



REENTRY ASSURANCES DOCUMENT, PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME, AND LOCAL PLAN FOR REMOTE LEARNING

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020**. The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

Submission

- **All required documents must be emailed** as a single package to: Back.ToSchool@state.nm.us by **July 15, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at Gwen.Warniment@state.nm.us or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at Katarina.Sandoval@state.nm.us.

To access Reentry guidance documents and resources, visit the PED website at <https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

ASSURANCES DOCUMENT

Date: July 14, 2020

School District/State Charter Name: Sidney Gutierrez Charter School - 004009

Name of Person Completing Assurances: Joseph Andreis

Contact Phone Number: 575-347-9703

Contact Email: jandreis@sgms.us

District/State Charter (LEA) identified/named as Sidney Gutierrez Charter School hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for Reentry for the 2020-2021 school year; and
2. the LEA will continue to enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2020-21 school year regardless of status of instructional model; and
3. the LEA will develop and submit a Remote Learning Plan for all students, Pre-K through 12th grade for the 2020-21 school year by July 15, 2020; **OR**
4. the LEA will choose to make up potential lost instructional hours in-person should physical school closure be required.

Joseph Andreis, Principal

Bill Wolf, President

July 14, 2020

Superintendent/Charter Leader

School Board President

Date

Signature: Joseph Andreis

Signature: Bill Wolf

Please print signature or sign electronically

PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

- 1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;
- (2) a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or
- (3) a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.

Date July 14, 2020

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(1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to **all students district-wide**;

(2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

(3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

Click or tap here to enter text.

Plan for Prioritizing Additional Instructional Time Signature Line

Joseph Andreis, Principal

July 14, 2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

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LOCAL PLAN FOR REMOTE LEARNING

Date: July 14, 2020

District/State Charter Name Sidney Gutierrez Charter School - 004009

Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.

A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital devices and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.

Option A-- Local Plan for Remote Learning

Remote Learning Plan: High School Seniors' Graduation Requirements

How are you ensuring credit requirements will continue to be met in a remote learning environment?

Not applicable.

Describe the local demonstrations of competency options that will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

Not applicable.

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors in a remote learning environment.

Not applicable.

Remote Learning Plan: Pre-K through 12th Grade

Please describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

The Sidney Gutierrez School (SGS or school) has repeatedly been in communication with our authorizer, the Roswell Independent School District, and acknowledge that we have their full support with our technology/technical assistance needs (e.g. internet, software, phone and messaging services). The school has conducted a home technology/access needs assessment to determine the necessary steps to take in order to provide equitable access for all our students. As a result of the survey, steps have been devised to meet

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computer/access elements based on identified needs. Families who are lacking various technological resources will have them provided by the school. The school has developed a robust web-based platform that will have static pages of instruction on home use of the learning platform, communication resources to accept questions and provide responses, and online videoconferencing resources to conduct real-time sources of interactions for discussions on the planned activities in greater detail.

Grading:

Grading of student performance will be housed in the school's student information system, PowerSchool. Parents and students alike will be provided with information detailed the platforms capabilities and how the teachers will provide grades throughout the school year.

The Sidney Gutierrez Schools identify the multiple roles that grades serve regardless of education format:

- an assessment of student work within the classroom setting;
- as a means of communicating to students, parents, administration and governance structure about student performance within the classroom setting;
- motivation to students for continued learning and improvement in a curricular area/classroom setting;
- organizing future lessons, units, or a semester in that grades designate intervals in a lesson/unit/course and bring closure to it.
- Grading also provides feedback to instructors on their students' learning, information that can inform future teaching decisions.

SGS understands the complexity involved in establishing clear, concise criteria and goals for assessment. The schools will convey to students and parents the grading practices implemented within the Continuous Learning Platform. Ultimately, SGS hopes that clear direction of information will provide the families of the schools a comprehensive understanding of what their expectations are throughout the course of the planned activities of instruction.

Samples of grading scaled for different assignments are as follows:

- Letter grades – for standalone answers/assignments, essays, essay assignments, etc.;
- 100-point differential scaling for exams, project-based learning;
- Checks (+/ -) for quizzes, homework, presentations, etc.;
- Pass/fail for preparatory/preliminary assignments;
- Authentic assessments are needed/required by teachers.
 - Teacher comments to communicate rather than to justify student grade, focusing on what teachers most desire students to address in future work.
 - Linking teacher remarks and feedback to the goals for an assignment.
 - Observations primarily on patterns — representative strengths and weaknesses.
 - Avoid over-commenting or “picking apart” students’ work.
 - In teacher’s final comments, pose questions that will foster further inquiry by students rather than provide answers for them.

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Attendance:

For the purposes of the Continuous Learning Platform (CLP), the SGS will rely on multiple factors when determining attendance/participation/engagement for student records of academic progress and overall enrollment.

The staff at SGS agree that capturing attendance is a worthwhile practice to monitor student performance criteria. From a student-oriented success model viewpoint, a record of absenteeism is a proper indicator of students who are at-risk.

For the CLP, attendance may be captured using several methods:

Check-in based attendance - In this method, any student who takes a single action like logging in or checking-in is considered present. It should be noted that this method is only viewed as a monitor for engagement activities only.

Participation-based attendance - A student is considered present based on their participation in one or more online activities shared during a session. Teacher evaluation should accompany any reference to this aspect of the attendance regimen.

Performance-based attendance - A student is considered present based on how they perform in quizzes/tests or other assignments as deemed appropriate by the instructor. In this criterion, a basic level of mastery is expected and is presented upfront to the students in the classroom. This is best managed by asking simple and ongoing questions that students should be able to answer if they're attentive.

Watch-time based attendance - A student is considered present based on the amount of time they spend online during the online videoconferencing portion of the classroom experience. In a 60-minute session, a student may be considered present if they spend at least 45 minutes in the videoconference. Some videoconferencing platforms report these analytics for all participants, but review of online recordings will also promote actual participation metrics.

Student Engagement and Participation:

In attempt to establish the greatest extent of student engagement and participation, the SGS will hope to instill various practices that will eliminate student disengagement and/or a sense of isolationism as they continue their enrollment throughout the school year. The following are some guidelines and practices that SGS will follow during the implementation of its CLP:

- Initial, frequent and multiple contacts by various means (emails, phone calls, videoconferencing, etc.) in the hopes of personalizing the relationship (student/teacher) and enhancing the rapport between the two entities;
- Providing introductory activities to connect students with the CLP that established them with a sense of community;
- Providing opportunities for student/learner interactions (hangouts, bulletin boards, study groups, show-and-tells);
- Sharing of student work exemplars on social media or Internet-based websites.
- Establish teacher determined contact methods such as office hours, contact information including phone/email with requirements for response time, frequency of responses and security of confidentiality.
- Establish well documented expectations for communication and contacts with students. This could be done by posting requirements statically on a webpage or including a video archived on an approved website.

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- Information shall be concise and consistent within the system of delivery and support the students reducing the temptation of common barriers to effective student performance such as procrastination. The following will assist the teacher/school in preparing the students for success and eliminating barriers that could prove detrimental:
 - Chunking content to increase the effective of the message in a logical and informative method;
 - Send multiple reminders to ensure student success;
 - Use a variety of multimedia and resources to deliver the expectations within a specific course.

High-quality Instructional Materials:

High-quality instructional materials should be utilized in every learning situation presented to students in the school's CLP. The materials selected should be composed of various components with a designated intent on providing the following outcomes:

- Identify and focus on student engagement, academic purpose and instructional rigor in a broad sense that is meaningful to a diverse community of learners;
- Provide teachers with consistent direction of advancing instruction with a common foundation of supports that are well organized and have high-quality resources that can be adapted to meet the daily needs of the classroom;
- Ability to adapt these instructional materials to successfully address varying levels of access for the representative learning community engaged in the CLP as predicated by the school's charter.
- Focus on standards-alignments, authentic/formative/summative assessments, developmentally appropriate, synchronous/asynchronous delivery, covers alternative facets of relationship building and student engagement by providing learning activities that are enhance promote new learning at grade level.
- Appropriate engagement for equity of multiple constituents in the CLP – Special Education populations, English Language Learners, diverse socio-economic levels, etc.
- Exceptional professional development supports for teachers that promotes a comprehensive understanding of the various ways the programs are designed to effectively establish student engagement and subsequent learning.

Grade-band-specific instructional materials have been identified by the school's staff and administration in ELA, Math, Science, Social Studies and other curricular areas. These resources are aligned with state academic standards and listed as approved adopted materials by the NMPED. During the researching and selection of these identified instructional materials, an examination of their ancillary resources has also been determined to support at-risk student groups found within the school's population.

Throughout the design and implementation phases of the school's plan, preparation and planning practices are embedded in formulating workable schedules integrating coaching aspects, teacher feedback and discourse, extending communication between vested groups regardless of instructional environment that is operational.

As a charge of the school's governing council, grade level expectations are the norm and all instructional practices focus on meeting that directive. The school's academic programming for the online delivery of instruction also follows those guidelines and will constantly be evaluated by the school's administrative personnel along with the governing council to assure that student learning opportunities are on pace with meeting those expectations.

The school's remote learning platform has demonstrated that the school's student body will have access to grade level instruction through the use of culturally responsive, high-quality instructional materials. All materials purchased to support the currently implemented online/remote system have been vetted through appropriate

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state recognized measures with their inclusion on the state's adoption listings for materials that support culturally responsive, high-quality materials. These materials will be continuously reviewed for their demonstration of effectiveness with the current and future student populations regardless of the delivery system in place throughout the school year.

What technology support will be available for families and teachers?

The online learning platforms to be employed has been developed and customized by the school in order to meet the learning needs of our students. The continuous learning platform will reside within the school's websites and contain a mixture of static pages of information detailing site usage, curricula and lesson specifics, web-based communications, outside resources/applications and other resources to support students and their families. Families will be issued documentation on site usage, how-to guides and other instructions as support measures to ensure the proper usage of the remote learning platform. Ongoing needs assessments within the platform will be continuously investigated and necessary updates to the platform will be addressed in a timely manner. At this time no support measures will be needed for the school; however, if a need arises in the future, we will contact the school's authorizer (RISD) or the NMPED for technical assistance in addressing that identified need.

For staff, professional development opportunities will be offered throughout the year to provide teachers will expanding skill sets to use in the proper implementation of the lessons and assessments being conducted throughout the year. Areas of consideration for professional development are identified as grade appropriateness of lessons delivered, lesson planning and structure/organization of the virtual classroom setting, management of classroom times, office hours, student check-ins, Q&A sessions with parents, additional staffing for classroom meeting times, classroom assessments, technical requirements for conducting online lessons and archiving lessons for an asynchronous learning environment to be established, maintained and evaluated.

The school will continuously monitor the effectiveness of the established technological resources employed in the remote learning plan. Plans are ongoing in the development of effective timelines established to meet the varying needs of the households of students enrolled in the school. The school recognizes that may of our households have siblings enrolled throughout the district and virtual meeting times will inevitably be in conflict to some extent with virtual learning schedules. The school is working diligently to manage a diverse and flexible use of technologies to alleviate the rigidity of a fixed schedule of educational opportunities with built-in variances. Lessons will be archived and available to households in the event that shared screen time conflicts with other students in the household can be minimized. Technical assistance resources will be provided beyond the normal school hours for households that have working parents/guardian that work and cannot commit to those times in conflict with their own employment schedules. Personalized schedules for teacher office hours can be arranged that may deviate from commonly scheduled times in the event that there are identified conflicts. In the event that there is a determined need to extend resources or services beyond the capacity of current staff, the school will seek out collective partnerships from community-based organizations to assist the school in carrying out the proposed components of the virtual learning platform. Student, staff and household needs will be continuously monitored, and plans established to reduce the negative impact that interfering technology issues have on the remote delivery system of learning opportunities. Of significance will be the review of how staff (administrative and teaching) will be provided differentiated access to information to review various aspects of instructional content being aligned with content standards and benchmarks, identification of student work requirements, assessment of student work performance and how communication efforts between staff and students will be managed, monitored and assessed for overall effectiveness. Reports will be established for Governing Council review focusing on planning purposes and consistently refined to meet the everchanging needs of our students throughout the school year by the administration and staff, parents and student alike.

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How will you ensure that all students have adequate access to devices and the internet?

After conducting our home computer/access survey for the opening of the 2020-2021 school year, it was determined that all households in the school have registered information regarding computer availability and internet access in their homes. Based on the aggregate data collection, the school has developed a plan to support the families with technological measures whereby providing the identified homes with computer hardware for use for the remainder of the year that remote learning measures are in place. Continuous dialogue measures with families will remain throughout the school year to determine what, if any, issues arise within the households with regards to technology access/needs. The schools have within its inventory enough devices to ensure that all students enrolled in the school have an opportunity to use school-supported equipment to carry out our continuous learning platform without a disruption in service to the households. At this time no support measure will be needed for the school; however, if a need arises in the future, we will contact our authorizer or the NMPED for technical assistance in addressing that identified need.

How will you continue to provide MLSS/ RTI and SAT services in a remote learning environment?

The school's remote learning plan effectively supports the MLSS model by continuing to provide provisions for each enrolled student with the opportunity to receive instruction that is grounded in general education qualities. In addition, these supports are constructed in meeting their specific academic or behavior needs as they apply to overall learning regardless of how instruction is driven. The support system developed within the remote learning plan will be inclusive of the various subgroups populations including students who are categorized as migrant, in foster care, experiencing homelessness, and students with disabilities. The school's MLSS remote service planning allows teachers and health/wellness staff to effectively use and efficiently apply interventions in response to those students identified as struggling academically or behaviorally. The provisions of immediate supports to those students in an educational or health related crisis is paramount in effectively mitigating the issues impacting the overall learning of the student. The school's remote MLSS plan will continue to promote and support the SAT process along with other measures including; but not limited to, academic and behavioral supports such as academic intervention plans and behavioral intervention plans, respectively. In addition, the remote MLSS continues to provide classroom-based, school-based, health and wellness and family and community-based supports. Within the realm of classroom supports, decisions regarding layered interventions will be made by teachers and support personnel using their professional judgement and supported by data-informed decisions regarding the students enrolled in their virtual classrooms. Layered interventions in the virtual delivery model will continued to be categorized by intervention types; academic and behavioral and result in varying degrees of supports (universal, targeted and intensive) as determined by the support system of staff directly related to the student. In the event the students are requiring more than just school-based supports for academic or behavioral issues, the remote learning platform will be in place to establish an integrated framework linking health aspects and the educational practices of the student. It is the intent of the school and its identification of student-based needs to employ partnerships with community-based partnerships, health education resources, health services, physical education and wellness opportunities to enrich the supports of providing a distinct and enriched education environment for all students of the school. Family and community support along with multiple efforts in engagement activities to provide case management services for identified students will actively promote a diverse expansion of abilities in enriching learning time for each student using the remote learning platform.

How will you continue to provide special education services in a remote learning environment?

SPED considerations are being implemented by the school's case manager, administrator and authorizing district's SPED department personnel. Guidance and obligations are centered around the school's priority to adhere to all state and federal requirements under IDEA. Provisions are being taken to meet the requirements of the student's IEP with fidelity to the greatest extent possible. Overall review of the student's IEP in effect and the impact of

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change that may be required in the newly implemented service delivery model. The school will work with staff in providing all SPED students with the necessary means for addressing all accommodations/modifications existing within the student's current IEP. All determinations will be made based on data-driven, student-centered promotion of the most appropriate resources that meet the student's specific and unique needs. Arrangements are currently underway to effectively manage, develop and the revisions of policies and procedures for conducting virtual IEPs and other associated meetings that will be discussing confidential information pertaining to our students. Office hours have been set by the school's case manager and administrator to respond to inquiries and needs of our students with disabilities and our at-risk population. Considerations for conducting IEPs virtually are underway for annual and transition reporting types. Incoming students to the schools are managed through our authorizing district's special education portal, Tie-Net, and all systems are integrated within our student information system, PowerSchool. Real-time accounting for scheduling of activities and maintenance of records are ongoing regardless of the nature of school/educational delivery systems. The school's current staff are working in concert with outgoing staff from previous schools to acquire as much detail as possible to use in determining what steps are needed to be taken to promote positive learning outcomes from the outset of the school year without the loss of learning time or duplicity of efforts from previously established practices employed. Every measure is being taken to review and plan for modifications to the learning delivery system to best meet the needs of our special education students. Ongoing is the planned use of contractual ancillary support staff from our authorizing district (RISD) to support the needs of our students in the areas of Speech, Occupational and Physical Therapies, Social workers and diagnosticians. If it is determined by the IEP/team throughout the school year, the school will provide additional supports with the additional access of devices, networking access, connectivity and other assistive technologies for use by student during their enrollment regardless of the delivery system being utilized.

How will you continue to provide bilingual education in a remote learning environment?

Currently, the Sidney Gutierrez Schools (elementary or middle components) do not have any identified students receiving bilingual education services. Due to the nature of mobility within our community and the prospective nature of the waitlist of prospective students that feeds our enrollment of classes within the school, a comprehensive review of students on the enrollment and wait lists to determine what plans need to be developed for changes in our enrollment. Efforts to deal with mobility requirements and the onset of new student enrollments that are classified as eligible for receiving bilingual education services will be ongoing throughout the entire school year. In the event that the need arises, the schools will work closely with our authorizing district to partner with them in the initiation of district operated and managed resources. The SGS has a contractual agreement with the RISD to receive services focused on these parameters and will effectively incorporate them into our remote learning environment as needed.

How will you support continued, remote instruction for dual enrollment courses?

Not Applicable. The Sidney Gutierrez Schools do not offer dual enrollment courses.

Please describe measures you will take to support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.).

SGS is a locally chartered school in a districtwide Title I district. Our school receives a school allocation based on the percentage of economically disadvantaged students. All planned school expenditures must align to the individual school's 90-day plan focusing on equity. School expenditures are monitored through an approval system which includes the school's principal; the district's Assistant Superintendent of Curriculum and Instruction; Fiscal Grants Accountant; and Procurement Officer. Additional Title I funds are used to support evidence-based programming, high quality supplementary instructional materials, access to tutoring, access to highly qualified

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staff, access to technology and devices. Through a contract with our authorizing district, our school has access to extended services personnel in many support roles for at-risk students, and students under various Title programs. As such, the RISD employs a district Homeless Liaison, who coordinates services for students identified as homeless, students in foster care, and students living in group foster facilities. The Homeless Liaison works with students and families to ensure access to food, clothing, extended academic programming, tutoring, assistance with FAFSA and scholarship applications. The Homeless Liaison works with transportation contractors to coordinate services for students in foster care. The district employs a Community Schools Coordinator who works to support programming for underserved and at-risk youth at community school locations. Title I funds support the coordination of services in Community Schools, including social emotional programming, behavioral health, school based health center coordination. The Community School Coordinator also works with juvenile justice entities to support at-risk, system-involved youth. RISD employs an Attendance Support Coach who works with schools to identify chronically absent students and works with families to develop plans to support student attendance as per Attendance for Success. If the need arises, the SGS has access to these programs and support personnel if there is evidence of need to support our students in such a manner while in the deployment of our remote learning model.

How will educators/staff check-in with students? How frequently? For how long?

Teachers within our system will have the ability to check-in with students via text or email communications, web-based forms for Q&A, and video conferencing resources. Staff have set up a fixed schedule for meeting classroom needs that has been posted on the website and will accommodate student needs outside the stipulated formal times on an as-needed basis. Teachers and school administrator will provide multiple opportunities for staff/student/family check-ins. The school will hold daily Morning Meetings throughout the week that will start with a routine grounded in the following aspects: Pledge of Allegiance, staff reporting out of daily/weekly assignments, guidance on submissions of student work products, Q&A of weekly staff/student communications, etc. In addition to the daily morning meetings, each staff member will hold office hours and use texts, phone calls, emails and videoconferencing resources to connect with students and their families weekly. These aspects provide for asynchronous and synchronous connectivity to promote a real-time approach to identifying and responding to students needs as they arise. Morning meetings are generally completed within a 30-35 timeframe and office hours are 60 minutes in durations. In addition, other connectivity such as grade level hangouts are scheduled on a rotational basis with a minimum meeting duration of 60 minutes per week.

Please describe your plan for Career and Technical Education.

In both the elementary and middle school components, the schools do not provide any formal classroom options for career and technical education for its students but does integrate career exploration activities of careers within each elementary grade level and academic curriculum in the middle school. Fundamentally, our staff will focus on essential content standards and benchmarks for each core class first; and when applicable, provide students information about careers, whenever appropriate, during the time that the continuous learning platform is operating.

Please describe your plan to address electives/specials and extracurricular activities.

Each of our educational offerings at the school will be part of the continuous learning platform to be employed. Various classes such as our STEM classes will be redesigned to rely less on structured teacher monitored hands-on activities for safety reasons but other means of providing hands-on interactive learning opportunities will be explored. Music and Visual Arts classes will maintain history, appreciation and performance aspects to varying degrees and assignments will be issued based on the content standards and benchmarks being addressed at both the elementary and middle school settings. Physical Education activities will be addressed with regards to social

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distancing requirements, safety and center primarily on physical conditioning, movement exploration with the possibility of other physical-centric areas such as motivating students to be active, examination of health-related considerations of physical activities, appropriate games for developing safe, healthy connections with family members while in a remote learning setting.

Social and Emotional Supports

How will you create and implement frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and , and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students?

As per our current agreement with our authorizer, counselors and social workers will be available to our students to conduct virtual visits commensurate with social distancing guidelines. By agreement in our charter, the district provides all ancillary personnel as a function of their role in this mutually agreed upon contract of services. The school's governing council voted unanimously at its publicly held July meeting to continue the agreement with the district for the 2020-2021 school year. We will follow the district's plan for counselors and social workers in maintaining contact with the students based on their IEPs or other needs that arise during the remainder of the school year for student wishing to speak with counselors that do not have IEPs. The school will use a comprehensive reporting program for conducting student wellness checks on a regular basis. School counselors and social workers will conduct both formal and informal screening techniques of students periodically to ascertain their levels of engagement in the resources that the school provides. It is the intention of the school to be able to designate social and emotional resources as well as personnel to cover and administer academic (if applicable) and social and emotional counseling supports while in the virtual setting.

How will you support all students' social and emotional needs?

Supporting our student's social-emotional needs are an essential component of making our efforts successful during these unprecedented times. As a staff we have identified that children will respond to these stressful times in a unique and varied way exhibiting multiple characteristics whether they be exaggerated or newly formed will need to be addressed in a supportive manner. The staff will work hard to provide the presence of a supportive, caring adult in the lives of our students. We are making a concerted effort to promote that social distancing is not social isolation and the system we have developed has many communication resources inherent within the platform that will assist us in minimizing the impact of such a trend. As such, information presented to our students about the current situation and learning outcomes of our approach will be conveyed in age-appropriate information for all students enrolled in the schools.

How will you ensure continued mandatory reporting and wellness checks?

The school is developing a plan to report to the governing council and other interested parties (e.g. NMPED) on how the reporting of wellness checks will be managed. A tentative approach will include the frequency and specificity of details for age-appropriate check-ins such as subjective rating scales, associative mood rankings, highs-lows of the day responses to situational tendencies and checklists that categorize/rate the followings dimensions: emotional/coping skills, finances, social connections, spiritual, occupational, physical intellectual and environmental facets of daily life. It is the hope of the staff and administration to conduct weekly assessments of our students as a general rule with follow-up on an as-needed basis if required due to identified needs from data collected.

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Family & Community Communication

How will you keep families informed about changing circumstances?

The school will continue its ongoing efforts with daily home-based email communications as its primary form of contact about changing circumstances. The school has employed this practice since its inception nearly twenty years ago and it is highly regarded by parents as the most favored form of communication between the home and school. Additions to the website will be made according to their relevance and if necessary; discussion forums, video communications or other identified methods will be employed on an as needed basis. Continued support of information archiving for retrieval by interested parties will also be maintained throughout the school year 2020-2021.

How will you support families and caregivers as they facilitate learning and the social-emotional needs of students at home?

The following procedures will be conducted by the school to assist families and caregivers supporting the social-emotional need of students while at home:

- Promotion of information sharing (know the latest facts, statistics, etc. and convey them through various delivery systems);
- Adapting school policies where appropriate – identify and relate current standing of existing health crisis and promote changes to school-based policies to support non-traditional alterations of school activities);
- Planning for continuity of learning – establish a fluid interchange between online/virtual, hybrid and at-school educational offerings;
- Implementation of targeted health education appropriate to grade leveling for all students in the school regardless of setting;
- Addressing mental health/psychological supports that could be found within the current school setting;
- Identify and support vulnerable subpopulations within the school setting and share information on an as-needed basis;
- Encourage discourse between students, families and schools about health-related, educational, social-emotional or wellness issues.
- Support effective media literacy connections that will assist families and caregivers with appropriate information to help their children in the current health crisis cope with adversity confronting them.

How will you ensure families and students are supported in multiple, appropriate languages?

Results from home language surveys will be accessed from the school's student information system and if warranted, all communications will be translated into the language of preference for the various families that are enrolled in the school. All communications will be presented along these guidelines that will support information requirements that are developed for all instructional practices in the various models presented whether virtual or in-building.

How will you collaborate with childcare providers to support families' access to childcare?

The SGS is currently surveying active community partnerships to support our efforts of providing access to childcare provisions whereby supporting households in their endeavors to obtain additional childcare services in support of their workplace responsibilities during a times of this unprecedented health crisis. Local and state authorized agency information will be posted on our website for interested parties to review and utilize.

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Other

Please include any other relevant information or documents related to your Remote Learning Plan

Please see next page.

Option B -- No Remote Learning Plan

If a school district or state charter either cannot provide or chooses not to provide a robust remote learning plan, the school district or state charter will instead make up for instructional hours lost during periods of school closure by adding school days to the academic calendar to allow for in-person instruction. Please fully describe your plan for creating and implementing Option B below.

Click or tap here to enter text.

Local Plan for Remote Learning Signature Line

Joseph Andreis

July 14, 2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically