	S0500	400	92400	PED24316GY201	FT	$ 3,000,000.00
PRJ_CH	67302	S0500	400	92400	PED24326GY201	FT	$ 2,000,000.00
PRJ_CH	84402	S21000	200	92400	PEDA2000GY20	ADMIN	$ 1,183,000.00
PRJ_CH	84402	S21000	300	92400	PEDA2000GY20	ADMIN	$ 899,693.00
PRJ_CH	84402	S21000	400	92400	PEDA2000GY20	ADMIN	$ 97,000.00

$ 435,938,638.00

Expense	Encumbrance	Pre-Encumbrance	Available Budget*	Percent Available
$ -	$ -	$ -	$ -	0
$ -	$ 20,157.00	$ -	$ -	0
$ -	$ 300,000.00	$ -	$ 1,861,514.00	86.12
$ -	$ -	$ -	$ 1,600,263.00	100
$ -	$ -	$ -	$ 2,000,000.00	100
$ -	$ 311,251.20	$ 336,570.00	$ 1,917,178.80	74.74
$ -	$ -	$ -	$ 2,161,514.00	100
$ -	$ -	$ -	$ 1,000,000.00	100
$ -	$ -	$ -	$ 1,600,000.00	100
$ -	$ -	$ -	$ 1,750,000.00	100
$ -	$ -	$ -	$ 1,534,000.00	100
$ -	$ -	$ -	$ 125,000.00	100
$ -	$ -	$ -	$ 2,000,000.00	100
$ -	$ -	$ -	$ 4,840,723.00	100
$ 3,059,853.24	$ 387,382,938.27	$ -	$ 1,901,982.49	0.48
$ -	$ 286,000.00	$ -	$ 220,000.00	43.48
$ -	$ -	$ -	$ 2,338,758.00	100
$ -	$ -	$ -	$ 1,000,000.00	100
$ -	$ -	$ -	$ 9,211,242.00	100
$ -	$ -	$ -	$ 3,000,000.00	100
$ 23,760.00	$ -	$ -	$ 1,976,240.00	98.81
$ 43,495.02	$ -	$ -	$ 1,139,504.98	96.32
$ 44,880.07	$ 442,114.93	$ -	$ 412,698.00	45.87
$ -	$ 78,064.00	$ -	$ 18,936.00	19.52

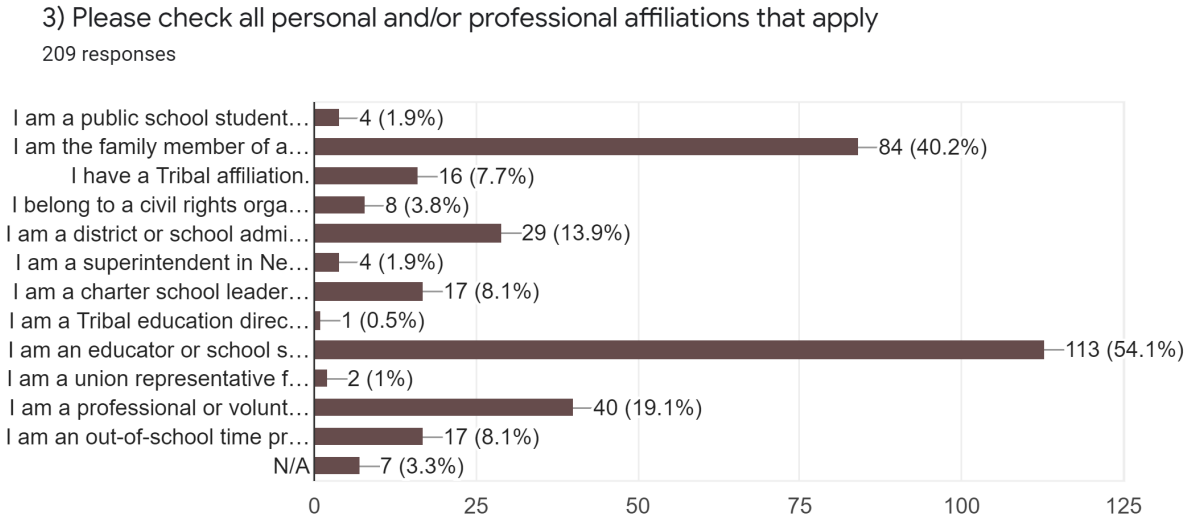
$ 3,171,988.33 $ 388,820,525.40 $ 336,570.00 $ 43,609,554.27

Updated: Wednesday, June 2, 2021

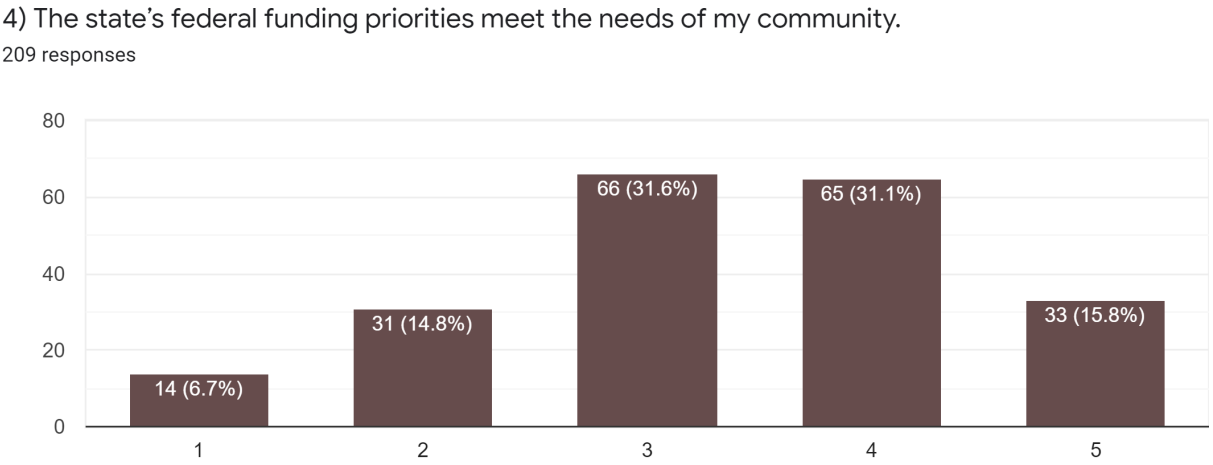
The New Mexico Public Education Department created a community feedback survey regarding the agency's plans to support school communities through federal funding. Survey respondents watched a recording of Secretary Stewart, in which he presented the agency's priority areas and goals.

The following data reflect the identity/associations of survey respondents, their level of agreement in response to question prompts, as well as a summary of qualitative feedback.

Respondent Affiliation



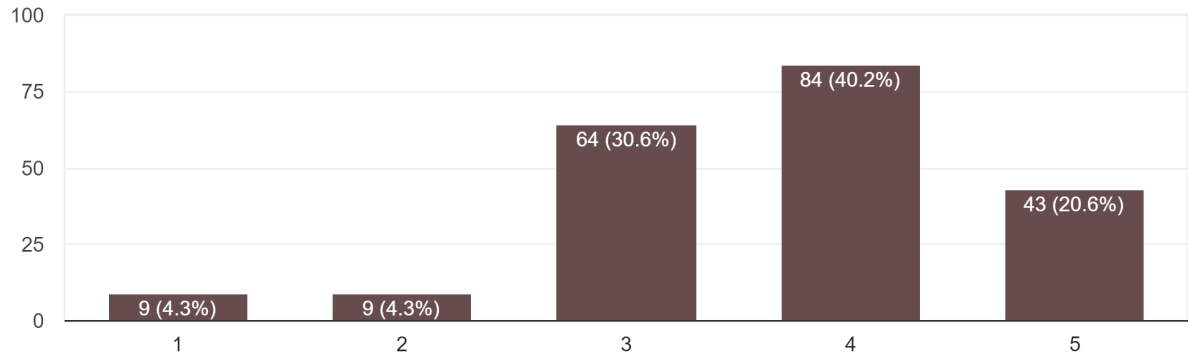
Quantitative Feedback*



***rating scale** 1: strongly disagree ... 5: strongly agree

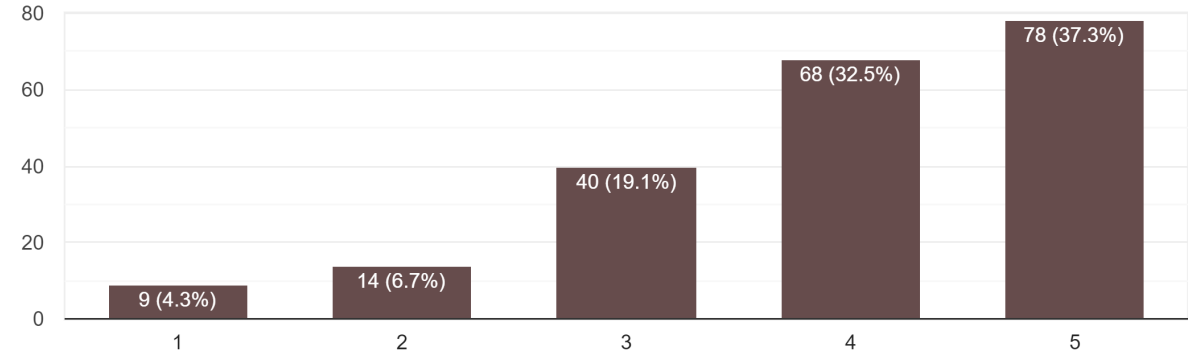
5) I am supportive of the state's plans for allocation and spending of ARPA funds.

209 responses



6) I believe the state's plan for investing federal funds in public education will have a significant and sustainable positive impact.

209 responses



Qualitative Feedback

Of the respondents who reported that the state's plan *did meet* their communities' needs, some common themes included:

- Specific academic and curricular supports (e.g. math, literacy, STEM, SEL);
- Financial incentives for educators, classroom and support staff;
- Professional development; and
- Capacity building at the school and systems levels.

Of the respondents who reported that the state's plan *did not meet* their communities' needs, some common themes included:

***rating scale** 1: strongly disagree ... 5: strongly agree

- Support for Native American communities;
- A need for more direct-to-school funding;
- Opportunities for outdoor education;
- Support for special education;
- A desire for more specificity in the plan, especially regarding social and emotional learning (SEL); and
- Regional differentiation.

The NMPED believes the agency's strategic plan will address these concerns through recurring and sustainable funding sources, policy, and programming. However, we are committed to listening to, learning from, and engaging with communities most deeply impacted by COVID-19 and long-standing education inequities in order to continually co-create innovative solutions, policies, and programming that will ultimately shift practice and improve the educational experiences of and outcomes for all New Mexican students.

NEW MEXICO
Public Education Department

Teaching Learning and Assessment
Curriculum & Instruction

Academic Acceleration Supports

Prong 1 Goals:

Provide a suite of customized professional learning opportunities aligned to Acceleration and MLSS in three focused areas:

1. Provides professional development to Districts/Charters which supports equitable access to grade level standards through a learning acceleration lens at the Universal Instruction level (core instruction).
2. Provides a suite of tutoring supports which guides schools in utilizing targeted and intensive interventions with a focus on high dosage tutoring.
3. Provides infrastructure such as a dashboard and associated tools for tracking high dosage tutoring efforts and supporting a continuous review cycle regarding tutoring efforts.

Process for LEA Selections: Districts will apply to participate in a level of support which meets their needs.

RFP Development:

- RFP(s) to procure the following suite of leveled supports in two focus areas: acceleration and MLSS, including high dosage tutoring
- Each level of support could be awarded to separate vendors so vendors would apply based on their expertise
- Multi-year contract until September 2023 (Earmark: Round 2 ESSR, 18 mil for acceleration and tutoring supports)
    - Allows for tiered starts

RFP(s) will outline considerations for professional learning to assure equity in instruction through Acceleration and High Dosage Tutoring:

- Goal 1: The primary focus for all projects is Acceleration with NMIS for language arts and math, content standards for other academic areas, and MLSS.
- Goal 2: RFP will outline considerations for supporting schools to design and develop a high dosage tutoring model which provides access to grade level standards at the universal level and during targeted and intensive instruction.

Project Tenets for RFP(s):

- The project identifies which stakeholders are in Included: executive leaders, school leaders, teacher leaders or combined role group teams.
    - Varied projects will provide participants opportunities to focus on vertical and/or horizontal alignment and varied supports to impact classroom instruction.
        - Projects will range in who should be included from a vertical perspective
            - classroom-to-district member team
            - school based teams with admin and teacher leaders and representatives from across the school
            - small site based teams of like-content or like-grade level colleagues.
- All projects will include a classroom-centric focus (creating a dialogue on how the whole systems supports the classroom) on enhancing instruction by assuring access to grade level standards, the use of formative data, CLR and HQIM.
- All projects are expected to include/promote a collaborative approach to planning (classroom-centric focus).
- Each project should include a learning-planning-implementing-reflecting cycle.
- Professional development opportunities should promote independent educator and collaborative reflection and should assure that reflection is based on applying learnings

on a continuous basis throughout the participation in the project in such a way that it promotes ongoing individual and collegial reflection after the project concludes (sustainability of collective practice).

All project submissions must include collaboration with an evaluator to monitor the design, recommend updates to the design, provide metrics for completion of deliverables and impact (teachers, schools, districts, students, etc.).

Summary of Projects in Suite of Supports:



Professional Learning: Community of Practice and Reflection Cohort for Teachers

An identified committed team from a district to support growth at a school or cluster of schools in the use of aligned curriculum practices k-12 including, the use of: the NMIS to determine pacing in the district, and acceleration strategy assuring

Participants necessary:

1. District Leadership for each represented district
    - Executive Leader
    - C&I Leader
2. School Leadership
    - Principal for each represented school with
3. Teacher Leaders for each represented school
4. Cohorts would meet a minimum of twice a month, virtually and model would include the vendor providing onsite coaching, technical assistance and professional learning opportunities at the district level
5. Intent would be to coach the school team in planning for and supporting Accelerated Learning with MLSS on their campus.

Project will be ongoing for a minimum of a semester (could go up to a year depending on vendor proposal).



Professional Learning: Community of Practice and Reflection Cohort for Teachers

1. Statewide-virtual consistent cohorts by grade bands across districts (this is not a drop-in model)
2. School level team (of at least 3 teachers) participates with facilitation guidance for on campus dialogue
3. Learn-Implement-Collaborative Reflection-Ongoing practice
4. Cohorts would meet a minimum of twice a month for a minimum of two hour professional learning sessions including interactivity and practical application planning.
5. Concluding activity includes each participant sharing the impact on their work though a touchstone project.

Project will be ongoing for a minimum of a semester (could go up to a year depending on vendor proposal).



Professional Learning: Community of Practice and Reflection Cohort for Administrative Leaders

1. Statewide-virtual consistent cohorts (this is not a drop-in model)
2. District C&I Leaders, Principals, Assistant Principals
3. School district team (of at least 3 Administrative Leaders) participates with facilitation guidance for back at district conversations
4. Learn-Implement-Collaborative Reflection-Ongoing practice
5. Cohorts would meet a minimum of twice a month for a minimum of two hour professional learning sessions including interactivity and practical application planning.
6. Concluding activity includes each participant sharing the impact on their work though a touchstone project.

Project will be ongoing for a minimum of a semester (could go up to a year depending on vendor proposal).



Professional Learning:

Self-Guided Project: Tools for School-Based Teams

Contractor will provide professional development mechanisms to support teachers and leaders in the implementation accelerated learning.

- Curate resources and tools and build a suite of Canvas courses to support accelerated learning.
- Courses should be self-guiding with built in opportunities for collaborative reflection and planning in PLCS and at school level professional development sessions.
- Virtually convene participants regionally on a quarterly basis to engage in cross district think-tank settings and including professional development sessions including case based learning.
- Develop a communication resource (newsletter, electronic, etc.) to provide ongoing information, data, and academic research related to acceleration principles and processes.
- Provide ongoing office hours (Ex. bi-weekly) with guest speakers who present a relevant topic and provide time for discussion and Q&A.
- Provide scheduled and individualized coaching and facilitation to school sites to support the development of a school plan including feedback and technical assistance.

Project will be ongoing for a minimum of a year.

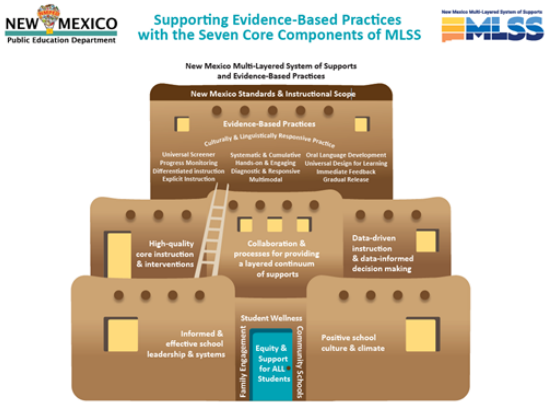


Professional Learning: Acceleration Project

Planning for Acceleration

A school based team would include a district curriculum expert, the principal, and teacher leaders who would serve as the Acceleration Focus team.

- Team would be provided a coach/facilitator who would support the team in developing an Acceleration Plan aligned to the NM Roadmap for Acceleration, the NMIS and MLSS.
- Monthly consultations would occur to assure that the team has developed a plan, implemented the plan, evaluated the plan, and planned for process improvements.
- This would take a classroom centric approach including supports for teacher professional learning to meet the identified needs of the student body as the school works to assure that the grade level standard is the floor for all students not the ceiling for some.
- Ongoing professional development in acceleration and the "all students means all students" approach would be provided to classroom teachers through on-site and virtual synchronous and asynchronous models, including recommendations for PLC collaborative processes.
- A focus on high dosage tutoring would be a central focus and would support the school in the implementation of 90-day planning.
- A plan for year 2 will be developed through the learnings of year 1.



Professional Learning: School-Based MLSS Project

MLSS to assure strong universal instruction for all students and systems with targeted and intensive instruction.

Project would include ongoing site based coaching to support a school in the implementation of MLSS with a focus on the use of NM MLSS Guidance, Structuring Guide, and facilitate planning for sustainability plan.

Team would include a district curriculum expert, the principal, and teacher leaders who would serve as the MLSS focus team.

The school would be guided through addressing the expectations in the district MLSS sustainability plan.

Site visits with specific feedback on MLSS implementation would be part of the process as well as ongoing coaching from an MLSS expert.

The use of data to drive programmatic and instructional pedagogical expectations for all three layers of MLSS (Universal, Targeted, and Intensive) would be the primary focus of this option.

(Note: In addition to providing an option in the Suite of Supports, continued/ongoing state-wide work will be facilitated by SWREC.)



Tutoring: Program Development with Coaching

This options will support schools in high dosage tutoring model development, implementation supports, and process improvement feedback. The following is integrated in the support:

- Coaching Support for schools in developing an MLSS aligned tutoring program based on the following:
  - Defining a quality tutoring program, producing a site plan to signal the use of tutoring aligned to MLSS

The plan will include:

- processes for identifying students for high dosage tutoring within the instructional day
- clarify what each tutoring opportunity is designed to achieve (universal interventions, targeted interventions, intensive interventions) as well as identify the evidence based practices and materials to be utilized
  - base the school tutoring system on what students need
  - Alignment to Structured Literacy
- considerations for diversifying the adults and schedules in the school to provide tutoring
- identify the data the school will use to know what students know and don't know…
- support students in skill development targeted at grade level standards
- identify parent engagement strategies to support high dosage tutoring



Tutoring: Model Development which includes the adoption of identified evidence based curriculum and pedagogy

- Tutoring Models designed by vendors which include curriculum and pedagogical models to support schools at the targeted and intensive MLSS levels
- Provider will include a coaching model to support the school in implementing a high dosage tutoring model including the use of formative data, strong curriculum implementation, and pedagogical shift
- Coaching Support for schools in developing an MLSS aligned tutoring program based on the following:
  - Defining a quality tutoring program, producing a site plan to signal the use of tutoring aligned to MLSS

The plan will include:

- processes for identifying students for high dosage tutoring within the instructional day

- clarify what each tutoring opportunity is designed to achieve (universal interventions, targeted interventions, intensive interventions) as well as identify the evidence based practices and materials to be utilized
- Base the school tutoring system on what students need
- alignment to Structured Literacy
- considerations for diversifying the adults and schedules in the school to provide tutoring
- identify the data the school will use to know what students know and don't know
- support students in skill development targeted at grade level standards
- identify parent engagement strategies to support high dosage tutoring



Tutoring: Students Tutoring Students

This option would support student development in two ways:

1. Students in need of additional skill development (so that they can have access to grade level content during universal core instruction) would receive tutoring and mentoring.
2. College students in associate degree educational prep programs &/or high school students interested in the field of education would receive training and coaching to support students in pre-k-12 settings.

Partners would provide training, professional learning, mentoring of tutors, coordination for tutoring development program partnerships, and support with sustainability planning.

This work will be facilitated by an IGA with Northern NM University.



Professional Learning Implementation Facilitation for Acceleration &/or Tutoring: Potential-Partner Recommended Model (Contractor, nonprofits, etc.)

Based on the content provided in the RFP, the NMPED is also calling for recommendations from potential partners.

Potential Partner Applicant should propose full service models (such as others called for in the RFP) for either acceleration support, high dosage tutoring support or a combination of both.



Dashboard Development to Support Tutoring

This would be a separate RFP.

The target here would be to work with a partner to develop a dashboard for state wide usage to help SEA, districts and schools create, maintain, and display their tutoring data such as:

- meta data, who is getting tutoring, what is the methodology, how many, how often,, results, etc., essentially rebranding what school is in the state and on a continuum of MLSS services
- Possible focus areas would entail:
  - Looking at the whole child, not just the tutoring, including student and parent surveys
  - Determining and tracking tutoring expectations: Data access will help schools determine goals for instructional progress and goals they would need to set for providers, continuous improvement, how much growth is enough,
- The system would help track critical tutoring components that are working and create a continuous review of critical attributes to tutoring practices that should be replicated within an MLSS framework.

Prong 1-Timeline, Year 1

May 10-28	Prepare and Route IGA
May 10-28	Finalize RFP parameters for delivery to REC
May 10-28	Marketing Round 1: Awareness-notify districts of upcoming ops
June 1-25	Post RFP
June 1-25	Marketing Round 2: Finalize marketing plan and collateral for district applications
June 28-July 7	RFA reviews and selections
July 8-23	Release district applications
July 26-30	Review and match districts applications to offerings
August 2	Notifications to districts and determine project start dates PED, RECs, Vendors and districts begin planning based on matches

Prong 1: Multi-Year Budget

ESSER II	Fund:	67302
	Dept:	S0500
	Bud Ref:	92136
	Class :	E0000
	Amount:	2,161,514.00
ESSER III	Fund:	67302
	Dept:	S0500
	Bud Ref:	92136
	Class :	E0000
	Amount:	22,000,000.00

	Budget Total	Contract Total
Procuring/Managing Vendors (suite of opps for acceleration & MLSS)	$ 12,786,895.00	
Project Director (1.0)		$ 298,250.00
Admin Support Staff (1.0)		$ 200,750.00
Benefits (ERB, FICA, Medicare, Medical Ins, etc)		$ 174,650.00
RFP Services (MOU to REC 9 $2500/RFP)		$ 20,000.00
RFP 1 - vendors to support acceleration (i.e. tutoring) - need to have in RFP communication expectations		$ 12,093,245.00
RFP 2 - dashboard work (MLSS data base)	$ 913,361.00	$ 651,131.00
RFP Additional - budget balance directed based on funds available		$ -
Subcontract for video/graphic design		$ 30,000.00
Purchase, packaging and shipment of technology supplies and materials		$ 232,230.00
MLSS Coaching Support	$ 1,834,519.24	
MLSS Support Consultants		$ 177,019.24
Coaches		$ 1,657,500.00
TOTAL ACTIVITIES	$ 15,534,775.24	
INDIRECT @ 5%	$ 776,738.76	
TOTAL IGA	$ 16,311,514.00	

Prong 2 Goals:

New Mexico will continue its focus on providing on grade-level universal core instruction including a strong foundation in literacy development.

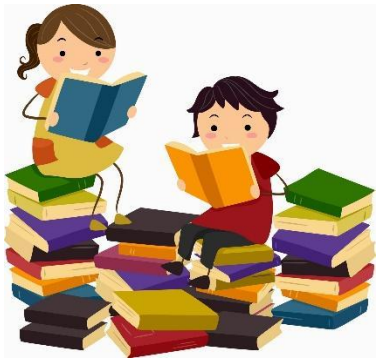
1. The New Mexico Instructional Scope will continue to be developed and refined with New Mexico educators, for New Mexico educators, to include all four core-content academic areas (Language Arts, Math, Science and Social Studies) as well as aligned guidance for other content areas to assure equitable instructional practices across all academic standards
2. Professional development will be provided to assure that the grade level standard is the floor for all students, not the ceiling for some students.
3. Supports will focus on the use of identified tenets for strong instruction including culturally responsive practices such as the development of student discourse and the implementation of MLSS to assure a strong universal layer for core instruction as well as infrastructure for strong targeted and intensive supports.

Summary of Projects in Suite of Supports:



NMIS Acceleration Supports

Projects will include resource development and professional learning opportunities in the use of standards and the NMIS to provide equitable access to grade level standards and culturally relevant pedagogy for all students.



Structured Literacy Coaching and Professional Development

NMPED will continue to invest in literacy development across the state to assure strong foundational supports for all students. This will allow us to accelerate our training plan so that by 2023 all kindergarten through 2nd grade teachers will be trained in LETRS. This ultimately will allow for recurring below the line state funding to support 3rd grade and beyond literacy development on an accelerated timeline as well.

Prong 2-Timeline, Year 1

May	Prepare and Route IGAs
June	Solicit LETRS orders from Districts
July	Solidify LETRS phases 4-6 Prepare RFA for development of NMIS Social Studies
August	Review RFA applications and determine vendor
Fall 2021	LETRS phases IV and V begin training
Sept-Dec	Convene Social Studies educator committees to develop NMIS
January 2022	LETRS phase VI begins training
Fall 2021	Prepare RFA for development of NMIS Non-Core Content Subjects and determine vendor
Spring 2022	Social Studies NMIS released with new standards and PD supports Convene Non-Core Content Subjects educator committees to develop NMIS
July 2022	Release NMIS section 5 for Non-Core Subject areas

Prong 2: Multi-Year Budget

Funding Source: ESSR III Project: **PED24333GY201**

Structured Literacy Training (LETRS)	Fund:	67302
	Dept:	S0500
	Bud Ref:	92136
	Class :	E0000
	Amount:	4,775,000.00
Acceleration Support through NMIS Development and PD Development	Fund:	67302
	Dept:	S0500
	Bud Ref:	92136
	Class :	E0000
	Amount:	1,076,000.00

Total Budget Summary for Prong 1 & 2:

	Activity in Agency Spreadsheet	Line in Agency Spreadsheet	ESSER	Expiration
2,161,514	PD on Accelerated learning	19	II	9/30/2023
22,000,000	High Dosage tutoring 0nly (not: Teaching Fellows) 5% Learning Loss	21	III	9/30/2024
24,161,514				

https://docs.google.com/spreadsheets/d/1_L-98ALJ77ShpoidTbwynvAeExB1yeTNvCl_EuHKcwU/edit#gid=495638636

13,563,634	IGA at SWREC for RFP of services and District Applications	ESSR II and III
913,361	IGA at SWREC for RFP to contract	ESSR III
1,075,000	IGA at REC9 for contracting and PD supports	ESSR III
1,834,519	IGA at SWREC for state-wide coaching supports	ESSR III
4,775,000	IGA at REC 9	ESSR III
2,000,000	IGA Northern NM-Mentoring Kids Work	ESSR III
24,161,514		

ESSER II Project: PED24319GY201
Funding Source: $2,161,514.00

Fund:	67302
Dept:	S0500
Project	PED24319GY201
Bud Ref:	92136
Class Code:	E0000

ESSER III Project: PED24333GY201
Funding Source: $14,150,000.00

Fund:	67302
Dept:	S0500
Project	PED24333GY201
Bud Ref:	92136
Class Code:	E0000

Educator Fellows



Building an Educator Ecosystem for New Mexico

NEW MEXICO
Public Education Department

Overview

The New Mexico Public Education Department would like to leverage a one-time influx of federal relief dollars to address issues in teaching and learning that have resulted as of the COVID-19 pandemic. This project would aim to bolster **recruitment and retention** of educators as well as provide strong infrastructure for classroom supports that are required for schools to move into accelerated learning.

Accelerated Learning is an instructional framework that assumes **all** students engage with grade-level academic standards. Accelerated learning enables educators to connect unfinished learning with new ideas and new information, all while engaging students with grade-level content and celebrating student cultural wealth.

Problems to solve

1. Educator recruitment and retention issues are exacerbating as a result of the pandemic. Pipeline issues are already significant in New Mexico.

2. Educators will need significant resources to provide intentional interventions for students as they move back to in-person instruction for school year 2021-22.

3. Young adults and others who are curious about the education field often do not have experience in classrooms that offer solid support into the profession.

4. Accelerated Learning for students will require agile instruction that effectively uses small group instruction and targeted, high-dosage tutoring. This will require additional adults.

Project Objective

The objective for this project is to create a temporary workforce, or job corps, of **Educator Fellows** that support teachers in their classrooms. This is based on the recognition that educational assistants are vital to student success; collectively, more adults are able to better serve students with just-in-time remediation or targeted small-group instruction. The project will also provide an experiential entree into the education profession with funding and established, clear pathways for advancement.

Process



Phase 1: Recruit a Job Corp

Outreach, Collaboration with LEAs, Grants, and Initial Training during the Summer

Phase 2: School Year Implementation and Course Work

Partnerships with Institutions of Higher Education



03

Phase 3: Functioning Job Corps and Defined Pathways into the Profession

Ensure Aligned Course Work, Sustained Professional Development, and Review Process Improvement

Phase 1

Summer implementation includes:

- issuing grants for participating LEAs to provide for a salary of $26,000 + benefits for each proposed fellow;
- organizing recruitment for the job corp via strategic outreach at $20,000;
- initial induction-- establishing of a summer bootcamp for the fellows with a partner organization that focuses on foundational elements of pedagogy, educator support systems, and the basic tenets of accelerated learning at $500 per fellow;
- initializing ongoing professional development for collaborating teachers that will be partnering with the educator fellows at $300,000 for the first year;
- hiring a project manager at $90,000 with benefits.





Phase 2

Fall implementation includes:

- establishing partnerships with institutions of higher education to provide course work and corresponding programs of study that align with one of the three following tracks for the fellows:
    - Associates in Education
    - Bachelors in Education
    - Alternative Licensure in Education
- hiring 10, part-time coaches to support the cohort;
- ensuring all fellows have secured licensure and background checks;
- establishing a partnership with a third-party vendor for program evaluation and research;
- maintaining and tracking on-going professional development via Project ECHO at $500 per fellow;
- possibly beginning a fall cohort induction.



Phase 3

On-going Program Coordination:
As the 2021-2022 school year progresses, project coordination and management will address:

- ➔ Continuing course work
- ➔ Sustaining in-school support structures and professional learning at $500 per fellow
- ➔ Reviewing program evaluation
- ➔ Ensuring fellows and teachers are well-suited to facilitate accelerated instructional strategies including how to partner to implement high-dosage tutoring.

Summer 2022 could include a second or third cohort, depending on interest and available funds.





Total Program Costs: $38,896,750

Teacher Fellow Investments

Salary towards each Fellows*	$25,000
Benefit at .3 per Fellow	$7,500
Years, salary funded	2
Initial Training	$500
Coursework/Degree per Fellow	$4,000
Number of Fellows	500
Total	**$36,050,000**

Teacher Fellow Infrastructure Costs

Training for Teachers who Support Fellows	$600,000
Induction and Support**	$1,644,000
Licensure and Testing	$339,750
Marketing / Recruitment/ Communications	$20,000
Research and Evaluation	$100,000
Ed Prep Partnerships / Coordination	$143,000
Total	**$2,846,750**

*LEA would supplement the salary
** FTE for Project Manager, Coaches, and Sustained Professional Development

Deliverables: In 2 Years

NMPED would prioritize elementary schools and place Educator Fellows in **second and third grade classrooms**, recognizing that most kindergarten and first grade classrooms have educational assistants. Critical interventions and tiered supports will be needed at grades 2-3 so that students achieve reading proficiency by third grade.

Number of Educator Fellows

500

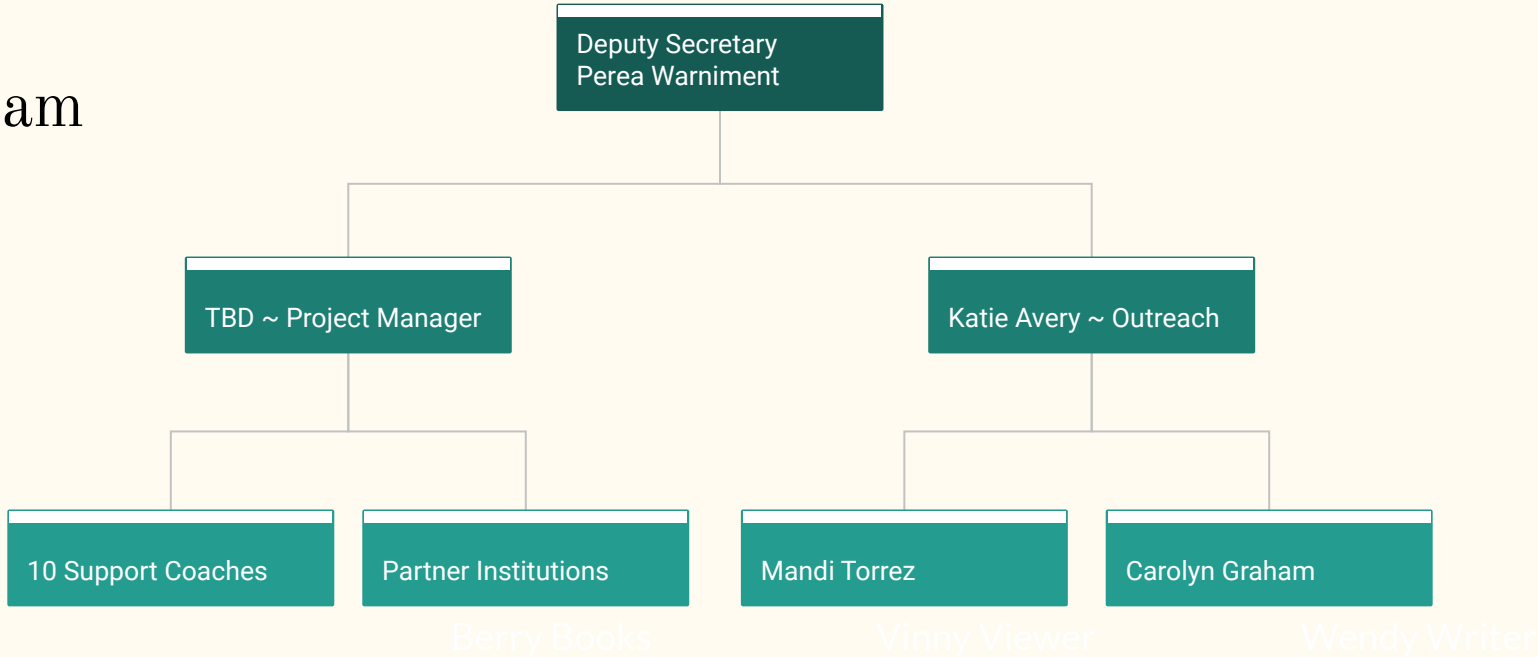
Minimum Number of Students Served

10K

Total State Investment

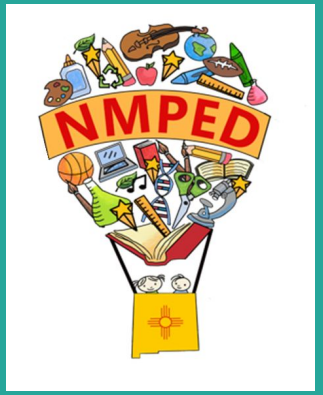
39M

Team


Deputy Secretary
Perea Warniment
TBD ~ Project Manager
Katie Avery ~ Outreach
10 Support Coaches
Partner Institutions
Mandi Torrez
Carolyn Graham
Berry Books
Vinny Viewer
Wendy Writer

Contact Info:

Gwen Perea Warniment
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STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
FEDERAL PROGRAMS AND ADMINISTRATIVE SERVICE DIVISION
POLICY AND PROCEDURE
INTERNAL CONTROLS

INTERNAL CONTROL FRAMEWORK

Internal Control Environment

The internal control environment includes the tone of an organization, influencing the risk consciousness of its people, and is the basis for all other components of an enterprise's risk management. The tone of the Public Education Department's internal environment is established by statutes and rules. A summary of those statutes and rules, which have been copied in their entirety.

In summary, the Public Education Department (PED) has a low risk tolerance. This is reflected in its adoption of generally accepted accounting principles as its budgetary basis, its adoption by rule of operating standards, its recognition in statute of model accounting practices, and its implementation of an enterprise resource planning tool based on "best practices." PED will utilize current staff and PED also plans to add additional sponsored term Full Time Equivalent employees to provide technical assistance and sub-recipient monitoring as outlined is the Internal control framework to address potential acts of waste, fraud and abuse.

Rules 2.20.5 and 6 NMAC
Please see the following pages (page 2) for a reproduction of the rules pertaining to the roles and responsibilities of the Department and Chief Financial Officer(s) within the Statewide Accounting System Network.

NMSA 1978, §6-5
Please see the following pages (page 7) for a reproduction of the Statutes governing the Statewide Accounting System Network.

Rule 6.20.2 NMAC
Please see the following pages (page 10) for a reproduction of the rules pertaining to standards in budget and uniform financial accounting for all New Mexico public schools and school districts.

TITLE 2 PUBLIC FINANCE
CHAPTER 20 ACCOUNTING BY GOVERNMENTAL ENTITIES
PART 5 RESPONSIBILITY FOR ACCOUNTING FUNCTION

2.20.5.1 ISSUING AGENCY: *Department of Finance and Administration*
[2.20.5.1 NMAC – N, 08-29-03]

2.20.5.2 SCOPE: *Establishes accountability for accounting function in all state agencies as defined by section 6-5-1 NMSA 1978, as amended, without exception.*
[2.20.5.2 NMAC – N, 08-29-03]

2.20.5.3 STATUTORY AUTHORITY: *Section 6-5-2, NMSA 1978, as amended, requires the division to maintain a central system of state accounts and to devise, formulate, approve and control and set standards for the accounting methods and procedures of all state agencies. Section 6-5-2 NMSA1978, as amended, requires the division prescribe procedures, policies and processing documents for use by state agencies in connection with fiscal matters and may require reports from state agencies as may be necessary to carry out its duties and functions. Section 9-6-5 (E) NMSA 1978, as amended, authorizes the secretary of the department to make and adopt such reasonable and procedural rules and regulations as may be necessary to carry out the duties of the department and its divisions.*
[2.20.5.3 NMAC – N, 08-29-03]

2.20.5.4 DURATION: *Permanent*
[2.20.5.4 NMAC – N, 08-29-03]

2.20.5.5 EFFECTIVE DATE: *August 29, 2003*
[2.20.5.5 NMAC – N, 08-29-03]

2.20.5.6 OBJECTIVE: *To establish accountability for the accounting function by establishing, at the state agency level, standards for the proper recording, summarizing, and reporting of financial transactions and designating one state employee at each state agency to be responsible for maintaining those standards.*
[2.20.5.6 NMAC – N, 08-29-03]

2.20.5.7 DEFINITIONS:

- *A. "Accounting function" means the methods and procedures, be they manual or automated, used by a state agency to record, summarize, and report its financial transactions.*
- *B. "Accounting system" means the total structure of records and procedures used to record, to classify, to summarize, and to report on the financial position of a governmental entity or any of its funds, fund types, or organizational components.*
- *C. "Chief financial officer" is the working title of the state employee assigned the responsibilities set forth in section 2.20.5.8(C) NMAC of this rule.*
- *D. "Department" means the department of finance and administration.*
- *E. "Division" means the financial control division of the department of finance and administration.*
- *F. "State agency" means any department, institution, board, bureau, commission, district or committee of the government of the state and means every office or officer of any of the above.*
- *G. "Timely" means in substantial compliance with the due dates established by the division.*

[2.20.5.7 NMAC – N, 08-29-03]

2.20.5.8 CHIEF FINANCIAL OFFICER AND ASSIGNMENT OF RESPONSIBILITIES:

- *A. Statute requires that the administrative head of each agency ensure that the model accounting practices, established by the division, are followed. In order to ensure that model accounting practices are followed, it is incumbent upon the agency head to carry out the responsibilities of the Chief Financial Officer, outlined in Subsection C of 2.20.5.8 NMAC.*
- *B. An agency head may assign the responsibilities outlined in Subsection C of 2.20.5.8 NMAC to any employee within the agency that has the educational background, knowledge, and experience necessary to supervise, monitor, and control the state agency's accounting function. The delegation must be in writing, must be for a specific fiscal year, and must be approved by the division.*
- *C. It is the responsibility of the Chief Financial Officer to ensure that:*

(1) an internal control structure exists at the state agency and is functioning properly.
(2) all transactions are recorded daily in the agency's accounting records.
(3) all transactions are properly classified in the agency's records.
(4) cash account records are reconciled timely each month to the division's reports and to the state treasurer's reports.
(5) all transactions comply with federal and state law.
(6) all expenditures have a public benefit or purpose, are necessary, and are consistent with the appropriation, the expenditure authority from the legislature and comply with Section 6-5-3 NMSA 1978, as amended.
(7) all accounting systems, including subsidiary systems, are recording transactions timely, completely, and accurately.
(8) all payments to vendors are accurate, timely and the state agency has certified they are for services rendered or goods received in accordance with Section 13-1-158 NMSA 1978, as amended.
(9) all information requested by the division from the state agency is provided timely and accurately.
(10) all reporting of financial information must be timely, complete and accurate, to the state agency's management and to oversight agencies and entities.
(11) the state agency's annual financial statement audit is completed by the deadline established by the state auditor and the audit report includes an unqualified opinion.
(12) a budgetary control system, approved by the State Budget Division of the Department of Finance and Administration, is in place and functioning. [2.20.5.8 NMAC-N, 08-29-03]

HISTORY OF 2.20.5 NMAC: [RESERVED]

TITLE 2 PUBLIC FINANCE
CHAPTER 20 ACCOUNTING BY GOVERNMENTAL ENTITIES
PART 6 AUTHORITY TO ISSUE WARRANTS

2.20.6.1 ISSUING AGENCY: *Department of Finance and Administration.*
[2.20.6.1 NMAC - N, 08-29-03]

2.20.6.2 SCOPE: *Applies to all state agencies, as defined by section 6-5-1 NMSA 1978, as amended, seeking authorization to issue warrants or exception from the requirement of prior submission of proposed vouchers, purchase orders or contracts to the division as provided in section 6-5-3 NMSA 1978, as amended.*

[2.20.6.2 NMAC - N, 08-29-03]

2.20.6.3 STATUTORY AUTHORITY: *Section 6-5-9 NMSA 1978, as amended, requires the secretary of the department to annually issue a written order granting authorization to a particular state agency to issue warrants or exception from the requirement of prior submission of proposed vouchers, purchase documents, purchase orders or contracts to the division as provided in section 6-5-3 NMSA 1978, as amended when efficiency or economy so requires. Section 9-6-5 (E) NMSA 1978, as amended, authorizes the secretary of the department to make and adopt such reasonable and procedural rules and regulations as may be necessary to carry out the duties of the department and its divisions.*
[2.20.6.3 NMAC - N, 08-29-03]

2.20.6.4 DURATION: *Permanent*
[2.20.6.4 NMAC - N, 08-29-03]

2.20.6.5 EFFECTIVE DATE: *August 29, 2003*
[2.20.6.5 NMAC - N, 08-29-03]

2.20.6.6 OBJECTIVE: *The object of this rule is to provide the conditions state agencies shall fulfill prior to applying to obtain an authorization to issue warrants or exception from the requirement of prior submission of proposed vouchers, purchase documents, purchase orders, or contracts to the division. Also, the object of this rule is to ensure that a state agency that is applying to obtain such authorization or exception is recording and reporting its financial transactions timely, completely, and accurately and that its accounting system follows all the division's current policies and procedures. Reporting includes, but is not limited to: the reporting in audited financial statements; managerial reporting; reporting to oversight agencies including commissions, committees, and the legislature; and detailed transaction reporting to the division.*
[2.20.6.6 NMAC - N, 08-29-03]

2.20.6.7 DEFINITIONS:

A. *"Accounting system" means the total structure of records and procedures used to record, to classify, to summarize, and to report on the financial position of a governmental entity or any of its funds, fund types, or organizational components.*
B. *"Department" means the department of finance and administration.*
C. *"Division" means the financial control division of the department of finance and administration.*
D. *"State agency" means any department, institution, board, bureau, commission, district or committee of the government of the state and means every office or officer of any of the above.*
E. *"Warrant" means a written instrument issued by the division authorizing payment of a specified amount to a designated payee out of the state treasurer's funds.*
F. *"Timely" means in substantial compliance with the due dates established by the division.*

[2.20.6.7 NMAC - N, 08-29-03]

2.20.6.8 APPLICATION PROCEDURES AND CONDITIONS OF APPROVAL OF AUTHORIZATION OR EXCEPTION:

A. *Each and every December 31, a state agency that wishes to issue warrants or exception from the requirement of prior submission of proposed vouchers, purchase orders, or contracts to the division for the following fiscal year (July 1 through June 30) shall apply for authorization or exception by submitting a written request to the secretary of the department explaining in detail the reasons why efficiency or economy will be better achieved by the state agency issuing warrants or waiving the prior submission requirements. As part of this annual request, the state*

agency shall include a detailed report outlining how it has complied during the past calendar year (January through December) with the following conditions and standards:

(1) A well-documented internal control structure shall exist within the state agency and functioning properly.

(2) All transactions shall be recorded daily in the state agency's accounting records.

(3) All transactions shall be properly classified in the state agency's records.

(4) The state agency's cash account records shall be reconciled timely each month to the division's reports and to the state treasurer's reports. If the agency maintains an account directly with a financial institution instead of with the state treasurer, the agency's cash account shall be reconciled timely to the financial institution's statement of account.

(5) All transactions shall comply with federal and state law.

(6) All expenditures shall be for a public benefit or purpose, be necessary, and be consistent with the related appropriation (expenditure authority from the legislature).

(7) All accounting systems, including subsidiary systems, shall record transactions timely, completely, and accurately.

(8) All payments to vendors shall be accurate and timely and be for services already rendered or goods received and accepted by the state agency as complying with the contract or purchase order.

(9) All information requested by the division must be provided to the division timely and accurately, and in compliance with the division's current policies and procedures, including, but not limited to, transaction data.

(10) All reporting of financial information to the state agency's management and to oversight agencies and entities must be timely, complete, and accurate.

(11) The audit of the state agency's financial statements shall be completed by the deadline established by the state auditor and the audit report shall include an unqualified opinion.

B. Failure to meet any of the standards and conditions above is grounds for the secretary to deny approval to the agency to issue warrants or deny an exception to the prior submission requirements.

C. The secretary may request the division's office of the state controller to verify the maintenance of the above standards and conditions during the annual period for which the authorization is granted. The state agency shall cooperate in providing the division's office of the state controller with the information it requests.

D. If the secretary does grant approval to the state agency for the authorization to issue warrants or exception to the prior submission requirements, that approval is only for the fiscal year beginning July 1 following the request.

E. If the state agency is issuing warrants or is waived from the prior submission requirements at the time it makes the application and the secretary denies the request for the subsequent fiscal year, the agency shall not issue warrants after the June 30th following the denied request.

F. By March 1 following the denied request, the state agency shall make arrangements with the division for the division to issue the warrants for the state agency beginning the July 1 following the denied request. As allowed by law, this shall include the transfer of financial resources to the division to cover the cost of issuing the warrants and administering the prior submission of proposed vouchers, purchase orders, and contracts.

[2.20.6.8 NMAC - N, 08-29-03]

HISTORY OF 2.20.6 NMAC: [RESERVED]

NEW MEXICO STATUTES ANNOTATED 1978
CHAPTER 6 PUBLIC FINANCES
ARTICLE 5 FINANCIAL CONTROL DIVISION

6-5-1. Definitions. (2003)

As used in Chapter 6, Article 5 NMSA 1978:

A. "division" means the financial control division of the department of finance and administration;

B. "central accounting system" means the accounting system used by the division to process and record payments, deposits and other financial transactions for state agencies and departments;

C. "electronic" means electric, digital, magnetic, optical, electronic or similar media;

D. "local public body" means any political subdivision of the state that expends public money from whatever source derived, including counties, county institutions, boards, bureaus or commissions; incorporated cities, towns or villages; drainage, conservancy, irrigation or other districts; charitable institutions for which appropriations are made by the legislature; and every office or officer of any of the above;

E. "model accounting practices" means the accounting methods and procedures used by the state;

F. "processing document" means a form, including supporting documents, submitted by a state agency to the division that will be used by the division to record a financial transaction or make payment;

G. "state agency" means any department, institution, board, bureau, commission, district or committee of the government of the state and means every office or officer of any of the above; and

H. "statewide accounting system network" means the central accounting system, the central payroll system, the central treasury system and all other financial accounting systems operated by state agencies as one system through manual or automated interfaces.

6-5-2. Financial control division; central system of state accounts; accounting systems; processing documents; model accounting practices; internal accounting controls. (2003)

A. The division shall maintain a central system of state accounts and shall devise, formulate, approve, control and set standards for the accounting methods and procedures of all state agencies. The division shall prescribe procedures, policies and processing documents for use by state agencies in connection with fiscal matters and may require reports from state agencies as may be necessary to carry out its duties and functions. Procedures and policies issued by the division are exempt from the uniform standards of style and format promulgated by the state commission of public records.

B. The division shall issue a manual of model accounting practices containing the procedures and policies prescribed pursuant to Subsection A of this section and shall annually review and, if necessary, revise and reissue the manual. State agencies shall comply with the model accounting practices established by the division, and the administrative head of each state agency shall ensure that the model accounting practices are followed.

C. State agencies shall implement internal accounting controls designed to prevent accounting errors and violations of state and federal law and rules related to financial matters. In addition, state agencies shall implement controls to prevent the submission of processing documents to the division that contain errors or that are for a purpose not authorized by law.

6-5-2.1. Division; additional duties. (2003)

The division shall:

A. coordinate all procedures for financial administration and financial control and integrate them into an adequate and unified system, including the devising, prescribing and installing of processing documents, records and procedures for state agencies;

B. collect and maintain the necessary information to produce ledgers, journals, registers and other supporting records and analyses;

C. maintain information that adequately supports all entries in the state general ledger;

D. verify and control state agency compliance with allotments;

E. conduct all central accounting and fiscal reporting for the state as a whole and produce interim statewide financial reports and the state's comprehensive annual financial statements;

F. prescribe, develop, operate and maintain a uniform statewide accounting system network;

G. prescribe and approve the installation of any changes in the statewide accounting system network as necessary to secure and maintain internal control and facilitate the recording of accounting data in order to prepare reliable and meaningful statements and reports;

H. prescribe the uniform classification of accounts to be used by state agencies;

I. operate a central payroll system;

J. perform monthly reconciliations with the balances and accounts kept by the state treasurer and adopt and promulgate rules regarding reconciliation for state agencies;
K. prescribe and revise procedures, techniques and formats for electronic data transmission to improve the flow of data among state agencies;
L. monitor reversion of unexpended general fund balances by September 30 of each year;
M. promulgate rules relating to the acceptance of credit, charge and debit cards for the payment of fees, taxes and other charges assessed by state agencies;
N. store and maintain records electronically;
O. establish, with the attorney general's approval, a procedure for electronic signatures;
P. maintain accounts and information as necessary to show the sources of state revenues and the purposes for which expenditures are made and provide proper accounting controls to protect state finances;
Q. make improvements in the state's model accounting practices, systems and procedures;
R. assist state agencies in resolving financial questions or problems;
S. have access to and authority to examine books, accounts, reports, vouchers, correspondence files and other records, bank accounts, money and other property of a state agency; and
T. consult with the state auditor to promote better financial statement reporting.

6-5-3. Legality and authority for proposed expenditures determined by division and state agency; encumbering funds. (2003)
Before any vouchers or purchase orders are issued or contracts are entered into involving the expenditure of public funds by a state agency, the authority for the proposed expenditure shall be determined by the division and the state agency. After the authority for the expenditure is determined, the appropriate fund shall be shown by the division to be encumbered to the extent of the proposed expenditure. The division may request, and the state agency shall provide, such documentation and other information as the division deems necessary to justify the state agency's determination of authority. The division may disapprove the proposed expenditure if it determines that the justification is inadequate or is not substantiated by law. The division may perform, on a statistical or stratified basis, internal pre-audit and post-audit procedures to monitor and enforce compliance with the provisions of this section.

6-5-4.1. Annual financial report. (2003)
The division shall compile a comprehensive annual financial report. To assist in the compilation of the report, each state agency shall compile, in accordance with generally accepted accounting principles, its financial statements on a schedule established by the division.

6-5-5. Warrants issued by secretary; powers and duties of state auditor regarding warrants and transfer of funds imposed upon secretary. (1977)
All warrants upon the state treasury shall be issued by the secretary. All the powers and duties of the state auditor relating to the issuance of warrants or the transfer of funds are imposed upon the secretary.

6-5-6. Determinations to be made prior to issuance of warrants. (2003)
A. No warrant upon the state treasury for the disbursement of funds shall be issued except upon the determination of the division and the state agency that the amount of the expenditure:
(1) does not exceed the appropriation made to the state agency; and

(2) does not exceed the periodic allotment made to the state agency or the unencumbered balance of funds at its disposal unless the warrant includes federal funds that will be receipted based upon established warrant-clearing patterns.
B. The division may implement and perform internal pre-audit and post-audit procedures to monitor and enforce compliance with the provisions of this section. The pre-audit and post-audit procedures may be applied on a stratified or statistical basis.
C. A state agency shall determine that a proposed expenditure is for a public benefit and purpose consistent with the related appropriation and is necessary to carry out the statutory mission of the state agency prior to committing the state to the transaction.

6-5-7. Warrant or documentation to show fund from which payment is made; settlement of claims against state; account between state and treasury. (2006)
Every warrant issued or its supporting documentation shall contain the particular fund appropriated by law out of which it is to be paid. The division shall settle all claims against the state payable by law out of the treasury and keep an account between the state and the treasurer.

6-5-8. Vouchers. (2003)
All claims for payment of public money shall be made upon a public voucher. All public vouchers shall be in the form and contain the information required by the division. All purchase vouchers for goods and services, other than personnel, shall be accompanied by supporting invoices and documentation required by the division. Vouchers for the reimbursement of public officers and employees shall have receipts attached for all money claimed, except that travel advance or reimbursement vouchers for claims of mileage and per diem at standard rates need not be accompanied by receipts. All vouchers shall be certified as true and correct by the officer or employee designated to approve payments of claims against state agencies and local public bodies, including public schools. The division may require that payroll, travel advance, reimbursement, refund or other vouchers be sworn to by the certifying officer or payee. Certification may be in writing or by electronic media.

6-5-9. Secretary may authorize state agencies to issue warrants; secretary may exempt state agencies from submission of proposed vouchers, purchase orders or contracts. (2003)
The secretary of finance and administration may, when he determines that efficiency or economy so requires, authorize state agencies to issue warrants and except state agencies from the requirement of prior submission of proposed vouchers, purchase orders or contracts to the financial control division as provided in Section 6-5-3 NMSA 1978. The authorization or exception shall be made annually by the order of the secretary in writing. The order shall state the extent of the authorization or exception and the reasons therefore [therefor]. The department of finance and administration shall promulgate rules providing conditions for agencies to meet before obtaining an authorization or exception pursuant to this section. The department shall annually report to the legislative finance committee on the authorizations and exceptions granted.

6-5-9.1. Procurement card project. (2003)
The division shall design and implement a procurement card project that allows state agencies to pay for purchases by using procurement cards. To implement the project, the division may enter into an agreement with a procurement card issuer. The division shall determine the limits of the project, including the number of state agencies that participate and limitations on types of goods and services that may be eligible for purchase through procurement cards.

6-5-10. State agency reversions; director powers; compliance with federal rules. (2003)

A. Except as provided in Subsections B and C of this section, all unreserved undesignated fund balances in reverting funds and accounts as reflected in the central financial reporting and accounting system as of June 30 shall revert by September 30 to the general fund. The division may adjust the reversion within forty-five days of release of the audit report for that fiscal year.
B. The director of the division may modify a reversion required pursuant to Subsection A of this section if the reversion would violate federal law or rules pertaining to supplanting of state funds with federal funds or other applicable federal provisions.

22-8-4. Department; duties.

In addition to other duties provided by law, the department shall:

A. prescribe the forms for and supervise and control the preparation of all budgets of all public schools and school districts; and

B. compile accurate information concerning public school finance and administration.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 20 PUBLIC SCHOOL FINANCE - BUDGETING AND ACCOUNTING
PART 2 GOVERNING BUDGETING AND ACCOUNTING FOR NEW MEXICO PUBLIC SCHOOLS AND SCHOOL DISTRICTS

6.20.2.1 ISSUING AGENCY: *Public Education Department*
[11-01-97, 01-15-99, 09-15-99; 6.20.2.1 NMAC - Rn, 6 NMAC 2.2.1.1, 05-31-01; A, 11-30-06]

6.20.2.2 SCOPE: *This regulation applies to public school districts, charter schools, and regional education cooperatives in the state of New Mexico.*
[11-01-97, 01-15-99; 6.20.2.2 NMAC - Rn, 6 NMAC 2.2.1.2, 05-31-01; A, 10-15-03]

6.20.2.3 STATUTORY AUTHORITY: *This rule is adopted pursuant to Sections 9-24-8, 22-2-1, 22-2-2, and 22-8-5, NMSA 1978.*
[11-01-97, 01-15-99; 6.20.2.3 NMAC - Rn, 6 NMAC 2.2.1.3, 05-31-01; A, 11-30-06]

6.20.2.4 DURATION: *Permanent*
[11-01-97, 01-15-99; 6.20.2.4 NMAC - Rn, 6 NMAC 2.2.1.4, 05-31-01]

6.20.2.5 EFFECTIVE DATE: *November 1, 1997, unless a later date is cited at the end of a section.*
[11-01-97, 01-15-99; 6.20.2.5 NMAC - Rn, 6 NMAC 2.2.1.5, 05-31-01; A, 11-30-06]

6.20.2.6 OBJECTIVE: *To establish standards in budgets and uniform financial accounting for all New Mexico public schools and school districts. All budgets and financial accounting of public schools and school districts of the state of New Mexico are to be maintained in accordance with the Public School Code, Chapter 22, NMSA, 1978 Compilation, and Generally Accepted Accounting Principles (GAAP), and federal laws and regulations.*
[11-01-97, 01-15-99; 6.20.2.6 NMAC - Rn, 6 NMAC 2.2.1.6, 05-31-01]

6.20.2.7 DEFINITIONS:

A. "Budget" - A written plan of financial operation for one fiscal year to include an estimate of revenues and proposed expenditures.

B. "Department" means the public education department.

C. "Operating budget" - The budget submitted and approved by the local board by June 20 and certified by the department on or before July 1.

D. "Fiscal year" - A twelve-month period, beginning July 1 and ending June 30, to which the annual operating budget applies.

E. "Fixed assets" - Land, buildings, improvements other than buildings, equipment, machinery, construction work in progress, and capital leased assets with a cost of $500 or more. The definition of fixed assets applies to all assets purchased regardless of funding source.

F. "GAAP" - generally accepted accounting principles.

G. "Local school board" or "board" means the governing body of a school district or charter school.

H. "School districts" means public school districts, charter schools and regional education cooperatives (RECs).

[02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.7 NMAC - Rn, 6 NMAC 2.2.1.7, 05-31-01; A, 10-15-03; A, 11-30-06]

6.20.2.8 PROCEDURAL REQUIREMENTS:

A. All school districts shall account for financial transactions and develop and maintain their budgets in accordance with the Public School Code, GAAP and department procedures for public school accounting and budgeting, which are referenced where applicable.

B. The deadlines identified in this regulation pertaining to the submittal of required reports and documents may be extended by the secretary of education or his designee after a request has been submitted by the school district, provided the extension is not in violation of state or federal law.

C. If reporting requirements and deadlines are not met, the department may withhold funds, suspend payments or both, pursuant to 6.21.2.10 NMAC and 6.21.2.11 NMAC.

D. Business officials, serving in the capacity of a supervisor or director or manager of accounting and/or bookkeeping as mentioned in 6.63.12.8 NMAC, responsible for the preparation and presentation of all financial documentation and budget maintenance will meet the competency requirements enumerated in 6.63.12.9 NMAC.

[02-03-93, 11-01-97, 01-15-99; 6.20.2.8 NMAC - Rn, 6 NMAC 2.2.1.8, 05-31-01; A, 10-15-03; A, 11-30-06]

6.20.2.9 BUDGET PREPARATION STANDARDS:

A. Every school district shall follow budget requirements stated in Sections 22-8-5 through 22-8-12.2, NMSA 1978, and procedures of the department in preparing, submitting, maintaining and reporting budgetary information. Budgetary control shall be at the function level. Over-expenditure of a function shall not be allowed.

B. The proposed budget for the ensuing fiscal year shall be submitted to the department by April 15 of each year unless extended to a later date by the secretary of education.

C. The department shall review the school district's projected revenues, including estimated tax production based on the most current assessed valuation from the local taxing authority and estimated cash carryover for all funds. The department shall confer with the school district before determining where additions or reductions to the budget will be incorporated.

D. Approval of the proposed budget by the local board shall be in a public hearing held prior to June 20. The notice of public hearing for the adoption of the budget shall be published in accordance with the Open Meetings Act, Section 10-15-1 et seq. 1978, Public School Code, and local board policy. Certification of the proposed budget by the department shall be on or before July 1. The approved and certified budget then constitutes the operating budget.

E. On or before July 31, school districts shall determine their actual cash balances in all funds and report them on the most current form prescribed by the department. The operational subfund cash balance shall be adjusted by the amount of June credits for revenues received in that month from local school tax levy federal impact aid, and federal forest reserve, if any. The June credits

shall be categorized as restricted cash balance and are unavailable for budgeting in the ensuing fiscal year. Cash balance carried forward from the previous fiscal year in the operational subfund shall not be used for salaries and benefits.

F. The operating budget and any authorized adjustments, shall be integrated into the school district's accounting system after required approvals. Encumbrances shall be used as an element of control and integrated into the budget system.

[12-08-89, 02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.9 NMAC - Rn, 6 NMAC 2.2.1.9, 05-31-01; A, 11-30-06]

6.20.2.10 BUDGET MAINTENANCE STANDARDS:

A. Budget adjustment requests shall be submitted on the most current form prescribed by the department. The school district shall maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log is to be retained for audit purposes.

B. School districts shall submit budget adjustment requests for the operating budget to the department for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. The department must take action on budget adjustment requests within 30 calendar days from the date of receipt by the department or such requests will otherwise be considered approved. Expenditures shall not be made by the school district until budget authority has been established and approval received from the department. Budget adjustments shall not be incorporated into the school district's accounting system until approval is received by the department.

C. School districts shall submit periodic financial reports to the department using the department approved format. Reporting shall be either monthly or quarterly at the discretion of the department. The school district shall be notified of its required reporting frequency in writing by the department. Required reporting frequency may be changed by the department at any time during the year. Reports are due at the department by the last working day of the month following the end of the required reporting period, unless extended to a later date by the secretary of education.

[12-08-89, 02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.10 NMAC - Rn, 6 NMAC 2.2.1.10, 05-31-01; A, 10-15-03; A, 11-30-06]

6.20.2.11 INTERNAL CONTROL STRUCTURE STANDARDS:

A. Every school district shall establish and maintain an internal control structure to provide management with reasonable assurance that assets are safe-guarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. The internal control structure shall include written administrative controls (rules, procedures and practices, and policies that affect the organization) and accounting controls (activity cycles, financial statement captions, accounting applications including computer systems) that are in accordance with GAAP.

B. Each school district shall develop, establish and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

(1) School district management must ensure that protection of the public trust is a major focus when granting the authorization to execute business of the school district.

(2) Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with school district authorization.

(3) Receipts, checks or warrants, purchase orders, and vouchers shall be sequentially pre-numbered.

(4) School districts shall have proper safeguards to protect unused checks and other pre-numbered forms, undeposited cash and other receipts, and facsimile signature plates.

(5) Transactions are to be recorded as necessary to permit preparation of financial statements in conformity with GAAP. In addition, school districts shall establish any other criteria applicable to such statements to maintain accountability for assets.

(6) School districts shall conduct independent checks on performance and proper valuation of recorded amounts, such as clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

C. An internal control structure is required to demonstrate the school district's ability to record, process, summarize and report financial data consistent with the following financial statement assertions:

(1) rights and ownership;

(2) existence and occurrence;

(3) valuation and allocations;

(4) completeness; and,

(5) presentation and disclosure.

D. The internal control structure shall demonstrate that the school district identifies applicable laws and regulations, and that procedures are designed to provide reasonable assurance that the school district complies with those laws and regulations. Internal control procedures shall be established, implemented and documented through school district correspondence, manuals, training, and other additional methods. Appropriate internal control procedures shall be adopted by the local board within a school district to safeguard its assets, check the accuracy and reliability of its accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies. The internal control structure shall address all school district transactions.
[02-03-93, 11-01-97, 01-15-99; 6.20.2.11 NMAC - Rn, 6 NMAC 2.2.1.11, 05-31-01]

6.20.2.12 ORGANIZATIONAL STRUCTURE: *School districts shall develop, establish and maintain an effective organizational structure that includes the following:*

A. Devise a system for the measurement of and accountability for employee performance.

B. Establish a policy in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities.

C. Create and maintain budgets and financial reports which facilitate the discharge of assigned responsibilities and monitors activities at each level of the organizational structure.

D. Develop a system of checks and balances which separates incompatible activities to preclude absolute control by any individual or unit and provides for supervision by higher levels of management and for the monitoring of overall school district activities.
[11-01-97, 01-15-99; 6.20.2.12 NMAC - Rn, 6 NMAC 2.2.1.12, 05-31-01]

6.20.2.13 FINANCIAL STANDARDS:

A. General ledger: All school districts shall establish and maintain a general ledger in accordance with GAAP. The general ledger will be comprised of individual funds and account groups using the department's uniform chart of accounts and shall be reconciled every fiscal year with department records.

B. Funds and account groups: School districts shall use funds and account groups to report their financial position and operating results. Funds are classified into three broad categories: a) governmental funds, b) proprietary funds and c) fiduciary funds. There are two account groups: a) general fixed assets and b) general long-term debt.

C. Chart of accounts: All school districts shall prepare, maintain, and report budget and financial information utilizing a standard and uniform chart of accounts.

D. Basis of accounting: In accordance with GASB 34, school districts shall use a full accrual basis of accounting in preparation of annual financial statements and cash basis of accounting for budgeting and reporting.

E. Financial statements: Financial statements are the responsibility of the school district. The school district shall maintain adequate accounting records, prepare financial statements in accordance with GAAP (specifically, GASB 34), and provide complete, accurate, and timely information to the independent public accountant (IPA) as requested. If there are differences between the financial statements, school district records and department records, the IPA should provide the adjusting entries to the school district to reconcile the report to the school district records. If the IPA prepared the financial statements, this fact must be disclosed in the notes to the financial statements. If the IPA prepared the financial statements, this fact must be disclosed in the notes to the financial statements. All efforts should be made by the school district to assist the IPA with financial statement preparation.

F. Financial and compliance audit: All school districts shall have a yearly audit performed on its financial records as required by Section 12-6-3, NMSA 1978.

G. Financial reporting: All school districts shall provide periodic financial information to the local board as prescribed by local board action. Information shall be presented at a regularly scheduled board meeting.

[12-08-89, 02-03-93, 11-01-97, 01-15-99; 6.20.2.13 NMAC - Rn, 6 NMAC 2.2.1.13, 05-31-01; A, 10-15-03; A, 11-30-06]

6.20.2.14 CASH CONTROL STANDARDS:

A. School districts shall establish and maintain a cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the office of management and budget (OMB) Circular A-102, and applicable state and federal laws and regulations.

B. The school district shall issue a factory pre-numbered receipt for all money received. Prenumbered receipts are to be controlled and secured. If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.

C. Money received and receipted shall be deposited in the bank within twenty-four (24) hours or one banking day. If the distance to the bank is considerable, or the cash collection is limited to small amounts and/or low volume and it is impractical to meet the twenty-four hour/one banking day requirement, the local board may request approval from the department for an alternative plan. The bank deposit slip shall have the numbers from applicable receipts entered on it or attached as a reference.

D. A cash receipts journal is to be used for each fiscal year beginning July 1 and ending June 30, and is to be presented to the school district's auditor during the annual audit.

E. The school district shall verify that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added as necessary.

F. The school district shall establish a cash control ledger for each fund/subfund. Inter-fund transfers of cash among separate and distinct funds are not receipts or expenditures. Permanent transfers of previously receipted cash require local board and SIDE approval prior to the transfer. All other types of cash transfers require only local board approval.

(1) Temporary transfers of cash are to be posted as "due from" and "due to" to indicate inter-fund receivables and payables.

(2) Posting errors are not to be erased, crossed out, or in any other manner eliminated from the ledger. A separate entry is required to incorporate necessary corrections. Cross-referencing of a correcting entry to the original error should be inserted under the "description" column of the ledger.

G. Clearing accounts or pooled accounts may be used to combine more than one fund in one bank account. Clearing accounts shall reconcile to a zero balance at the end of each month. Bank reconciliations for clearing accounts shall be completed on a monthly basis.

H. A local board, through the issuance of a formal board resolution, may authorize the superintendent of schools or his/her designee to approve vouchers for payment prior to a board meeting. A summary listing of the vouchers and any additional information prescribed by the local board shall be presented at the next regular board meeting for formal approval and entry in the minutes.

I. Vouchers shall be numbered in such a manner as to provide a cross-reference between the voucher, the check, and the check register. All blank checks shall be properly safeguarded and an inventory of unused checks shall be taken periodically. Completed vouchers and supporting documentation is to be placed in numerical sequence, by the month in which they were paid, and filed for future reference and annual audit.

(1) Each warrant or check issued shall have printed on its face the words, "void after one year from date". Whenever any warrant or check is unpaid for one year, the fiscal officer shall cancel it in accordance with Section 6-10-57(A), NMSA 1978.

(2) The fiscal officer shall keep a register of all canceled warrants/checks. The register shall show the number, date and amount, name of payee, fund out of which it was payable, and date of cancellation. The face amount shall revert and be credited to the fund against which the warrant/check was drawn.

J. The school district shall maintain a cash control ledger for each fund/subfund where all transactions affecting cash are recorded. Cash balances reported to the department shall be the same as the district's cash control ledger and annual audit.

K. All bank accounts shall be reconciled on a monthly basis. Reconciled bank statements are to be reviewed by the business manager and/or assistant superintendent for business administration. The bank statement, deposit slips, and canceled checks shall be made available to the district's auditor during the annual audit.

L. The school district shall submit cash reports to the department by the last working day of the month following the end of the reporting period, unless extended to a later date by the secretary of education.

M. Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.

(1) Petty cash funds are to be reflected on the school district's balance sheet as cash on hand.

(2) Petty cash and change funds shall not be used to make loans to employees or for cashing checks.

(3) Petty cash may not contain more than $100 unless more is authorized through local board action.

(4) Change funds shall be established pursuant to school district procedure.

N. School districts shall obtain a surety bond for persons who handle or manage cash or funds.

[12-08-89, 02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.14 NMAC - Rn, 6 NMAC 2.2.1.14, 05-31-01; A, 11-30- 06]

6.20.2.15 INVESTMENTS:

A. The school district shall account for public money placed in interest-bearing deposits in accordance with Sections 22-8-40(C) through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investment of public school money.

B. Pledged collateral: School districts shall require pledged collateral for all cash and investments in accordance with Section 22-8-40, NMSA 1978.

[12-08-89, 02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.15 NMAC - Rn, 6 NMAC 2.2.1.15, 05-31-01]

6.20.2.16 WAREHOUSE/SUPPLY INVENTORY: *This section pertains to districts that maintain a warehouse. At fiscal year end, each school district shall take a physical inventory of remaining goods and materials of an expendable nature (items that are consumed in the normal course of operating the district). School districts shall establish adequate internal accounting control procedures over supplies inventory in accordance with GAAP.*

[12-08-89, 02-03-93, 11-01-97, 01-15-99; 6.20.2.16 NMAC - Rn, 6 NMAC 2.2.1.16, 05-31-01]

6.20.2.17 PURCHASING:

A. Each school district shall establish and implement written policies and procedures for purchasing which shall be in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. Purchasing policies and procedures for grant funding shall comply with requirements established within the grant and the Procurement Code. An internal control structure over purchasing shall be established and maintained to assure compliance with school district policy, and state and federal regulations.

B. A school district may contract with a business which has a current price agreement with the state purchasing agent or a central purchasing office of another district, for services, construction, or items of tangible personal property without the use of competitive sealed bids or competitive sealed proposals provided that the following conditions are met:

(1) the services or construction meet the same standards and specifications as the items to be procured;

(2) the total quantity to be purchased would not exceed the quantity which may be purchased under the existing applicable price agreement;

(3) the purchase order clearly identifies the price agreement relied upon;

(4) the price agreement relied upon is available for public inspection and for inspection by auditors; and

(5) in the case of an agreement with the central purchasing office for another district, the district with the agreement being relied upon has consented in writing to such reliance.

[12-08-89, 02-03-93, 11-01-97, 01-15-99; 6.20.2.17 NMAC - Rn, 6 NMAC 2.2.1.17, 05-31-01; A, 11-30-06]

6.20.2.18 PAYROLL: *The local board shall establish written payroll policies and procedures which comply with state and federal regulations on payroll as well as maintaining strict internal controls, close supervision and financial accounting in accordance with GAAP. School districts shall maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.*

[02-03-93, 11-01-97, 01-15-99; 6.20.2.18 NMAC - Rn, 6 NMAC 2.2.1.18, 05-31-01]

6.20.2.19 TRAVEL AND TRAINING: *Each school district shall establish and implement written policies and procedures for travel and training. Travel policies and procedures shall be in compliance with the Per Diem and Mileage Act, Sections 10-8-1 through 10-8-8, NMSA 1978, and department of finance and administration (DFA) regulations.*
[02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.19 NMAC - Rn, 6 NMAC 2.2.1.19, 05-31-01]

6.20.2.20 INSURANCE:

A. Each school district shall maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978; the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Insurance of Public Buildings, Section 13-5-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978.

B. Surety bonds paid from the operational subfund shall be approved by the department and filed with the secretary of the department of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978 Compilation.
[12-08-89, 02-03-93, 11-01-97, 01-15-99; 6.20.2.20 NMAC - Rn, 6 NMAC 2.2.1.20, 05-31-01; A, 11-30-06]

6.20.2.21 DEBT SERVICE AND BONDS:

A. A debt service fund shall be created to account for resources that will be used to service general long-term debt that is recorded in the general long-term debt account group. General long-term debt includes noncurrent bonds, as well as other noncurrent liabilities that might arise from compensated absences.

B. Debt service funds shall be established only if legally required or when resources are being accumulated to meet principal and interest payments that will be made in future periods. A single debt service fund shall be used to account for a restricted portion of a general property tax that is used to finance principal and interest payments on all general obligation bonds. Debt service funds shall be used only for the retirement of general longterm debt and for payment of county collection costs. Any funds remaining after all debts have been paid may be transferred after request for transfer has been approved by the department and DFA pursuant to Section 6-10-43,
NMSA 1978.

C. All general obligation bonds, except refunding bonds, issued under lawful authority by any school district shall be issued in accordance with Sections 6-15-3 through 6-15-8, NMSA 1978. Refunding bonds are encompassed in Sections 6-15-11 through 6-15-13, NMSA 1978.

D. In accordance with Section 6-15-9, NMSA, 1978, no bonds shall be issued or sold by any school district after the expiration of three (3) years from the date of initiation of proceedings for the election authorizing the issue, except as provided in Sections 6-15-9 supra, and 6-15-10, NMSA, 1978.

E. Arbitrage: The school district shall not earn any income on invested bond proceeds which is in excess of the amount which would have been earned if the bond proceeds had been invested at a yield equal to the yield on bonds. The school district shall prevent the issuance of tax exempt bonds for the purpose of investing the proceeds to make a profit. A long-term investment can be made only at an interest rate equal to or less than the interest paid on the tax exempt bonds.
[02-03-93, 11-01-97, 01-15-99; 6.20.2.21 NMAC - Rn, 6 NMAC 2.2.1.21, 05-31-01; A, 11-30-06]

6.20.2.22 FIXED ASSETS:

A. Cost is the generally accepted basis of accounting for governmental fixed assets. Donated assets are to be recorded at their estimated fair market value at the time of the donation.

B. Fixed assets related to specific proprietary or trust funds shall be accounted for in those funds. All other fixed assets shall be accounted for in the general fixed asset account group.

C. Property control system: Assets of a long-term character which are intended to continue to be held or used, such as land (including acquisition and improvements to grounds), buildings (including initial, acquisition, improvements, remodeling, additions, and replacement), furniture, machinery and equipment shall be acquired and accounted for through the development and implementation of a complete property control system which shall be adopted by the local board and in accordance with GAAP. General services department (GSD) rules(s), the state Procurement Code, and any other applicable state and federal requirements.

D. Capital projects: The acquisition, accountability and disposition of fixed assets for capital projects shall be in accordance with GAAP. Funds used to erect, remodel, make additions to school buildings, or to purchase and improve public school grounds shall be classified under capital projects.

[02-03-93, 11-01-97, 01-15-99, 09-15-99; 6.20.2.22 NMAC - Rn, 6 NMAC 2.2.1.22, 05-31-01]

6.20.2.23 OTHER SERVICES:

A. Food services: Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. department of agriculture (USDA) requirements, and Section 22-13-13, NMSA 1978.

B. Legal fees: No district funds shall be used for payment of personal legal fees, including attorney's fees and costs, of any school district or charter school employee or local school board member. Any payment of legal fees must serve a clearly identifiable public interest. Personal legal fees include, but are not limited to:

(1) legal fees expended in obtaining or retaining any elected position;

(2) legal fees incurred by any employee or board member in any civil action filed by or against the employee or board member in his or her personal capacity, unless, in the case of an action against the employee or board member, the allegations are based upon acts taken by that individual in the course and scope of his or her employment or service; and

(3) legal fees incurred by any employee or board member in the defense of any criminal case, unless the charges are based upon acts taken in the course and scope of his or her employment or service.

C. Federal/state grants:

(1) Flowthrough funds: For grant money that flows through the department, school districts shall utilize the funding for the purpose in which it was awarded. School districts shall submit complete and accurate reports required by the grant and the department within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

(2) Direct funds: For grant money that is sent direct, school districts shall utilize the funding for the purpose in which it was awarded. School districts shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award. These direct funds shall be incorporated into the school district operating budget without prior approval provided that a budget adjustment request is submitted to the department.

D. Student activity funds (non-instructional activities): Funds set aside for non-instructional activities shall be accounted for the same as any other funding budgeted in the operational subfund. Other assets held by the school district in a trustee capacity or as an agent for school organizations are considered agency funds, shall be accounted for in accordance with GAAP, and are not required to be budgeted. The school district is responsible for the accountability of agency funds. These funds are not considered public money for purposes of the state Procurement Code. School districts shall follow all applicable laws, rules and regulations in the disbursement of

activity funds.

E. Joint powers agreements: Accounting for joint powers agreements, entered into pursuant to the Joint Powers Agreement Act, Sections 11-1-1 though 11-1-7, NMSA 1978, shall be in accordance with the agreement.

[02-03-93, 11-01-97, 01-15-99; 6.20.2.23 NMAC - Rn, 6 NMAC 2.2.1.23, 05-31-01; A, 10-15-03; A, 11-30-06]

6.20.2.24 OTHER ADMINISTRATIVE STANDARDS:

A. Instructional materials: School districts shall be allowed credit for textbooks and supplementary instructional materials adopted by the department pursuant to the Instructional Materials Act, Section 22-15-9, NMSA 1978. Districts shall report in accordance with the Instructional Materials Act and account for instructional materials in accordance with GAAP. Audited instructional material records are the official accounting of these funds.

B. Transportation: Student transportation is provided for in Section 22-16-1 et seq., NMSA 1978. Monies allocated by the transportation unit of the department shall be utilized for transportation expenditures only and accounted for in accordance with department transportation regulations and GAAP.

C. Records retention/disposition: The management of school district records shall be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978.

D. Open Meetings Act: School districts shall comply with the provisions of the Open Meetings Act, Section 10-15-1 supra, NMSA 1978.

[02-03-93, 11-01-97, 01-15-99; 6.20.2.24 NMAC - Rn, 6 NMAC 2.2.1.24, 05-31-01; A, 10-15-03; A, 11-30-06]

HISTORY OF 6.20.2 NMAC:

PRE-NMAC HISTORY: *The material in this regulation derived from that previously with the State Records Center & Archives under: SBE Rule 89-7, Manual of Procedure for Uniform Financial Accounting and Budgeting for New Mexico School Districts, filed 12-8-89; SBE Rule 93-1, Governing Budgeting and Accounting for New Mexico Public Schools and Schools Districts, filed 2-3-93.*

Risk Assessment

Figure 1 represents a risk assessment associated with the Public Education Department. This risk assessment is compliant with MAPS 0.9.2 Risk Assessment-Entity and Activity Level.

Figure 1-Agency Objectives

Objective (Risk is Not Achieving Goal)	Risk is Non-compliance with the Following Statutes, Laws, Rules and Regulations.	Responsibility	Strategy for Achieving Objective
OPERATIONAL: Implement internal controls designed to prevent accounting errors and violation of state and federal law and rules related to financial matters. In addition, implement controls to prevent the submission of processing documents to the financial control division that contain errors or that are for a purpose not authorized by law.	§6-5-2(C) The Uniform Grant Guidance at 2 C.F.R. Part 200.303 Rule 6.20.2.23(C)	• Accounting • Budget • Fiscal Grants Management • Procurement	Implement SHARE (Statewide, Human Resources, Accounting, and Financial Management Reporting System) system with appropriate system configuration to assure an adequate segregation of duties and to require appropriate levels of approvals. Comply with Model Accounting Practices Manual (MAPs).
OPERATIONAL: Implement continuous process improvement.	§6-5-2-1.Q & Rule 2.20.5.8.C(1) NMAC The Uniform Grant Guidance at 2 C.F.R. Part 200.303	• Accounting • Budget • Fiscal Grants Management • Procurement	Periodic, no less than annually, review of processes to identify opportunities for improvement.
OPERATIONAL: Maintain subsidiary systems and interface with SHARE.	Rule 2.20.5.8.C(7) NMAC	• Fiscal Grants Management • Program • School Budget & Finance	Design, Implementation, and Maintenance of Operating Budget Management System (OBMS).
OPERATIONAL: Maintain information that adequately supports all entries in OBMS and processed through the state general ledger.	§6-5-2-1.C & Rule 2.20.5.8.C(7) NMAC The Uniform Grant Guidance at 2 C.F.R. Part 200.303	• Accounting • Budget • Fiscal Grants Management	Comply with MAPs. Require by Rule and Policy that all subrecipients maintain documentation supporting transactions.

		• Procurement	See Fiscal Grants Management Procedures Manual and Manual of Procedures for Public School Accounting and Budget (PSAB).
OPERATIONAL: Have access to and authority to examine books, accounts, reports, vouchers, correspondence files and other records, bank accounts, money and other property of a state agency.	§6-5-2-1(S) Rules 2.20.5 and 6, NMAC NMSA 1978, §22-8-5(B) The Uniform Grant Guidance at 2 C.F.R. Part 200.328 & 2 C.F.F Part 200.331 Rule 6.20.2.23	• Audit • Fiscal Grants Management • Program • School Budget & Finance	Issue rules for required access to appropriate LEA personnel.
OPERATIONAL: All transactions shall be recorded daily in SHARE (Statewide, Human Resources, Accounting, and Financial Management Reporting System), and approved by the agencies management.	Rule 2.20.5.8.C(2) NMAC	• Fiscal Grants Management • Accounting • Program	Requisitions will be entered by Program upon determination of their need. Req. approvals within 24 hours. PO approval within 48 hours of Req creation unless related to a contract. PO approval will be upon contract approval. Vouchers processed and submitted to DFA within 24 hours of approval from Management. Deposits within 24 hours of receipt of funds. Federal draws performed no less than weekly. General ledger reconciliation performed monthly.

OPERATIONAL: OBMS shall record transaction timely, completely, and accurately, and the agency shall reconcile the subsidiary systems' transactions to the corresponding SHARE general ledger accounts.	Rule 2.20.5.8.C(7) NMAC Rule 6.20.2.23(C)	• Fiscal Grants Management • Accounting • Program	Request for Reimbursement (RfR) will be reviewed and approved within 2 weeks. RfR will be vouchered in SHARE within 24 hours of approval. General ledger reconciliation performed monthly Vouchers processed and submitted to DFA within 24 hours of approval from Management.
OPERATIONAL: All payments to vendors/subrecipients shall be accurate and timely and be for services already rendered or goods received and accepted by the state agency as complying with the contract or purchase order.	Rule 2.20.5.8.C(8) NMAC Rule 6.20.2.23(C)	• Fiscal Grants Management • Accounting • Program	Request for Reimbursement (RfR) will be reviewed and approved within 2 weeks. RfR will be vouchered in SHARE within 24 hours of approval. General ledger reconciliation performed monthly Vouchers processed and submitted to DFA within 24 hours of approval from Management.
OPERATIONAL: The state agency's general ledger cash account in SHARE and all other accounts shall be verified.	Rule 2.20.5.8.C(4) NMAC	• Accounting	Deposits within 24 hours of receipt of funds. Federal Draws performed no less than weekly. General ledger reconciliation performed monthly.

OPERATIONAL: Determine the authority for all proposed expenditures and encumber the appropriate funds.	§6-5-3 Rule 6.20.2.23(C)	• Accounting • Program	Requisitions will be entered by Program upon determination of their need. Req. approvals within 24 hours. PO approval within 48 hours of Req creation unless related to a contract. PO approval will be upon contract approval. Vouchers processed and submitted to DFA within 24 hours of approval from Management. Deposits within 24 hours of receipt of funds. Federal draws performed no less than weekly. General ledger reconciliation performed monthly.
OPERATIONAL: Determine that any disbursement of funds does not exceed the appropriation made to an agency, periodic allotment made to the agency, or the unencumbered funds at the agency's disposal.	§6-5-6 Rule 6.20.2.23(C) Rule 6.20.2.23(C)	• Accounting • Program	Requisitions will be entered by Program upon determination of their need. Req. approvals within 24 hours. PO approval within 48 hours of Req creation unless related to a contract. PO approval will be upon contract approval. Vouchers processed and submitted to DFA within

			24 hours of approval from Management. Deposits within 24 hours of receipt of funds. Federal draws performed no less than weekly. General ledger reconciliation performed monthly.
REPORTING: Conduct all central accounting and fiscal reporting for the Department and produce interim financial reports.	§6-5-2-1(E) The Uniform Grant Guidance at 2 C.F.R. Part 200.300 – 200.309 Rule 6.20.2.13	• Accounting	Comply with MAPs. General ledger reconciliation performed monthly. Submit reports to Management for review monthly.
REPORTING: All transactions shall be properly classified in SHARE.	Rule 2.20.5.8.C(3) NMAC The Uniform Grant Guidance at 2 C.F.R. Part 200.300 – 200.309	• Accounting	Comply with MAPs. General ledger reconciliation performed monthly.
REPORTING: Maintain accounts and information as necessary to show the sources of state revenues and the purpose for which expenditures are made and provide proper accounting control to protect state finances.	§6-5-2-1(P) The Uniform Grant Guidance at 2 C.F.R. Part 200.300 – 200.309 Rule 6.20.2.8	• Accounting • Budget	Comply with MAPs. General ledger reconciliation performed monthly. Interim financial reports prepared monthly.
REPORTING: All information requested by the Division must be provided to the Division timely and accurately, and in compliance with the Division's current	Rule 2.20.5.8.C(9) NMAC	• Accounting • Budget	Comply with MAPs. Supply response/data/reporting

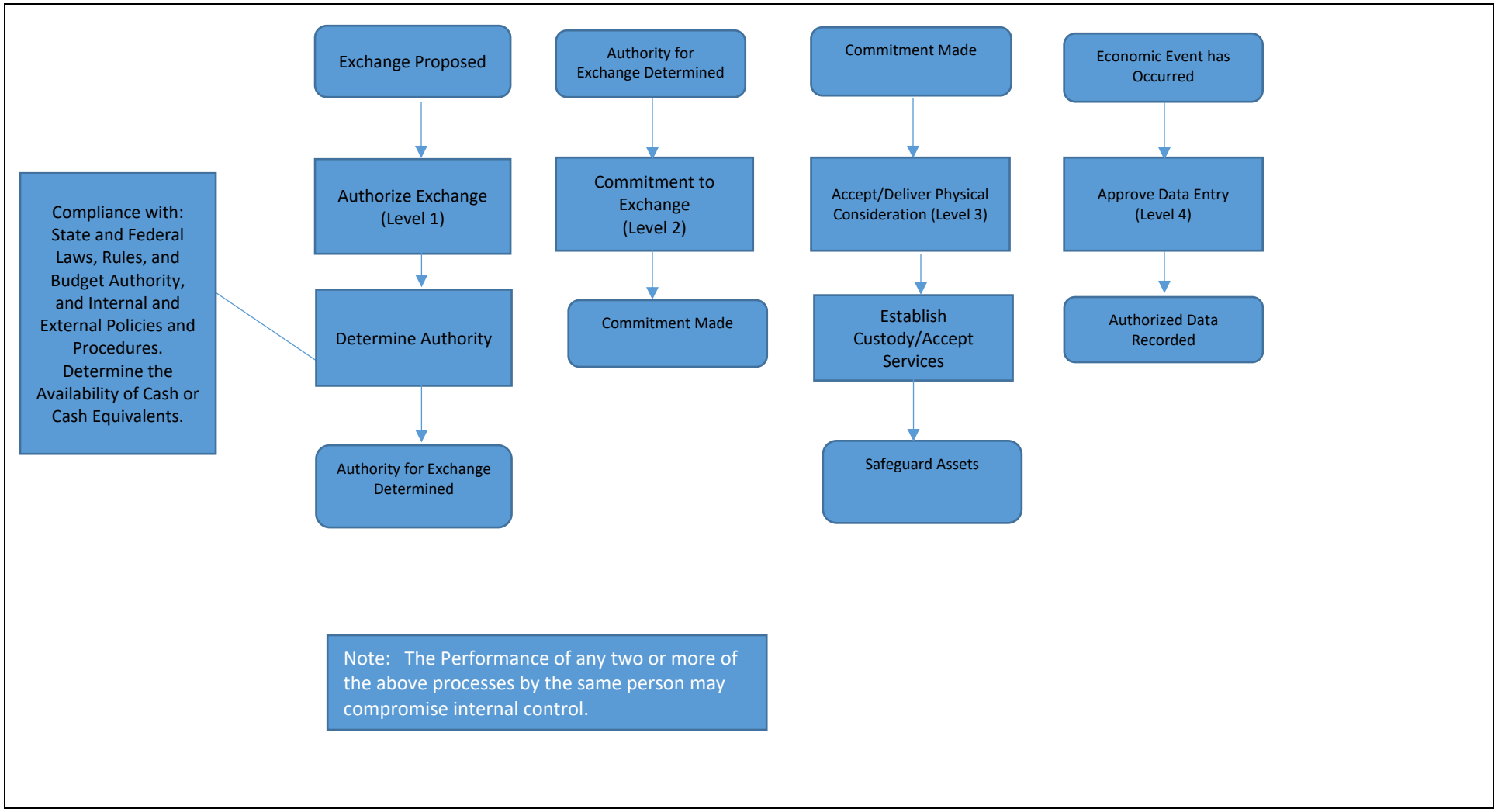
policies and procedures, including, but not limited to transaction data.			to requestors within 24 hours.
REPORTING: All reporting of financial information to the state agency's management and to oversight agencies and entities must be timely, complete, and accurate.	Rule 2.20.5.8.C(10) NMAC	• Accounting	Adhere to formal closing schedules to assure timely reporting as outlined in MAPs.
REPORTING: The audit of the state agency's financial statements shall be completed by the deadline established by the State Auditor and the audit report shall include an unqualified opinion.	Rule 2.20.5.8.C(11) NMAC	• Accounting	Audit & Accounting Bureau Chief's PARF requires timely submission of audit report annually.
COMPLIANCE: All transaction shall comply with federal and state law.	Rule 2.20.5.8.C(5) NMAC Rule 6.20.2.23(C)	• Program • Fiscal Grants Management • Accounting	Pre- and Post-Audit of transactions by agency staff
COMPLIANCE: All expenditures shall be for a public benefit or purpose, be necessary, and be consistent with the related appropriation (expenditure authority from the legislature).	Rule 2.20.5.8.C(6) NMAC Rule 6.20.2.23(C)	• Program • Accounting	Pre- and Post-Audit of transactions by agency staff
COMPLIANCE: All federal expenditures shall be for allowable expenditures, be necessary, and be consistent with the related Federal Grant Award.	The Uniform Grant Guidance at 2 C.F.R. Part 200 Subpart E-Cost Principles Rule 6.20.2.23(C)	• Program • Fiscal Grants Management • Accounting	Pre- and Post-Audit of transactions by agency staff

Control Activities

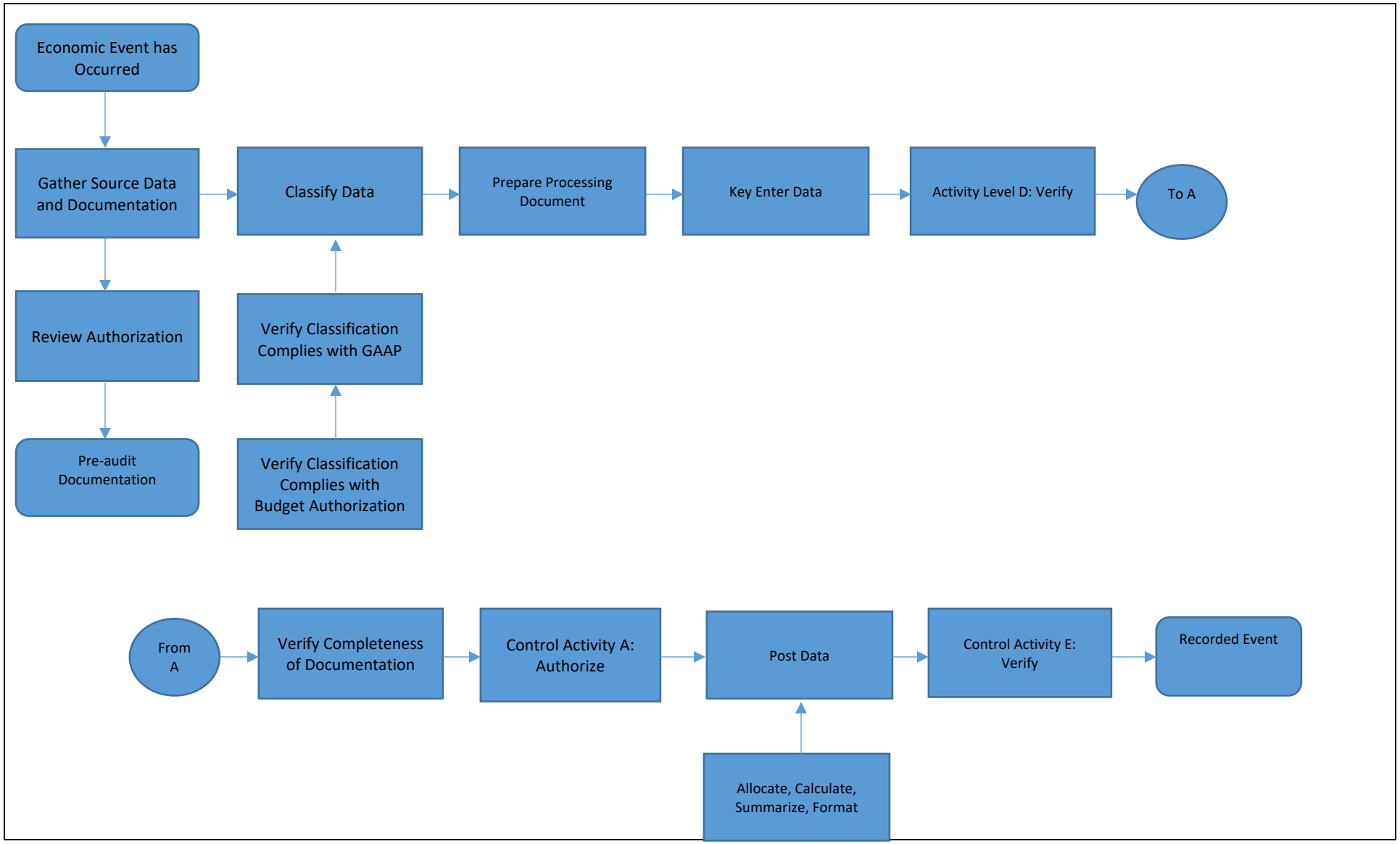
The work breakdown structure consists of processes and related control points. These control points are "control activities" that ensure that processes are completed successful and achieve procedural, reporting and compliance objectives. The following pages provide process diagrams that illustrate each activity. The activities are as follows.

A. To Authorize
B. To Record
C. To Report
D. To Verify (initial)
E. To Verify (supervisory)
F. To Reconcile

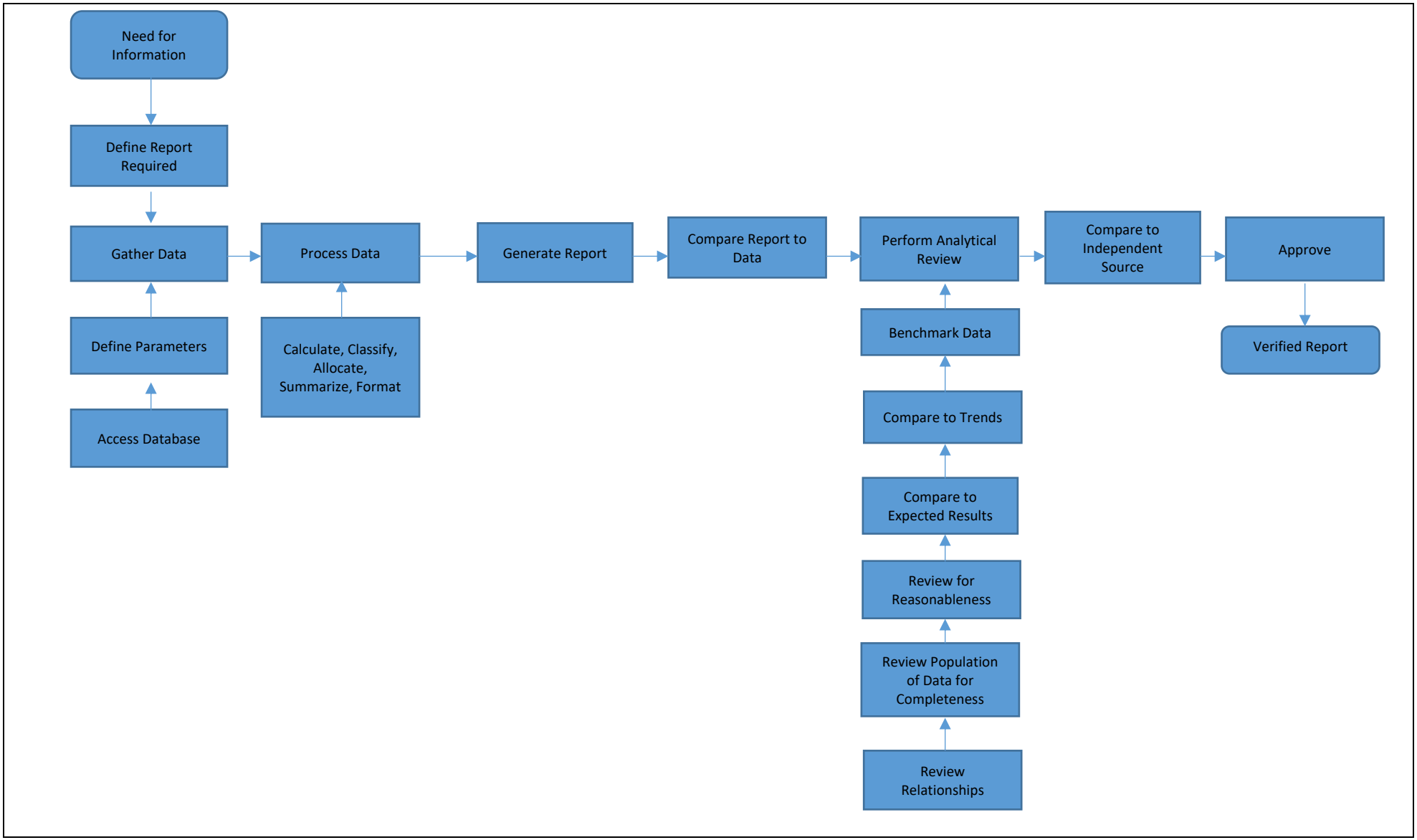
CONTROL ACTIVITY A: TO AUTHORIZE



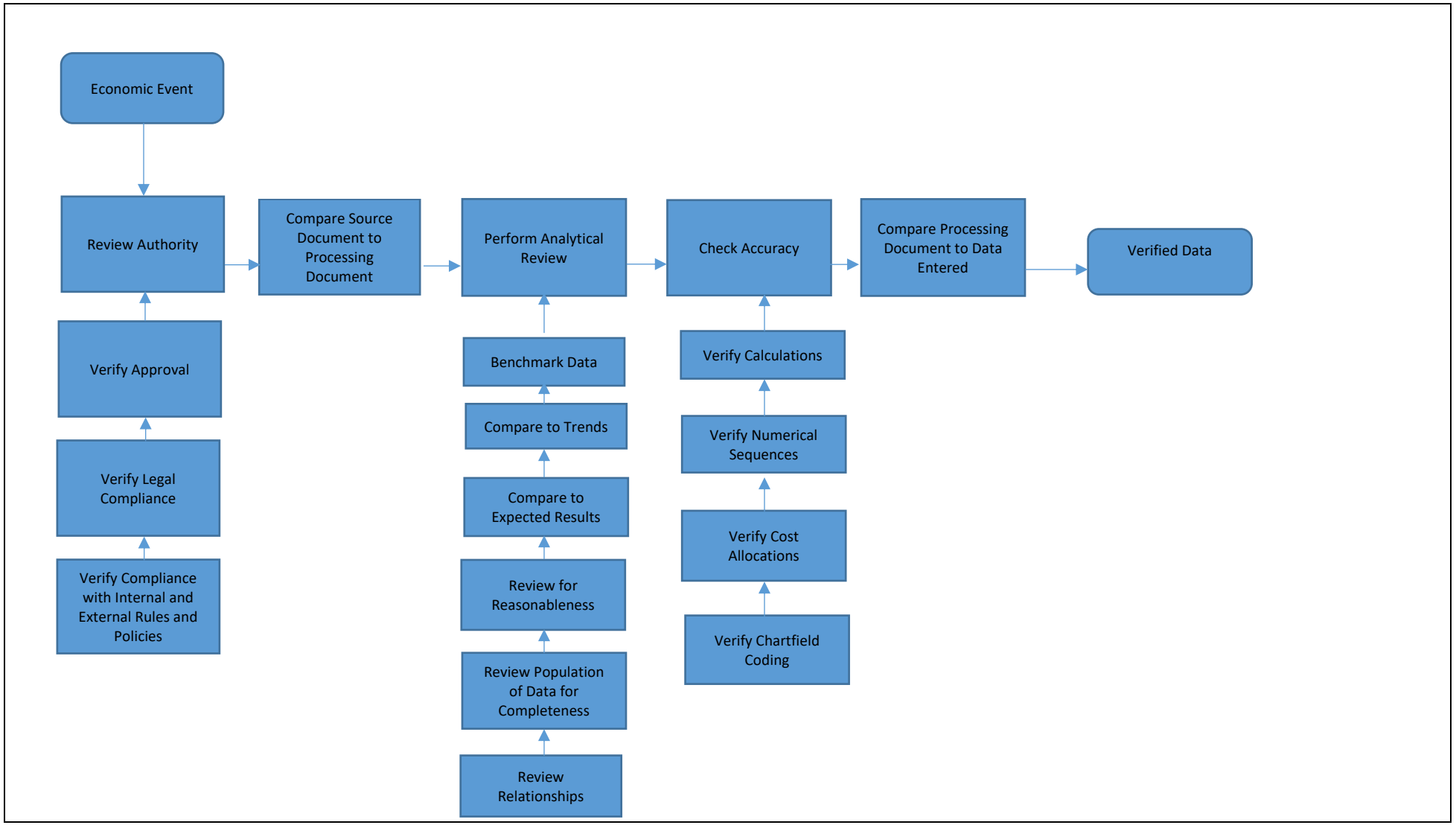
CONTROL ACTIVITY B: TO RECORD



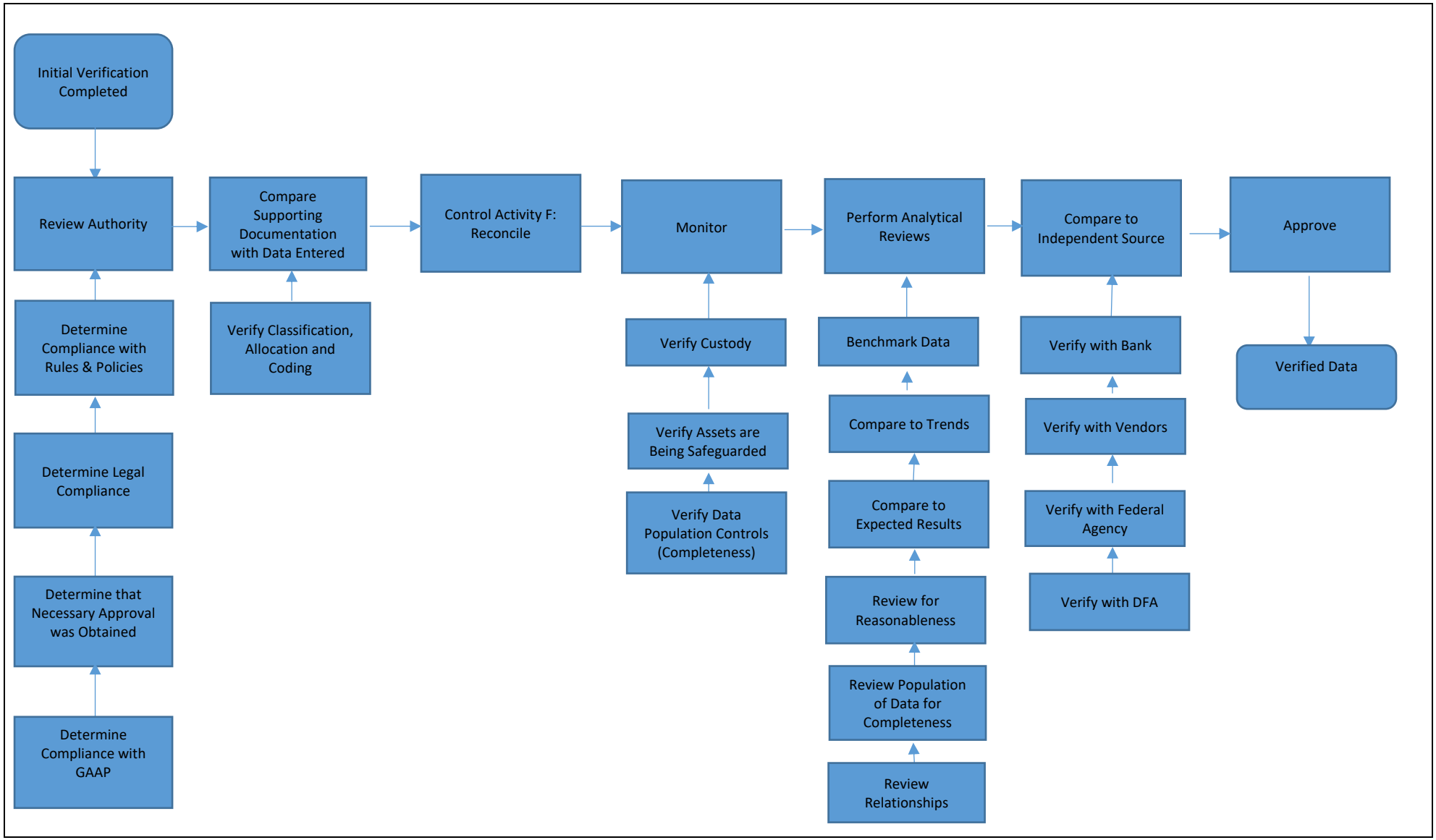
CONTROL ACTIVITY C: TO REPORT



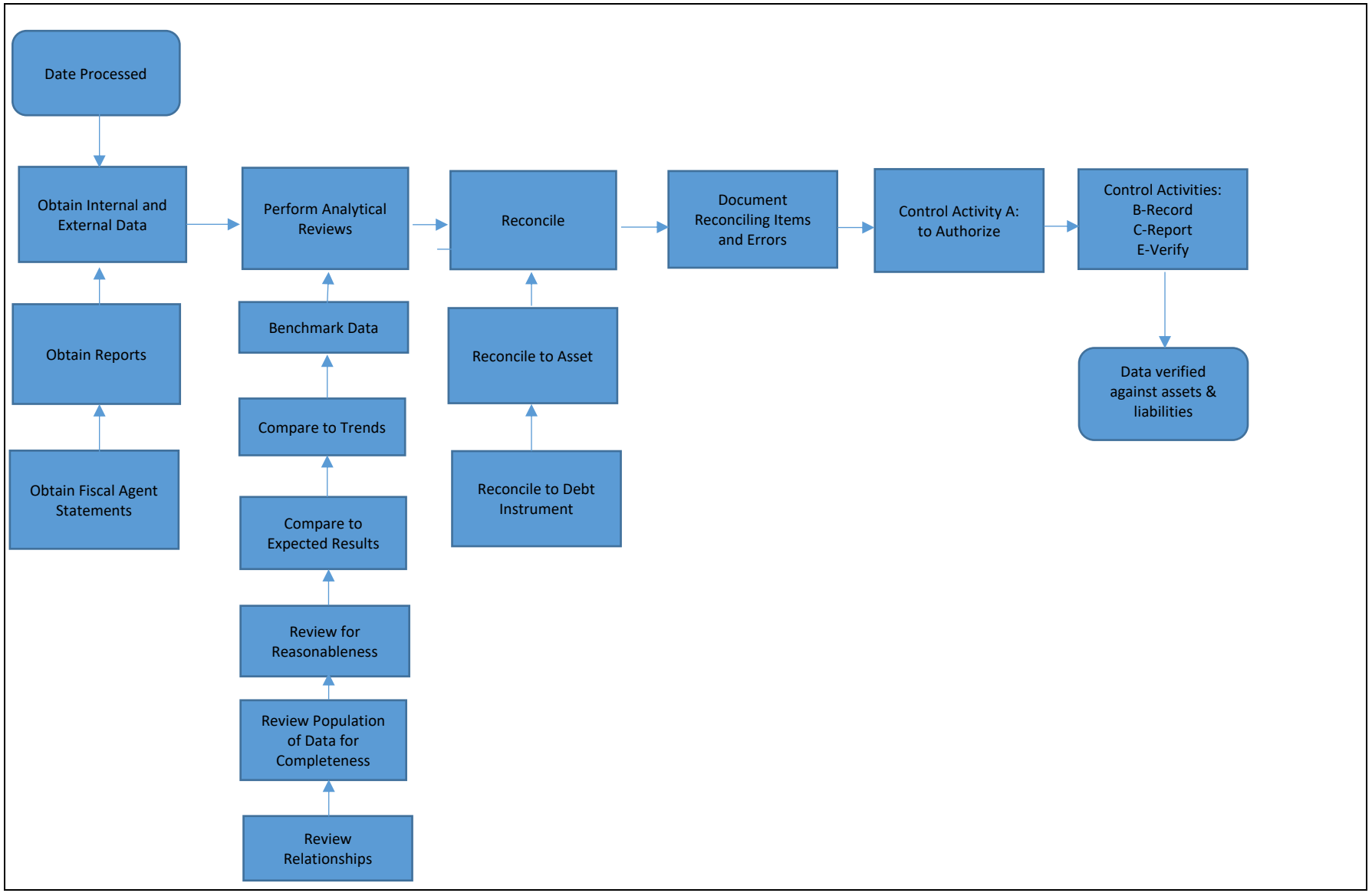
CONTROL ACTIVITY D: TO VERIFY (INITIAL)



CONTROL ACTIVITY E: TO VERIFY (SUPERVISORY)



CONTROL ACTIVITY F: TO RECONCILE



Information and Communication

The PED website and this policy are important communication tools. Outside expectations are communicated primarily by enactment of statutes (through a citizen legislature). Issuance of rules by PED is also a primary communication tool.

The Chief Financial Officer organizational structure, which promotes continuous, direct contact between the state agencies, Federal Department, and the Department of Finance and Administration, is a third important tool for insuring that outside expectations are known.

Monitoring

Monitoring consists of the following activities:

- Control Activities A through F,
- Department Pre-audit activities,
- Budget analysis and monitoring by program and bureau's,
- Management oversight.

Figure 1 illustrated the monitoring activities required by statute, regulation, and rule.

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STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

May 24, 2021

MEMORANDUM

TO: Superintendents and State Charter Leaders

FROM: Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success

DS
kS

RE: **Elementary and Secondary School Emergency Relief (ESSER) Fund Federal Sub-award ARP Act, ESSER III (24330)**

The New Mexico Public Education Department (PED) has granted its preliminary FY20-21 subawards for funding through the American Rescue Plan (ARP) Act; Elementary and Secondary School Emergency Relief Fund (24330) to help schools to return safely to in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional, and mental health impacts of the COVID-19 pandemic on New Mexico's students. In accordance with federal regulations at 2 C.F.R. § 200.332(a), please note the following federal award identification information specific to this subaward. All local educational agencies (LEAs) receiving this sub-award through PED, as listed on Exhibit A, are subrecipients of the following federal funding:

Subrecipient's name	See Exhibit A
Subrecipient's DUNS number	See Exhibit A
Federal Award Identification Number (FAIN)	S425U210023
Federal award date	03/24/2021
Subaward period of performance start and end dates	03/24/2021–09/30/2024
Subaward budget period start and end date	07/01/2021–09/30/2024

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Amount of federal funds obligated by this subaward to subrecipient	See Exhibit A
Total amount of federal funds obligated to subrecipient **including current financial obligation**	See Exhibit A
Total amount of the federal award committed to subrecipient	See Exhibit A
Federal award project description, as required to be responsive to the Federal Funding Accountability and Transparency Act (FFATA)	American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
Federal awarding agency	United States Department of Education
Contact information for awarding official	Ian Rosenblum, Acting Assistant Secretary 400 Maryland Ave., SW Washington, DC 20202 (202) 401-0113
CFDA number and name	84.425U American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
Research and development (R&D) award (Yes/No)	No
Indirect cost rate for federal award	https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/

The following requirements apply to this subaward:

- 2 C.F.R. Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards[1]
- 2 C.F.R. Part 3474: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- 2 C.F.R. Part 3485: Non-procurement Debarment and Suspension

Reporting Requirements

Please review Exhibit A, and submit a BAR or initial budget through OBMS for the appropriate amount using fund code **24330** and revenue object code **44500**. Please adhere to the following timelines required for obligation, liquidation and RfR submission:

- To establish 2021-2022 budget authority:

[1] The regulations at 2 C.F.R. Part 200 are located online at: http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.

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  - **Submit your application and an initial budget BAR between July 1 and August 24, 2021. (This option will allow you the most time for thorough planning and required stakeholder engagement); OR**
  - **Submit your application and an initial 2021-2022 OBMS budget by June 4, 2021 to receive budget authority by July 1, 2021. This option will require additional stakeholder engagement after July 1, 2021.**
- To establish 2020-2021 budget authority:
  - **Submit your application and an initial 2020-2021 budget BAR by June 4, 2021. This option will require additional stakeholder engagement after July 1, 2021.**
- The amounts as illustrated in Exhibit A must be **expended by September 30, 2024**.
- Pursuant to Section 6-5-3 NMSA 1978, the **appropriate fund** shall be **encumbered prior to** the issuance of **vouchers** or **purchase orders** or the engagement of **contracts.**
- You must receive written prior approval for purchase of equipment with a unit cost equal to or in excess of $5,000. Failure to do so will result in denial of reimbursement for the cost of such an item. Attach an approved Federal Grant Equipment Form to your BAR if you will include budget in object code 57331 "Fixed Assets (more than $5,000)." Attach the approved form to your application if you submit an initial 2021-22 OBMS budget. The approved Federal Grant Equipment Form must also be uploaded with your request for reimbursement (RFR) containing such expenses.
- Any approved construction projects must comply with applicable Uniform Guidance requirements, as well as the Department's regulations regarding construction. See 34 CFR § 76.600. As is the case with all construction contracts using laborers and mechanics financed by federal education funds, an LEA that uses ESSER funds for construction contracts over $2,000 must meet all Davis-Bacon prevailing wage requirements and include language in the construction contracts that all contractors or subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates). (See 20 U.S.C. 1232b Labor Standards.)

Indirect Cost Rate

As required by 2 C.F.R. § 200.332(a) (1) (xiv), PED recognizes the indirect cost rate between PED and public school districts and state charter schools as calculated by PED and located on the PED website: https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/

Access to Records and Financial Statements

In addition, pursuant to 2 C.F.R. § 200.332(a)(5), all subrecipients as identified in Exhibit A, attached to this subaward, must permit PED and auditors access to records and financial statements as necessary.

Closeout Procedures

- The final day to submit RFRs for FY20-21 is **July 7, 2021**.

If you have any questions regarding your ESSER III federal subaward, please contact your designated Education Administrator in the Student, School and Family Support Bureau. To reach the Fiscal Grants Management Bureau, please contact Susan Lucero, susan.lucero@state.nm.us, (505) 827-3848.

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Specific ARP Information

- The award amounts in Exhibit A reflect 2/3 of the ARP preliminary award that will be available to each LEA. The remaining 1/3 amount will be awarded after New Mexico receives the full ARP allocation from USDE. See the Special Table attached for full preliminary ESSER III subaward amounts.
- Each LEA that receives ARP ESSER funds shall either:
    - Within 30 days of receipt of the funds (**by June 24, 2021)**, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP; or
    - If the LEA developed a plan, before the enactment of the ARP, that meets statutory requirements, the LEA will make the plan publicly available on the LEA's website.

  As required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA must have sought public comment on the plan and taken such comments into account in the development of the plan.
- During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must comply with section 2001(i)(2) of the ARP Act. (See https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-fund).
- LEAs must use at least 20% of subawards to address learning loss through the implementation of **evidence-based** interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs **and** address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- Each LEA that receives these funds must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
- Districts must reach out to all of their schools, including district-authorized charter schools, to determine and meet their needs with these funds.
- These funds may be used to address needs in all district schools, both Title I and non-Title I schools.
- There is no requirement for site-based allocations with these funds.
- There is no requirement for Equitable Services to non-public schools with these funds.

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- LEAs must comply with the maintenance of equity (MEQ) provision in section 2004(c) of the ARP (see https://oese.ed.gov/files/2021/03/ARP-ESSER-Grant-Award-Assurances_FINAL.pdf):

  (1) As a condition of receiving funds under section 2001, a local educational agency **shall not**, in fiscal year 2022 or fiscal year 2023—

  (A) reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—

  (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by

  (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or

  (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—

  (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by

  (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year.

  (2) **EXCEPTION**.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:

  (A) Such local educational agency has a total enrollment of less than 1,000 students.

  (B) Such local educational agency operates a single school.

  (C) Such local educational agency serves all students within each grade span with a single school.

  (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

  Definitions:

  HIGH-POVERTY SCHOOL.—

  (A) IN GENERAL.—The term "high-poverty school" means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B).

  (B) DETERMINATION.—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

- **The LEA's ARP ESSER III application must be made publicly available on the LEA's website no later than August 24, 2021.**
- Additional requirements are addressed within the application and the assurances document.
- The full list of areas of allowable uses is included in the application.

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Link to the application in SharePoint
The application link is
https://eui.ped.state.nm.us/sites/ESEAConApp/ARP/SitePages/Home.aspx
In most cases, the same person who submitted your LEA's CARES Act ESSER application has access to the ESSER III application.

Statewide Priorities
The PED strongly encourages LEAs to consider these priority areas to help schools to return safely to in-person instruction, maximize in-person instructional time, sustain the safe operation of schools, and address the academic, social, emotional, and mental health impacts of the COVID-19 pandemic on New Mexico's students:

- **Closing the digital divide** through the purchase and distribution of digital devices and the support of home internet connectivity for all students and teachers who lack devices and connectivity, as well as through the professional development and instructional coaching needed by educators to facilitate remote learning;
- **Accelerated Instruction** for all students while addressing the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). See https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_InstructionalAcceleration.pdf;
- **Supporting the social and emotional needs** of students, families, and staff;
- **Supporting the unique needs of students with disabilities and at-risk students;**
- **Providing personal protective equipment** for all staff and students, as well as ensuring that schools are fully cleaned, sanitized, and stocked with cleaning supplies;
- **Improving indoor air quality** including: inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities; and
- **Other priorities listed in any supplements to this May 24, 2021 Memorandum.**

Enclosures (2): Exhibit A and Special Table