



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 17, 2020

School District/State Charter Name: Animas Public Schools

Name of Person Completing Assurances: Loren R Cushman

Contact Phone Number: 575 548 2299

Contact Email: ircushman@animask12.net

District/State Charter (LEA) identified/named as Animas Public Schools 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.

Loren R Cushman

William Hurt

July 21, 2020

Superintendent/Charter Leader

School Board President

Date

Signature

Signature

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; or
- (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.

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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 student's 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;

 X (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. 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.

Due to the small size of Animas Public Schools our district was able to continue to provide instruction to every student daily. The district was able to do this via virtual platforms. The district was able to contact and remain in contact with students and families to ensure that students were participating in instruction and continuing to progress toward graduation and standards mastery. The district recorded grades to measure student progress. Teachers and staff were able to intervene when students were not meeting expectations. After reviewing student records, the district determined that no significant learning loss occurred.

Plan for Prioritizing Additional Instructional Time Signature Line

Loren R Cushman

July 21, 2020

Superintendent/Charter Leader Signature

Date



LOCAL PLAN FOR REMOTE LEARNING

Date July 21, 2020

District/State Charter Name Animas Public Schools

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?

All core and dual credit high school classes are being offered through our TEAMS system. All students will access assignments, explicit instructions, resources associated with assignments, tutoring, online class meetings, small group collaborative spaces and ways to submit assignments through TEAMS. Teachers will have a syllabus that outlines class expectation, procedures, ways to contact the teacher, office hours, etc. for each class. This will be provided to the students on the first day of class. Teachers will facilitate lessons that are conducive to onsite or remote learning. These lessons will be academically rigorous, standards-based, engaging and the lessons will cultivate discussions and interactions between the students and teacher. APS will continue to use PowerSchool to track student progress toward graduation. All students will be expected to earn a passing grade in order to earn high school credit. The counselor, teachers and administration will continue to monitor all high school students progress.

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.).

The students needing to complete competencies will be provided support by the instructional staff and the counseling office to fulfill graduation requirements. Students not meeting competency requirements for graduation will be provided additional support from staff and administration in the form of interventions, teacher-student tutoring, and standards-based portfolios. Students who need to show competency via the competency-

based alternative will be monitored by the counselor and school principal closely, to assure that the student maintains adequate progression toward graduation. End of course exams, local portfolios and learning projects will be used as demonstration of competency, using the NMPED rubrics for students will need to meet competency through alternative means.

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

Next Step Plans for seniors will be completed through the use of TEAMS meetings with the student and his/her parents/guardians, instructional staff including counselor and administration, if necessary. Staff and administration have been monitoring our students who will be graduating at the end of 20-21 school year for adequate credit accumulation, via the Next-Step Plan template. We have dedicated a teacher to the task of credit review with administration and the counselor. Staff and administration will provide support to all students via virtual meetings and other systems and tools already in place within the district.

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.

Animas Public Schools uses Powerschool as our student management system for tracking daily attendance and grading. Teachers will work closely with parents to assure student attendance and engagement; parents do have access to student attendance and grades in Powerschool. APS will be utilizing TEAMS which will sync with PowerSchool to provide class rosters and grades can be transferred to PowerSchool from TEAMS. Parents were contacted and surveyed regarding remote learning and student needs during remote learning. Parents have been advised of the additional weight and impact that attendance will have on student grades. Daily attendance will be required for the remote learning. The current grading system will also be applied. Teachers will be provided with continuous training throughout the year and have continuous support from our technology coordinator. Student households will also receive tech support from our school. This will include assistance with connectivity issues as well as assistance with devices and any other hardware or software issues they may experience. Communication with parents will be ongoing throughout the process. Technical support will be provided and resources in both digital and print will be available when necessary. APS is working to acquire systems that can provide camera and microphones that allow teachers to move about the room freely. Teachers also have a daily check-in survey with academic needs, and social emotional needs for remote learning students. Staff and Administration will provide support and parent communication when students are not attending remote learning. The district will also follow NMPED guidelines regarding student attendance. The instructional materials used will be those that have been adopted into the curriculum at Animas Public Schools. Materials that have been adopted are from the state approved list of curriculum materials. APS continues to evaluate online platforms and learning tools to help meet the needs of our learners. Additionally, during remote learning, all core classes, ELA, Math, Social Studies and Science have been scheduled using a longer period to assure adequate time for students to access online learning and completion of tasks for earning passing grades.

What technology support will be available for families and teachers?

Student households will receive tech support from our technology coordinator. This will include assistance with connectivity issues as well as assistance with devices and any other hardware or software issues they may experience. Communication with parents will be ongoing throughout the process. Technical support will be provided and resources in both digital and print will be available when necessary. Teachers with technology experience as well as our Tech staff and administration will be able to support parents and students through the struggles of remote learning. The district has personnel in place to help teachers, students and parents troubleshoot issues with devices and internet access.

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

Students that do not have access to a device can check one out from APS. While it is the hope that all students have internet connectivity, we are working with Valley Telecom for internet assistance for families without internet. Parents have been surveyed to determine the needs of each learner. The district has personnel in place to help teachers, students and parents troubleshoot issues with devices and internet access. The district is also working to acquire additional devices for students to use during remote learning such as tablets and notebook computers.

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

These needs will be met through the use of Teams meetings and/or in person when necessary, guidelines established by the PED will be followed. The district has dedicated a teacher as our SAT coordinator to monitor student progress. Teachers will continue to monitor progress of students who need Layer 2 or 3 interventions, per the NMPED MLSS Guide. Teachers will communicate to the SAT team when students are not progressing or in need of additional support. Systems such as Moby Max, IStation, IXL and curriculum support material included with state approved curriculum adoptions are in place to address all layered interventions for students. When school staff needs to meet with students and families, this will be done through TEAMS.

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

These services will be met through the use of TEAMS meetings and/or in person when necessary as long as the guidelines are followed. Ancillary staff and instructional staff will be trained in the use of these methods of services. The district will continue to provide services by utilizing Educational Assistants and SPED providers (Speech, One to One support by SPED case manager). The district is working with the SW REC to ensure that services are appropriate and timely to meet the needs and requirements of the students IEP. Administration will also monitor SPED students to ascertain the meeting of student needs. Teachers will facilitate lessons that are aligned to students' IEPs and course standards and benchmarks. The lessons will include a number of teaching resources to cultivate class discussions and interactions between students and teachers. They will also have an asynchronous component if needed. Students who are learning remotely will be able to video conference directly into their campus classrooms and join their classmates and teacher virtually.

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

APS will continue to support EL students. The district will provide services to the extent possible. This will also include the TEAMS learning component where EL students will access their assignments, instructions, resources, tutoring, online class meetings, small group discussions, and submission of their assignments. Translations and instruction in English and Spanish will be provided when necessary.

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

For dual credit courses, we will continue to work with WNMU and ENMU and follow the guidelines set with the HED and the PED. All dual enrollment classes will continue to be offered under the guidance of the university in which the class is being offered. APS will continue to work closely with WNMU and ENMU in following their guidelines on the requirements our students need to complete in order to earn their dual credits. The classes will be administered online through the universities platforms the students have been using all year. Students who need a device will be able to check one out from the district for their coursework.

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

These students will be followed by the staff who are presently working with them. APS will follow Multi-layered System of Support (MLSS) guidelines. Teachers will receive training during the in-service prior to the start of the new school year in August. The district will support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.) by providing reading interventions, tutoring, small group instruction and study skills courses through the use of a certified reading teacher, certified special education teacher and educational assistants, certified regular education teachers and certified ancillary staff.

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

Educators/staff will check-in with students on a daily basis, each class period. The students will be meeting with teachers and classmates using TEAMS. While online, the students will still have to log in and attendance is expected. The class periods will run on a block schedule. Educators/staff will be expected to check in with parents as needed either through TEAMS, telephone, email, or other forms of communication.

Please describe your plan for Career and Technical Education.

Our Career and Technical Education is embedded in our curriculum and will continue "phased in" approach during remote learning. APS will continue to provide students with a variety of Career Technical Education courses which will include agricultural mechanics classes online. Students will also be provided with a continued computer courses, business courses and personal development life skill courses. Teachers will meet with their students via TEAMS.

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

Electives/specials will be offering elective courses online to students. We will be offering agricultural/vocational classes, agricultural leadership, personal development life skills, driver's education, and computer literacy. In the elementary school, teachers are creating art projects and physical education in their learning plans. These programs will continue until our return to campus. Where they will be continued during "pullouts". Extracurricular activities will follow the guidelines of the NMAA, FFA, and guidance provided by the NMPED. These activities will follow the approved activity calendar.

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?

Teachers and staff will be required to attend online trainings during in-service, dealing with school safety, recognition of students "in trouble", and how to recognize issues with students. The social and emotional element will also be a goal of our extracurricular activities and elective/specials. These are the places where the students can release anxiety and frustration. The district has counseling services provider that will also be tracking students. Teachers will be given signs of adverse behavior and will refer that to the appropriate offices.

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

All students' will be tracked by the staff so that any dramatic change in behavior can be recognized. Teachers, counselors, outside counselors, administration, and ancillary staff will support the students at all times. Communication will be ongoing, and teachers will report any students who appear to be struggling to the principal for support resources. The counselor will also be used to support students who are having a hard time or need some social/emotional support. Because students will be video conferencing into all of their classes, the remoteness of our remote learning plan will not be as severe.

How will you ensure continued mandatory reporting and wellness checks?

Staff, working onsite, will be temperature tested every morning upon entry into the building. They will also be asked the wellness questions that have been provided. Students will not be onsite during remote learning, teachers and staff will continue to communicate with parents regarding how students are feeling during remote learning. School administration. APS is creating a daily emotional check-in survey that teachers will utilize daily with their first period classes in the high school and home room teachers in the elementary. The survey has feeling emoji's where students can identify how they are feeling on a daily basis. The survey also asks questions if they need assistance with their homework, if they did not understand their lessons, if they were able to download their assignments and if they need to talk about something that is bothering them. It also asks them to share something positive or exciting that is going on in their lives. Administration will also be setting up Zoom meetings to visit with the remote learning students on a weekly basis.

Family & Community Communication

How will you keep families informed about changing circumstances?

Families will be notified of changing circumstances and important information through the use of the school website, social media, PowerSchool, the Remind app, and through personal telephone calls. We want to make sure our parents know we are here to support them in any possible way. Our teaching staff will be flexible in meeting their needs. We also want to relay the message that we are all in this together. We will all learn together and support one another. These efforts are meant to prevent major learning gaps that can be very difficult to overcome in the coming years while keeping students and the community safe, secure, and healthy.

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

Families and caregivers will be supported through open communication. In addition to all of the supports previously mentioned in this plan, APS will ensure students attend regularly scheduled classes through the PowerSchool and video conferencing component or academic purposes as well as to gauge the social emotional well-being of our students. Teachers will utilize small group instruction through video conferencing. Teachers will also be providing families with tips and other useful information during this unprecedented time. Administration will be providing family support through email and TEAMS meetings, school website, Facebook page and the Remind app.

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

In our community, English/Spanish are both used. The district has staff that are proficient in both languages. This ensures that the language hurdle is cleared. Also, any written communications will be offered in both languages.

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

The District will be able to provide onsite instruction when we move to the hybrid model. Family units will be grouped together so that the childcare providers can be used for various families. The District also has a 4-year-old Pre-K program.

Other

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

APS is focused on providing students academically rigorous, standards-based, engaging educational opportunities through the hybrid learning model and remote learning model. We are utilizing Operational and CARES Act funding to purchase the technology the students need to access robust curriculum resources as our teachers facilitate academically rigorous, standards-based, engaging educational opportunities for our students on campus and during remote learning. We are utilizing a learning management system that syncs with our student information system to increase efficiency in order to ensure our teachers can focus their attention on teaching and learning, as opposed to the management of the classes. We are working with our tech staff to obtain camera and microphone systems in our classrooms that will provide students and families with unique health concerns the opportunity to videoconference from a remote location into their classrooms on campus. These changes will increase efficiency and minimize learning gaps associated with health-related closures as well as any other disruptions.

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.

The district will utilize the learning plan outlined in previous sections of this document.

Local Plan for Remote Learning Signature Line

Loren R Cushman

July 21, 2020

Superintendent/Charter Leader Signature

Date

