Option 1: Remain Remote-Only for the Remainder of School Year

Pros:
- This is the safest option for COVID safety.
- While remote is a model with many limitations and challenges, it is a model that teachers have gotten good at and many students have gotten used to.
- It may be more manageable to teach students all in one mode rather than in two modes (in hybrid, teachers would be providing instruction in person and remotely at the same time).
- 49% of overall personnel and 44% of teaching faculty prefer to remain in remote mode.
- 36% of families and 35% of students prefer to remain in remote mode.

Cons:
- Remote does not serve the socio-emotional needs of students very well.
- There are mental health impacts for adolescents isolated at home; the data on the impacts of this are not yet conclusive.
- There are students who remain academically disconnected/struggling with the remote format. It is harder to effectively support these students remotely.
- A majority of teachers, students, and parents prefer to move into voluntary hybrid mode.

Other considerations:
- Even in this mode, we would continue with expanded small-group offerings on campus (starting with Wednesdays).
- This model is allowed by PED.

Option 2: Plan and prepare to Launch Hybrid Mode April 5

Pros:
- 64% of families and 65% of students prefer to return to campus in hybrid mode. There is an urgent desire among many of these families to see their children benefit from on-campus learning.
- 51% of overall personnel and 44% of teaching faculty prefer to remain in remote mode.
- We can build stronger relationships with students on campus; many of our more at-risk students require relationships with their teachers and school staff to learn successfully.
- Hybrid better meets the socio-emotional needs of many students.

- Our arts programs, particularly those that are physical and/or interactive, would benefit from in-person practice, rehearsal, recording, etc.
- We have technology carts ready for each teaching space (big-screen TV, computer, camera, microphone).
- By making hybrid voluntary, students who need hybrid have their needs met and students who need to stay remote also have their needs met.
- We know that in-person learning is preferable for strong outcomes (the unknown is how the restrictions and possible tumult of possibly having to move back and forth between hybrid and remote may negatively impact learning).

Cons:
- Risk of COVID infections among students, staff, and families of both students and staff (fear of infecting a vulnerable family member at home).
- Santa Fe County and NM as a state are currently in the CDC's "red zone" for school reentry guidelines.
- Mitigation measures can be put in place, taught, and reinforced, but there is no way to keep students six feet apart at all times.
- Significant disruption if we have to move in and out of hybrid mode due to on-campus infections (high probability).
- Workload for teachers trying to change course, learn new strategies, and manage students in-person and remotely at the same time.
- Concern exists among some faculty that the hybrid model will result in lower-quality instruction (because of the divided attention) than remote teaching and learning. Hybrid is untested.
- Potential hiccups in learning during the period when teachers are on a learning curve for this new model of instructional delivery.
- Staffing this program presents significant challenges.

Why April 5?
- Nearly all teachers/staff will have received their second vaccine dose by February 19; they will have had the time for that shot to reach its full protective effectiveness level by March 5. In conversations, many teachers indicated their willingness to return to campus in hybrid would be considerably greater after this time.
- March 8 is the last week of quarter 3, an instructionally disruptive time to make a transition in format.
- March 15 is the week before spring break. It does not make sense to launch a new format, bring two-thirds of students to campus, and then leave after one week.
- For the two-week period after spring break, there is widespread concern about risk of infection spikes like we've seen after Labor Day, Thanksgiving, and winter holidays.
- We have requested that PED conduct its on-site inspection the week of March 8. We have not heard back yet and are concerned that their infrastructure for conducting

these inspections in a timely manner will be overtaxed and delayed. There is a rush of schools trying to open Feb. 22 to meet the deadline for NMAA sports participation.

- Santa Fe County and New Mexico as a whole are currently in the CDC's red zone, where high levels of community spread make in-person school risky. If current trends hold over the coming weeks, we should be in the orange (or even yellow) zone. We can feel more confident that we are making a choice that is prudent in terms of CDC guidelines for safety.
  https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#indicators
- If there are spikes over the next six weeks, whether due to emerging COVID variants or other factors, we will have time to respond and adjust course.
- While we have done much preparation for hybrid, having a few more weeks will help NMSA be truly prepared to deliver a hybrid program with safety, integrity, and instructional quality.

Feb 15	16	17	18	19 Staff members get second vaccine shot
22 Klinger begins removing Paseo temp wall	23	24	25	26
Mar 1	2	3	4	5 Staff members reach max level of vaccine protection Klinger done with wall removal and clean-up End of Quarter 3
8 Start of Quarter 4 PED on-site inspection requested	9	10	11	12
15 Spring Break	16	17	18	19
22 Risk of post-spring break	23	24	25	26

infection spikes				
29 Risk of post-spring break infection spikes Prof development to prep classrooms, tech, strategies	30	31	1	2
5 Planning target for launching hybrid	6	7	8	9

Other considerations:
- Hybrid would be voluntary for students/families and staff.
- At this time, we would need to accommodate three academic teachers who wish to continue teaching remotely even if we enter hybrid--this is a challenge. We are looking into long-term subs for April and May.
- We would need to accommodate more arts faculty, but the greater flexibility of the departments makes this accommodation more doable.
- There is an added cost and difficulty of disinfection and cleaning. We are currently hiring a third facilities staff member; one member of our facilities team is currently injured.

How we would do it:

<u>Programming</u>
X Cohort (on campus Mon/Tue): 98 students
Y Cohort (on campus Thu/Fri): 98 students
Z Cohort (fully remote): 83 students
Wednesdays would remain as is: all students are on a remote asynchronous day, except for students who are participating on campus in small group instruction (primarily students needing additional support).

Mon - X Cohort	Tue - X Cohort	Wed -Remote Learning Day	Thu - Y Cohort	Fri - Y Cohort
A Academic and Arts Classes	B Academic and Arts Classes	All students learning from home - Asynchronous	A Academic and Arts Classes	B Academic and Arts Classes

X Group Learning on Campus Y & Z Group Learning from Home	X Group Learning on Campus Y & Z Group Learning from Home	Schedule Virtual Advisory Virtual Office Hours Virtual or in-person small group/one:one for students with IEPs, 504s, EL, reteach, intervention Disinfection of building	Y Group Learning on Campus X & Z Group Learning from Home	Y Group Learning on Campus X & Z Group Learning from Home

Mitigation Measures in Place/In Progress
- MERV-13 filters installed in all HVAC units; dampers adjusted to increase air exchanges per hour (increased fresh air)
- Portable HEPA air filtration units in rooms and offices
- Six feet physical distancing set-ups
- Desks spaced in classrooms, facing same direction, marked on carpet
- Spaces in movement studios marked with tape
- One-way walking routes marked in hallways/public areas
- Structured arrival, check-in at beginning of day
- Temp checks and health questions for students and staff
- Student temp checks in-car, so if they have a fever they immediately go home
- Lunch served on north terrace; students eat outside or in classrooms
- Staggered transitions between classes
- Masks required at all times on campus by students and staff except when eating/drinking
- Surgical masks for double-masking provided to staff
- Stockpile and distribution to teaching spaces of hand sanitizer, disinfectant wipes, spray, paper towels, extra masks
- Stockpile of disinfectant cleaning supplies
- Disinfection schedule; disinfection record in all teaching and common-use areas; deep cleaning between cohorts (Wednesdays and after Friday)
- Tents installed for outdoor learning (north terrace; north parking area)
- Specialized masks and instrument accessories to provide safety for singing and wind instrument playing
- Designated isolation areas for sick students or staff
- Signage to encourage physical distancing and hand washing
- Signage about COVID symptoms
- Stockpile of soap for bathrooms
- Plexiglass barriers in front office and in Mac labs
- Single-person practice rooms used for singing/wind instrument playing

- Outdoor spaces used for instruction as much as possible
- PE: Students provided their own yoga mat; non-contact sports activities and equipment (pickle ball)

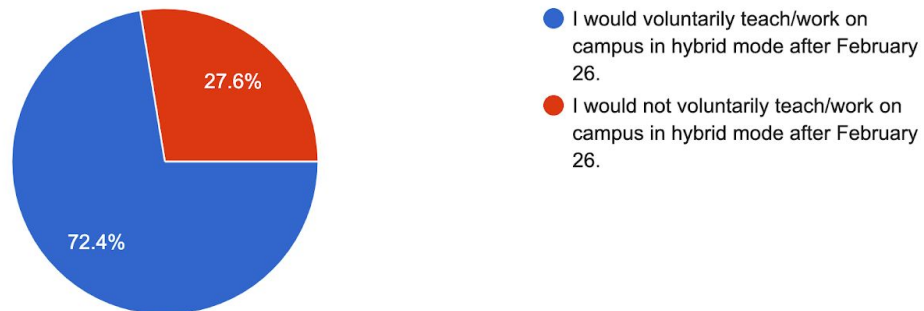Recommended Process and Next Steps
1. GC considers these options presented and shares input/feedback during the February 17 meeting.
2. Recommendation that GC approves an option for the remainder of the school year in March, preferably the week before spring break (special meeting).

Staff Survey

All Respondents (58 respondents):

What is your willingness to teach/work in hybrid mode no sooner than February 26 (when the Moderna vaccine received by most staff members ...cine/news/20201216/covid-19-vaccines-101-faq):
58 responses

- ● I would voluntarily teach/work on campus in hybrid mode after February 26.
- ● I would not voluntarily teach/work on campus in hybrid mode after February 26.

27.6%

72.4%

Teaching Faculty Only (44 respondents):
73% I would voluntarily teach/work on campus in hybrid mode after February 26.
27% I would not voluntarily teach/work on campus in hybrid mode after February 26.

How comfortable would you feel teaching/working on campus in a hybrid mode (no sooner than Feb. 26)?
58 responses

- ● Very comfortable
- ● Somewhat comfortable
- ● Not at all comfortable

31%

13.8%

Somewhat comfortable
32 (55.2%)
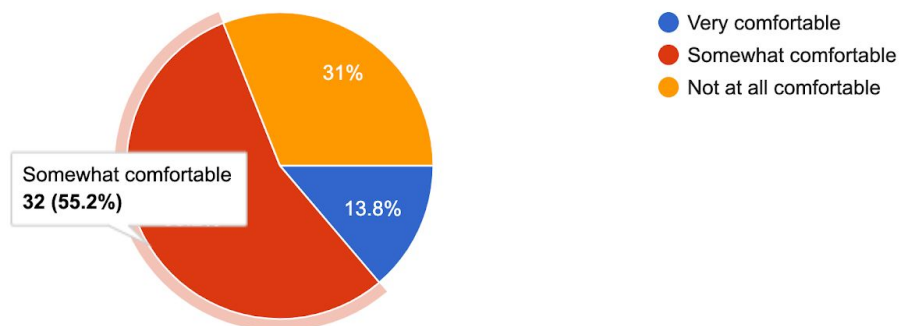
Teachers Only: How much self- or department-directed preparation time (during which classes would go asynchronous) will you need just before ...tion to any group professional development time)?
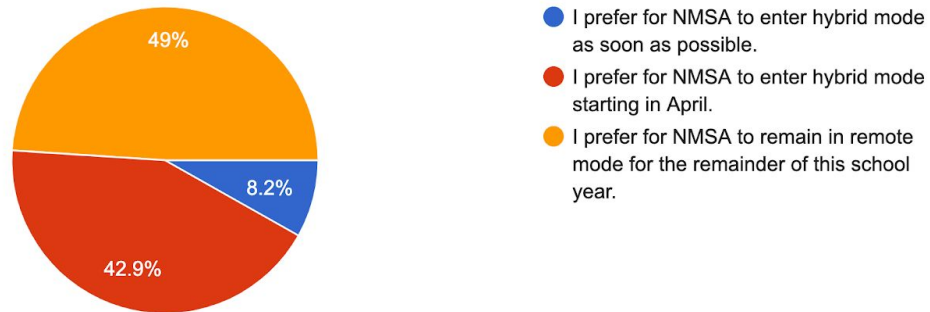
38 responses

- 🔵 1 day
- 🔴 2 days
- 🟠 3 days
- 🟢 more than 3 days

(28.9%, 28.9%, 28.9%, 13.2%)
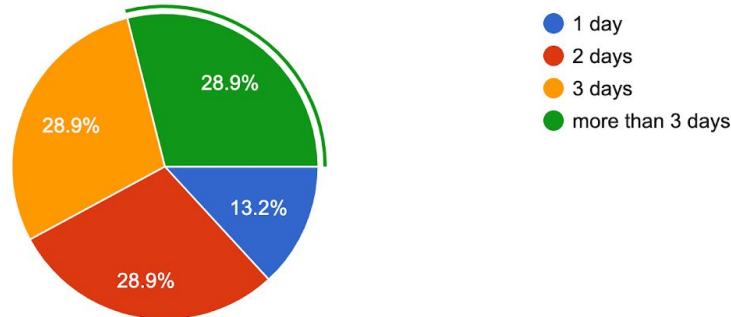
All Respondents (49 respondents):

Please select one of the following:

49 responses

- 🔵 I prefer for NMSA to enter hybrid mode as soon as possible.
- 🔴 I prefer for NMSA to enter hybrid mode starting in April.
- 🟠 I prefer for NMSA to remain in remote mode for the remainder of this school year.

(49%, 42.9%, 8.2%)

Teaching Faculty Only (39 Respondents):
7.7% I prefer for NMSA to enter hybrid mode as soon as possible.
48.7% I prefer for NMSA to enter hybrid mode starting in April.
43.6% I prefer for NMSA to remain in remote mode for the remainder of this school year.

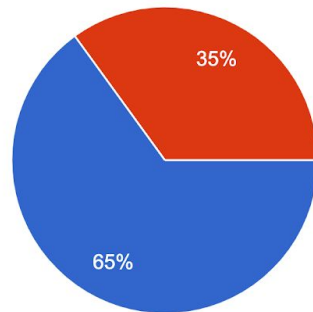Professional Development Topics - The most common requests were:
1. Use of the in-classroom technology carts (aka the Cylons).
2. Instructional strategies for teaching students in person and students at home simultaneously.
3. Safety and protocols training.

Student Survey
199 Respondents
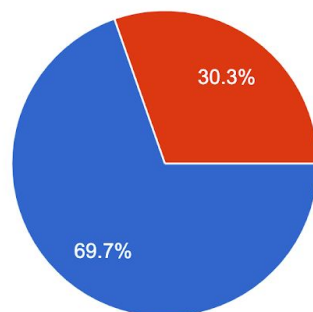
Please select one of the following:
200 responses

- I prefer for NMSA to move into hybrid mode as soon as it is logistically able to do so.
- I prefer for NMSA to remain in fully-remote (online) mode at this time.

35%

65%

For planning purposes, NMSA needs to know how many students will be on campus if we move into hybrid mode. Please select from the options below:
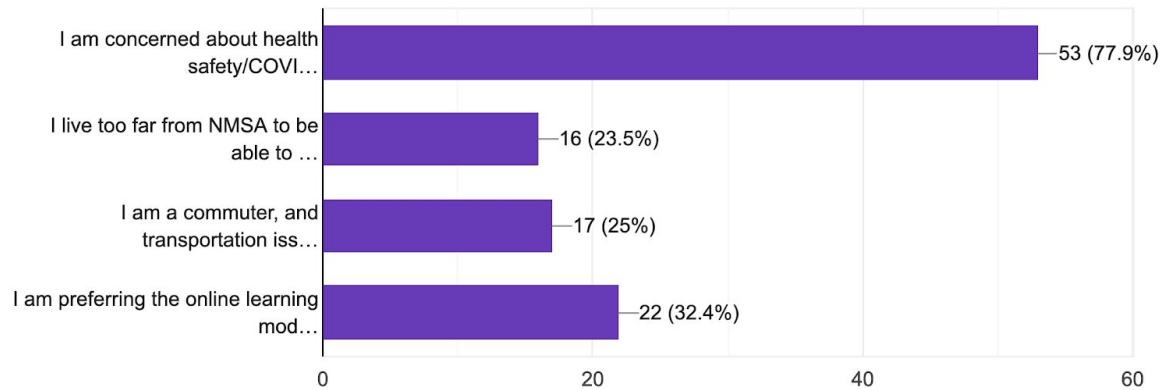201 responses

- If NMSA enters hybrid mode, I will come to campus on my two hybrid days.
- If NMSA enters hybrid mode, I will remain in fully-remote (online) mode five days per week--and will not come to campus on hybrid days.

30.3%

69.7%

If you answered that you would NOT return to campus on hybrid days and would stay in fully-remote mode (online), which of the following a...t factors in your decision (choose all that apply)?
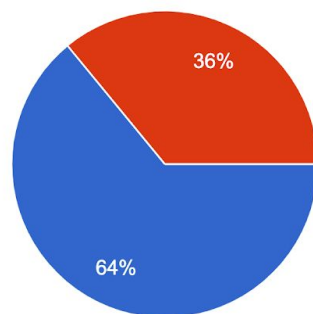68 responses

Answer	Count
I am concerned about health safety/COVI…	53 (77.9%)
I live too far from NMSA to be able to …	16 (23.5%)
I am a commuter, and transportation iss…	17 (25%)
I am preferring the online learning mod…	22 (32.4%)

Parent/Family Survey

Please select one of the following/Seleccione uno de los siguientes:
203 responses

- 64% I prefer for NMSA to move into hybrid mode as soon as it is logistically able to do so. / Prefiero que la NMSA pase al modo híbrido tan pronto como logísticamente pueda hacerlo.
- 36% I prefer for NMSA to remain in fully-remote (online) mode at this time. / Prefiero que la NMSA permanezca en modo completamente remoto (en línea) en este momento.

For planning purposes, NMSA needs to know how many students will be on campus if we move into hybrid mode. Hybrid would be optional for stu...iantes. Seleccione una de las siguientes opciones.

173 responses
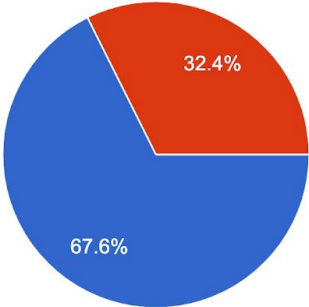
- If NMSA enters hybrid mode, my student will come to campus on their two hybrid days.
- If NMSA enters hybrid mode, my student will remain in fully-remote (online) mode five days per week--and will not come to campus on hybrid days.

32.4%

67.6%

If you answered that you would NOT return to campus on hybrid days and would stay in fully-remote mode (online), which of the following ...isión (elija todas las opciones que correspondan)?

59 responses
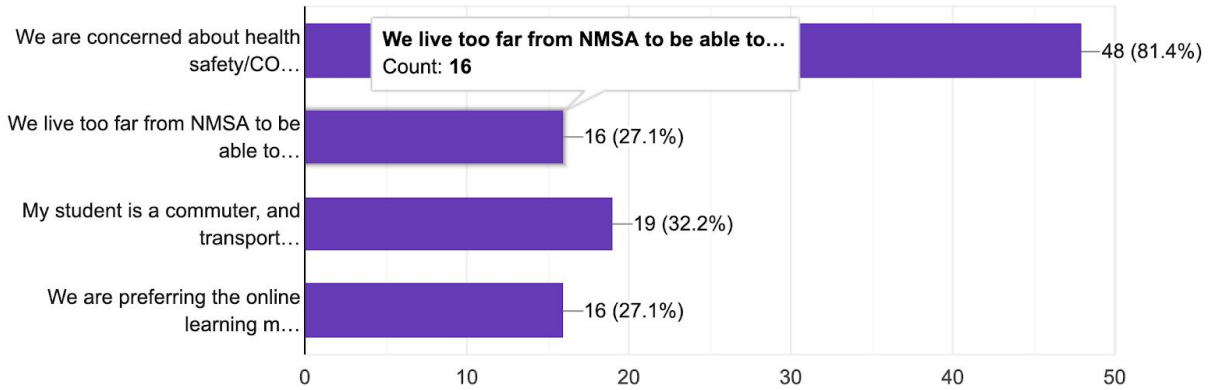
If NMSA moves into in a hybrid mode, my student will not attend NMSA (will transfer to another school). / Si la NMSA pasa a un modo híbrido, mi est... asistirá a la NMSA (se transferirá a otra escuela).

203 responses

● True/verdadero
● False/falso

95.1%