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 22, 2020

School District/State Charter Name: Clovis Municipal Schools

Name of Person Completing Assurances: Mitzi Estes

Contact Phone Number: 575-769-4321
Contact Email: mitzi.estes@clovis-schools.org

District/State Charter (LEA) identified/named as Clovis Municipal 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.

Renee Russ  Kyle Snider
Superintendent/Charter Leader  School Board President

Signature  Signature

Signatures pending the CMS July 28, 2020 Board Meeting

Please print signature or sign electronically

July 22, 2020
Date

July 28, 2020
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 20, 2020. District/State Charter Name Clovis Municipal Schools

_____ (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;

XXXX (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.

Teachers will administer instructional screeners to determine students' current levels. Istation reading and math (K-5), Savvas Readiness Assessments (K-10 Math, K-8 ELA), Cognia Formative Assessment Tools (3-8 reading and math), Edgenuity course specific assessments (Grades 6-12), course specific pre-assessments (HS), Pivot formative assessments and released EoCs (HS). Based upon data from these assessments, teachers will develop instructional plans to address grade level content with scaffolding to support student understanding. Additional instructional resources to support this effort will include the Istation instructional component (K-5 reading and math) and Edgenuity Learning Loss courses (Grades 6-12).

Unfinished Learning Guidance is being followed regarding pretests and readiness assessments (Engage NY). Progress monitoring will occur regularly throughout the year and interventions will be developed based upon results. Teachers will provide instruction at grade level while providing Layer 3 interventions based upon learning gaps identified. Clovis High School and Clovis High School Freshman Academy will provide after school and Saturday tutoring sessions to address learning needs. Tutoring
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will be provided live or virtually, dependent upon the current Public Health Order. Elementary schools have a designated 40 minute daily intervention block during which teachers address identified gaps.

Plan for Prioritizing Additional Instructional Time Signature Line

Renee Russ

July 22, 2020

Signature Pending CMS Board Meeting on July 28, 2020

Superintendent/Charter Leader Signature  Renee Russ  Date July 28, 2020

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date  July 22, 2020

District/State Charter Name  Clovis Municipal 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 device 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?

Instruction in all courses is being provided via Google Classroom and/or Edgenuity. Students receive direct instruction from teachers for all enrolled classes. Additionally, students can engage in credit recovery or self-paced learning with Edgenuity online learning courses. Both options provide course credit upon completion. Course progress will be monitored by teachers and guidance counselors.
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.).

See attached board policy detailing local demonstration of competency, including a portfolio. In addition to these options, additional considerations are being made for students whose needs are not met by the current local policy.

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

2021 seniors’ Next Step Plans will be completed virtually with guidance counselors via Google Classroom. Appointments are scheduled one-on-one between students and counselors to address Next Step Plans and engage the conversation and planning process.

Grade level counselors have created separate and unique Google Classrooms in order to manage registration, provide support, documents, and resources, as well as interact with students regarding relevant guidance topics.

During remote learning, guidance counselors will be communicating and working with students to ensure that all students are enrolled in the necessary courses to meet graduation requirements, which includes meeting dual credit or distance learning requirements. Counselors maintain graduation plans for each student to detail required course credits earned/needed and assessment requirements met/needed. Any necessary assessments are scheduled by the counselor to ensure opportunities are provided to each student as appropriate.

ACT/SAT support from guidance counselor, Edgenuity, Khan Academy and College Board are provided to students to prepare for offered assessments. National Test days are scheduled by ACT and College Board and are offered locally as allowed under the current Public Health Order.

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.

Instruction in all courses is being provided via Google Classroom and/or Edgenuity. Students receive direct instruction from teachers for all enrolled classes. Additionally, students can engage in credit recovery or self-paced learning with Edgenuity online learning courses.

Grading (grades, feedback, achievement/growth measured and tracked)

PreK-Preschool students work towards goals and objectives. Parents will photograph/video students’ work and submit through Google Classroom. Feedback will be provided directly in the system using emoji supports and/or face-to-face conferences with parents and students. Progress monitoring towards goals and objectives will be measured monthly by conferencing with parents, ancillary staff, and teacher. Quarterly progress notes will be sent electronically.

K-5 - Grades are assigned for activities/assignments that align to grade level content and are submitted via Google Classroom. Students receive a minimum of one grade per content area per week. Feedback is provided directly in Google Classroom via text entry options directly in the system, emoji supports, and/or face-to-face
conferences with students. Achievement and growth is measured utilizing monthly ISIP benchmarks in both reading and math, as well tracking growth with Cognia Interim Assessments in grades 3-5 reading and math. Schools may also elect to utilize Pivot formative assessments to determine mastery of content following each 9 weeks of instruction in reading, math and science. Regular progress reports and reports cards are provided to each student/parent electronically at 4 week intervals. With Skyward (SMS), students and families have the ability to access current grades and attendance records at any time.

6-8 - Grades are assigned for activities/assignments that align to grade level content and are submitted via Google Classroom. Students receive a minimum of two grades per content area per week. Feedback is provided directly in Google Classroom via text entry options directly in the system, emoji supports, and/or face-to-face conferences with students. Teachers track growth using Cognia Interim Assessments in grades 6-8 reading and math. Schools also administer common formative assessments to determine mastery of content following each 9 weeks of instruction in all core content areas. Regular progress reports and reports cards are provided to each student/parent electronically at 4 week intervals. With Skyward (SMS), students and families have the ability to access current grades and attendance records at any time.

9-12 - Grades are assigned for activities/assignments that align to course content and are submitted via Google Classroom. Students receive a minimum of two grades per course per week. Feedback is provided directly in Google Classroom via text entry options directly in the system, emoji supports, and/or face-to-face conferences with students. Schools also administer common formative assessments to determine mastery of content following each 9 weeks of instruction in all core content areas. Regular progress reports and reports cards are provided to each student/parent electronically at 4 week intervals. With Skyward (SMS), students and families have the ability to access current grades and attendance records at any time.

**Attendance**

**PreK** - Students will be expected to attend a minimum of two virtual days per week and no more than one hour per session. Attendance will be taken daily and recorded through documentation via Google Classroom. Educators will help families establish daily/weekly schedules and routines for remote learning. For students not participating in remote learning, teachers will make personal contact with families in order to help support student attendance.

**K-12** - In accordance with the Attendance for Success Act, attendance will be taken in Skyward (SMS) for all in person teaching/learning days, as well as full remote learning days. Attendance will also be recorded for virtual days through documentation via Google Classroom. However, this attendance documentation will be kept separate and not entered into Skyward during hybrid learning. For students not participating in virtual learning activities, teachers will make personal contact to determine reason and help resolve the reason. Possible resolutions may involve contact with the Family Services Department to provide family support, individual support with technology issues, or tutoring. Attendance policies and procedures will be shared with students, parents and legal guardians via the student handbook, social media and site specific communications (e.g. newsletters, Skyward messaging, Google Classroom).

**Student Engagement and Participation**

**PreK** - While working remotely, Educators will have a daily circle time with students. During this time teachers will review previous days learning and introduce daily learning indicators. Teachers will provide guidance to families on expected length of activities and tips if their child loses interest. Children in Preschool have a difficult
time staying focused for long periods of time. Our educators will help families develop opportunities at home to learn through play, movement, song, and outdoor activities.

K-12 - Teachers will be conducting virtual lessons via Google Classroom and will be monitoring student engagement and participation. Interaction with the teacher, as well as completion of learning activities will assist in tracking student engagement and active participation. Additionally, grade levels teachers will be doing a weekly one-on-one well being checks with each student to ensure engagement and participation. A protocol has been created to gain assistance from ancillary staff to assist in helping students be successful during remote learning (e.g., Safe & Healthy School Coordinators, Attendance Success Coaches, Family Liaisons). For students not participating in virtual learning activities, teachers will make personal contact to determine reason and help resolve the reason. Possible resolutions may involve contact with the Family Services Department to provide family support, individual support with technology issues, or tutoring.

For grades 6-12, weekly personal check ins are done via a specified class period or by another method so as not to create anxiety for families by having all six teachers checking in each week.

High Quality Instructional Materials

PreK - Creative Curriculum for Preschool, 5th edition-Teaching Strategies

All courses have an adopted publisher's resource that comes directly from the NMPED list of Core Materials, as indicated below.

K-5

ELA - Savvas (fka Pearson) ReadyGen 2016
Math - Savvas (fka Pearson) EnVision Math 2021
Science - Savvas (fka Pearson) Elevate Science 2019
Social Studies - Savvas (fka Pearson) my World (2015)

6-8

ELA - Houghton Mifflin Collections 2017
Math - Savvas (fka Pearson) EnVision Math 2021
Science - Savvas (fka Pearson) Elevate Science 2019
Social Studies 7- A History of New Mexico, by Roberts and Roberts 2004

9-12

ELA - Savvas (fka Pearson) Common Core Literature 2015

CALCULUS for the AP Course, 3rd Edition by Sullivan & Miranda, Bedford, Freeman & Worth, 2020 for AP Calculus AB and AP Calculus BC courses
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*Introduction to Personal Finance,* John Wiley & Sons, 2019 for Financial Literacy course
*Precalculus 6e,* Pearson, 2018 for Precalculus course

Science - Savvas (fka Pearson)
*Human Anatomy & Physiology Eleventh Edition,* Mrieb, Hoeh, 2019 for Anatomy course
*Biology in Focus AP Edition 2nd ed,* 2017 for AP Biology course
*Physics for Scientist and Engineers AP 4th Edition,* 2019 for AP Physics Course
*Pearson Chemistry,* 2017 for Chemistry Course
*Physics,* Houghton Mifflin Harcourt, 2017 for Physics Course
*HMH Science Dimensions-Biology;* Houghton Mifflin Harcourt, 2018 for Biology Course

Social Studies
Grade 9-Prentice Hall *United States History: Reconstruction to the Present* 2012
Grade 10-Houghton Mifflin Harcourt *Modern World History* 2017
Grade 12-University of New Mexico Press, *A History of New Mexico Since Statehood,* 2011

English Learner Language Development resources
K-8
*Language Power* kits, published by Teacher Created Materials, are divided by grade bands (K-2, 3-5, 6-8) and leveled for Tiers A, B, C. Each kit:
- Incorporates easy-to-use, standards-based lesson plans that target the four language domains
- Provides students with rich English language development activities
- Covers a variety of genres, subjects, and high-interest topics with the 30-piece themed and leveled text sets in print and digital formats
- Includes Parent Tip Cards in English and Spanish that provide useful tips and engaging activities to build parents’ capacity to support literacy and English language development at home
- Includes Digital resources such as text sets, reproducibles, assessment resources, and audio of all texts to model fluent reading

9-12
DynEd online learning program is utilized for English Learners at Levels 1 or 2 of language proficiency. English Learners at Levels 3 or 4 are receiving instruction from TESOL endorsed teachers in their required English Course utilizing the adopted materials for that course (Savvas (fka Pearson) Common Core Literature 2015).

What technology support will be available for families and teachers?

Our Instructional Technology Coordinator will hold weekly open sessions for instructional technology support in addition to daily topic-specific training. A menu of training options and direct access to our instructional technology coordinator will serve to support the majority of teacher needs. A Google Classroom support document has been created to provide to parents via electronic communication and printed to be available with meal and Chromebook pickup. There are staff members from each site who serve as members of the district technology leadership team who will serve as resources to both parents and staff members for support. Our district Technology help desk will be available to staff by phone or e-mail, and provisions have been made to provide this support to families as well. Support for teachers for the online components of Savvas adoption materials is provided by our Savvas subscription (K-10 Math, K-5 and 9-11 ELA, K-HS Science, K-5 Social studies).
How will you ensure that all students have adequate access to devices and the internet?

Our district currently has a Chromebook assigned to each K-12 student. Chromebooks have been ordered for PreK students. These are or will be checked out to students, along with directions for logging in and accessing instructional material. Every attempt will be made to provide internet access to homes without service. Additional plans for extending access to families include boosting the signal from CMS and community sites, parking vehicles in designated areas of town that provide internet signals, and placing ruckus points in high population areas, such as apartment buildings and housing developments, to extend internet signals.

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

Teachers and staff members will receive training on MLSS during our return to school PD days and throughout the 2020-2021 school during early release Wednesday afternoons designated for professional development.

During remote learning, teachers will continue to meet with site based Student Assistance Teams virtually to create and implement plans for students. At the elementary level, in addition to the required 90-minute ELA block and 60-minute math block, students participate in a daily 40-minute block of intervention and/or enrichment to support their specific needs. These intervention needs are identified from initial screeners and formative assessments administered throughout units of study. Istation reading and math (K-5), Savvas Readiness Assessments (K-10 Math, K-8 ELA), Cognia Formative Assessment Tools (3-8 reading and math), Edgenuity course specific assessments (Grades 6-12), course specific pre-assessments (HS), Pivot formative assessments and released EOCs (HS). Based upon data from these assessments, teachers will develop intervention plans to address needs. Additional instructional resources to support this effort will include the Istation instructional component (K-5 reading and math) and Edgenuity Learning Loss courses (Grades 6-12). We will consider the possibility of at-risk students attending in person to receive services based upon space available and individual student needs if we move to fully remote learning.

Positive Action and Capturing Kids’ Hearts are programs that are used to address culturally responsive practices in the classroom and will be extended to remote learning as well.

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

Special education students will receive services at a rate that parallels their typical peers. Students will receive general education service to the maximum extent possible as determined by the students IEP. Special Education and related services will be provided via Google Classroom, Google Meet, phone calls, teletherapy, online intervention, and/or grab and go packets for students based on internet access and individual student need. Students with disabilities will have access to appropriate accommodations and modifications as written in their IEP. If, at any time, these accommodations and modifications need to be updated, the IEP team will meet to complete an addendum to document the needed changes. These changes will be clearly communicated to the student’s parent/guardian and school team.

In addition to academic coursework, students who receive minimal, moderate, or extensive special education services will use the Edgenuity platform for targeted intervention in language arts and math. Teachers will implement Path Blazer for elementary Special Education students and My Path for secondary Special Education students. These online programs will be used to identify learning gaps, provide interventions, and monitor progress towards learning and academic IEP goals. Students will be able to access these programs virtually and work at their own pace. Teachers will collect data to determine next steps for students, identify students who are not making progress in order to reach out to students and parents, and provide additional one-on-one or group virtual supports for students in need of additional interventions. These programs will be used in addition to, not in place of, teacher-led instruction.
Special education students receiving minimal, moderate, and extensive special education services will also complete lessons through the Path Blazer and My Path Social-Emotional Learning programs in order to support their social-emotional needs. This can be accessed from home and is student paced.

Special Education students receiving a maximum amount of services as per their IEPs will receive instruction virtually through the Unique Learning System. Students will receive teacher-led instruction in core academics based on individual pacing and goals and objectives. Teachers will collect data to plan next steps for learning and monitor progress towards individualized goals and objectives. Students will participate in online Social Emotional Learning activities through Unique Learning to support the unique needs of students with significant disabilities.

It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. IEP teams may include distance learning plans in a child’s IEP that could be implemented during a selective closure due to a COVID-19 outbreak. Such contingent provisions may include the provision of special education and related services through online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities. Compensatory services may be offered in the event that services cannot be provided consistent with the IEP if there is an inevitable delay in providing services – or even making decisions about how to provide services - IEP teams must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.

Federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students.

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

Bilingual instruction by certified bilingual teachers at our dual language/bilingual schools will continue as it does in person. We will continue to provide bilingual education in a remote learning environment according to the school’s Bilingual State Approved Plan, including instructional requirements and models. We will do this by providing assignments and assessments in both languages based on the language of instruction, continuing to provide language development support for all students in both languages, scaffolding content for students by providing sheltered instruction during in person and virtual settings, and ensuring that lessons will have a specific focus on language based on students’ needs.

We will continue to provide opportunities for students to earn the Bilingual Seal on their diplomas with support available to assist them in reaching all requirements. We will meet required instructional time per our Bilingual Multicultural Education Plan applications. Bilingual education teachers will maintain office hours to provide additional support and structure to students.

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

Clovis Community College has worked closely with CMS to assist all dual credit teachers at the high school in setting up their content on an online platform (Canvas). Agriculture, culinary, and music theory courses through ENMU are accessed online (Blackboard) and many of these courses are taught by CHS staff, though credited through ENMU. Both higher education entities provide continual support to our teachers and students.
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Dual Credit-CCC

A staff member has been hired by CCC to monitor and support all high school dual credit students. Academic Coaches are also being hired at CCC to better assist students academically, socially, and emotionally. The Writing Center and Tutoring center are also available for support in all CCC classes.

Modalities will be either online, hybrid, or mixed mode, depending on the phase CCC is operating in at the time.

A hybrid class is one that will have specific times that students will be required to be on campus. For example, in a science class, lecture items may be online or in a live virtual format, but lab components will be face to face. This is how CTE programs such as automotive, industrial tech, and welding will run. We are planning for a 50% capacity and students will be balanced to ensure capacity and social distance requirements are met. Actual days that students have to attend will depend on the class and the instructor and will be determined at the start of class. Lectures for hybrid classes may be either synchronous or asynchronous (dependent on the instructor).

Mixed mode classes are classes that will have a synchronous lecture at the scheduled class time, but may also require some on campus attendance to be determined by the instructor. Time on campus may vary from class to class and will be at the discretion of the instructor. In person attendance will be limited to 50% capacity, but will be adequately balanced to ensure that all students who need and want to attend in person have the same opportunity.

Students who are immune compromised will be encouraged to enroll in online classes for their safety. All students on campus will be required to wear a mask. Temperature checks will be taken and social distancing and proper sanitation will be enforced to ensure safety of all students and staff.

ECHS at CCC

CCC is planning for all ECHS students to be on campus in the fall. For all ECHS courses, students will be split between two classes while still allowing for synchronous instruction. This means half of the students will be in class with the instructor one day while the other half are in another room where the instructor is live streamed via Zoom technology so that all students have the ability to interact and participate with the instructor and the other students while maintaining safe distancing. The next class period, students will switch so that once a week students are in class with the instructor and once a week in the live streamed classroom via Zoom technology. Students who are immunocompromised and need to attend virtually can log in individually in order to be a part of the same class structure. While on campus, students will be required to wear a mask, adhere to temperature checks when entering the building, maintain social distancing, and assist in wiping down desks before and after they leave a classroom to ensure safety for everyone. ECHS students who are taking additional dual credit classes will need to adhere to the hybrid, mixed mode, or online modalities as defined by each class. For classes that are online or require remote attendance, students will be provided on campus space so that they can participate in class virtually. CCC will work to provide webcams and equipment for any ECHS students who need additional technology to adequately participate in 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.).

Students with Disabilities

During remote instruction, teachers will conduct interventions virtually, either individually or in small groups, with priority given to those students who fall into at-risk categories. Edgenuity is available for credit recovery for students whose graduation is at risk. CMS have designated staff and administrators responsible for monitoring
student success in Edgenuity and intervening as appropriate to provide students the best opportunity for successful completion of course requirements.

For special education evaluations:

- During remote learning evaluators will complete initial evaluations or re-evaluations according to IDEA required timelines for evaluation. Evaluations and observations that do not require face-to-face assessments or observations may take place while the school is closed if the parent consents.
  - Evaluators will:
    - Use checklists that can be done virtually
    - Use online assessments when appropriate
    - Creatively observe students and interview students, parents, and/or teachers
    - Apply leniency on standardization
    - Make eligibility determinations with caution
    - Use classroom and attendance documentation from before COVID to help determine if there is a disability present
- If an evaluation of a student with a disability requires a face-to-face meeting or observation, the LEA can delay the evaluation until school reopens. The district will communicate with the parents about any proposed delay and confirm in writing whether the parents agree and issue prior written notice about the proposal and decision, along with Procedural Safeguards.

IEP meetings will be held at least annually consistent with IDEA requirements:

- During remote learning, IEP meetings will be held telephonically, or by Google Meet or Zoom meeting for all participants unless an in person meeting is requested by the parent.
- If an in person meeting is requested and can be accommodated based on the current health order requirements, some participants may attend virtually or the meeting may be held once school buildings reopen.
- An in person meeting may have to be scheduled after the period of remote learning has ended based on the conditions of the current health order. The district will communicate with the parents about any proposed delay and confirm in writing whether the parents agree with the delay and issue prior written notice about the proposal and decision on the delay, along with Procedural Safeguards.
- If an in person meeting is requested and can be scheduled, some participants may attend virtually to allow compliance with the state health order.

Students who receive special education and/or related services through an IEP who are participating in remote learning will participate to the maximum extent possible in practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, low tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments:

- Students will receive all special education and related services as identified on their IEP through virtual instruction and/or teletherapy, Google Classroom, Google Meet, Unique Learning Systems, Edgenuity online learning platform, and/or Doxy.Me
- Students will participate in the general education curriculum to the maximum extent possible through Google Classroom and Google Meet.
- Students will receive targeted online intervention services in language arts and math through Path Blazer, My Path, and Unique Learning Systems depending on grade level and level of service.
- Students will receive online Social Emotional Learning support through the Edgenuity online learning platform or Unique Learning Systems.
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- Students and parents will receive personal check ins from Special Education case managers and related service providers at least monthly to specifically review data and progress towards IEP goals and objectives.

Students receiving Gifted and Talented services on an IEP:

- Students who have pullout or monitoring services on their IEP will receive project based activities focused on creativity and critical thinking.
- Secondary students who take GT as an elective will participate virtually in the elective class.
- Students will receive online Social Emotional Learning support through the Edgenuity online learning platform.

English Learners:

Students will complete the LUS in the registration packet, and if needed, screening will happen within the 30 day period from the beginning of school. In a Remote online educational setting, NMPED’s temporary screening process will be utilized to determine if the student qualifies for provisional EL service. Upon reentry into a Hybrid or in-person school environment, provisional EL’s will be given the WIDA WAPT screener to determine eligibility.

Secondary ELD Instructors will meet with their assigned students virtually to support English Language Development at least twice per week. On the other instructional days, students will utilize DynEd software. DynEd is an online language acquisition software that secondary EL students are enrolled in and is available for home use. Secondary 1063 EL students will receive language services through content instruction delivered by a TESOL endorsed teacher to ensure sheltered instruction is utilized. Teachers are receiving professional development in CLAVES for applying sheltered instruction in an online environment.

Site EL Instructional Leaders from each campus will monitor student success with DynEd and virtual learning to develop interventions as appropriate to increase success. This will meet the required 30 minutes per day ELD service. Students that fail to log-in to DynEd will be required to attend daily virtual settings. K-1 elementary teachers will provide virtual ELD services for 30 minutes per week and students receive embedded language development during their virtual content online courses by teachers incorporating sheltered instructional support throughout their lesson. 2nd-3rd grade elementary teachers will provide virtual ELD services for 45 minutes per week and students receive embedded language development during their virtual content online courses by teachers incorporating sheltered instructional support throughout their lesson. 4th and 5th grade elementary teachers will offer language instruction virtually each day and students will log-on during their assigned times. Educational resources and recording of lessons may be downloaded to be played when internet access is not available. Additionally, ELD teachers will make themselves available to students who need assistance with other coursework.

Istation is instructional software that elementary students are familiar with and have available from home to support their learning at individual skill level. Classroom teachers, as well as case managers and instructional leaders for English Learners and Students with Disabilities, are able to monitor student use and assign interventions as appropriate.

We will use our Homeless Liaison, Migrant Liaison, Family Services Specialists, Safe and Healthy Schools Coordinators, and Student Success Coaches to make contact with at-risk populations to determine additional needs to be met. Family Services teams, Migrant Mentors, and Homeless Liaison will link families to community resources for basic needs and help families with needed school supplies, tutoring, and family resources to
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ensure learning continues. EnLace staff will connect with Latino families to provide high school students with support for Dual Credit classes, scholarships, SAT prep, FAFSA, and transitions to post-secondary school.

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

Teachers are checking in with a personal contact a minimum of once per week with each student (either virtually or by phone). These check-ins are intentionally not part of a larger group to ensure that students feel comfortable sharing any concerns or challenges they may be experiencing. All individual student check ins are logged by staff members. Any concerns about student well being that result from these check ins are forwarded to mental health staff following a specific protocol that all staff are provided. Counseling referrals and courtesy mental health visits follow specific protocols for well being checks, crisis intervention, and suicide ideations, among others. All staff continue in their responsibilities as Mandatory Reporters, for which all staff are trained annually before the school year begins. Any suspicion of abuse or neglect detected during instruction or well-being checks with students is reported immediately to CYFD and/or local law enforcement depending on severity and imminent threat.

Please describe your plan for Career and Technical Education.

CTE education pathways remain a priority during remote learning. Because many of our students are working toward earning credentials, our teachers are focused closely on ensuring that students remain engaged with content and direct experiences relative to their pathway. Teachers are preparing lessons with a menu of options or projects to be available to students. Plans for supplying any materials required for continued engagement are being developed by course specific instructors to align with course activities and industry requirements. Additionally, we are investigating simulations relevant to the CTE pathways that are available for students. Collaboration opportunities and virtual job sharing are important considerations as well. Supports from our district and community college are being administered in an effort to give each student the best possible opportunity to be successful and earn a certification where appropriate. Where necessary, this includes on campus instruction for at-risk students who require equipment and guidance found on campuses, for example welding classes. Any in-person activities will not supersede the current Public Health Order for the maximum number of people gathered in one place.

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

We will continue to follow our district curriculum for all electives and specials classes (elementary music, PE, art, and library), whether in remote or hybrid learning models. At the secondary level, electives teachers will identify appropriate content for their students, just as core content teachers. Priority standards will be identified and instruction delivered via Google Classroom. These can be set up as a menu of options that could be project or activity based as appropriate. The same will occur for elementary specials as those teachers/EA’s collaborate to identify appropriate menus of activities in which students could engage. Visual arts teachers, PE EA’s and music teachers will provide weekly learning opportunities to students through Google Classroom.

During remote learning, elementary students will be provided with an at-home art kit containing all of the supplies necessary for multiple art lessons that students engage in virtually. These kits will be provided during hybrid model attendance days in preparation for the possibility of transition to the remote model of instruction. Music courses will utilize a variety of software options to continue to build skill during remote learning: SMART Music in place for band students, Quaver Music for Elementary students, and Sight Reading Factory and The Practice Room for Choir students. This is in addition to recorded lessons, etc. from music staff that will be made available to students.
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?

The district will provide a calendar of lessons, along with all relevant lesson materials (Capturing Kids’ Hearts and Positive Action), to teachers for weekly required lessons focused on social and emotional learning. The district will provide ongoing training to staff regarding trauma informed, culturally responsive and restorative practices, as well as providing resources for mindfulness strategies. Currently, the district does not have an identified anti-racism curriculum. We will take steps to identify appropriate anti-racism resources to be used with students at all levels, however we are not in a position to identify those resources today. Edgenuity SEL Module for grades 6-12 is an online series available to our secondary students to help students and educators address the trauma and loss students are experiencing due to the pandemic and associated school closures. Free SEL resources from CASEL will also be utilized with staff and students. Students receiving counseling services prior to the beginning of remote learning will be assigned an extended learning activity from either the Positive Action or Why Try curriculum through the Google Classroom. Providers will hold one teletherapy session per week with each of these students to guide strategic therapeutic conversation related to the activity. Providers will make regularly scheduled contact with parents. Students not currently receiving services who are determined to be in distress during remote learning will be referred to a provider for check-in and support. If any concerns of suicidal ideations are reported by staff, family, or community, we have an established protocol to utilize our counselors. Federally funded social workers will be reaching out to check on families and determining best ways to address needs and remove barriers during this time. This will include making contact with known at-risk families and checking with students who have not made any contact in their classes.

The district will administer a staff survey to determine areas for which the district needs to provide additional support to staff in the area of social and emotional health and wellbeing. District and site administrators will conduct well being checks of staff at regular intervals in the same way that staff are conducting checks for students. CASEL resources will be utilized to strengthen adult SEL competencies and capacity.

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

In addition to the elements detailed in the previous question, teachers and ancillary service providers will check in with all students on a regular basis, either virtually or by phone. We will ensure that teachers maintain only one learning platform in order to minimize stress and overload by students and families. Teachers will incorporate Capturing Kids’ Hearts or Positive Action Social Emotional lessons into their weekly instruction, according to the district schedule of lessons. Mental Health Counselors are providing Positive Action activities directly to students in Google Classroom.

How will you ensure continued mandatory reporting and wellness checks?

Teachers are checking in with a personal contact a minimum of once per week with each student (either virtually or by phone). These check-ins are intentionally not part of a larger group to ensure that students feel comfortable sharing any concerns or challenges they may be experiencing. All individual student check ins are logged by staff members. Any concerns about student well being that result from these check ins are forwarded to mental health staff following a specific protocol that all staff are provided. Counseling referrals and courtesy mental health visits follow specific protocols for well being checks, crisis intervention, and suicide ideations, among others. All staff continue in their responsibilities as Mandatory Reporters, for which all staff are trained.
6/25/2020

annually before the school year begins. Any suspicion of abuse or neglect detected during instruction or well-being checks with students is reported immediately to CYFD and/or local law enforcement depending on severity and imminent threat.

Family & Community Communication

How will you keep families informed about changing circumstances?

The district will communicate directly with families a minimum of bi-weekly during remote instruction to ensure all are kept up-to-date with current decisions. Currently, our district uses Skyward Messaging capabilities to send updates to staff and families via email, text, and phone calls. The CMS Webmaster and Public Communications Specialist posts information on our website and our district Facebook page. We will include notes in our grab-and-go meals for students, if necessary during remote learning. Staff members will make personal contact with families, outside of student well being checks, to keep them updated. We also issue press release updates directly to staff and family email addresses, social media, our website, and local news outlets. The district interpreter ensures that all written communications to families are available in both English and Spanish, as well as providing in person interpretation services for families. In addition, the district contracts with Linguistica to provide live, on-demand interpretation services over the phone for families at all CMS sites. Individual sites designate a place, generally just outside the front office, for families to access hard copies of all communication (available in English and Spanish). Teachers will survey students to determine the need for hard copies of written communication.

In addition to district communication, teachers communicate weekly to parents/guardians regarding classroom specific topics relevant to their child. Schools also utilize Skyward messaging and regular newsletters to communicate with families.

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

CMS is developing a document to support Remote Learning Success to be distributed to all students and families. This document will provide resources and suggestions for a variety of topics relevant to learning from home, such as recommended schedules, study area, study tips, etc. Online and pdf directions for accessing/utilizing Google Classroom and Chromebooks will be provided to minimize student and family anxiety resulting from remote learning. The Family Services Department is maintaining a Community Resources Page to serve our families’ needs which will be updated as needed. Our Family Services Department will continue to serve families as well.

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

The district interpreter ensures that all written communications from CMS to families are available in both English and Spanish, as well as providing in person interpretation services for families. In addition, the district contracts with Linguistica to provide live, on-demand interpretation services over the phone for families at all CMS sites. Individual sites designate a place, generally just outside the front office, for families to access hard copies of all communication (available in English and Spanish). Teachers will survey students to determine the need for hard copies of written communication. All Family Service Teams have a Bilingual Team Member to support parents and schools with Bilingual communication.

How will you collaborate with childcare providers to support families’ access to childcare?
6/25/2020

CMS has surveyed families to determine childcare needs during remote learning. After looking at family survey data, Family Engagement Liaisons at each site will work with families to determine community childcare availability.

Other

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

Attachments to include:

Attendance Protocol

Attendance Success Initiative

Elementary

Tier 1

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.

   Hybrid Model

   (Attendance will be officially recorded and reported to NMPED for days students are physically present. On remote learning days, teachers will keep track of participation, but are not required to report attendance in the same manner as in-person learning.)

   School Building Closure

   (Student participation in remote learning is documented and monitored at the school level. If students are not participating, then layered supports are provided through one or more of the following: Language Culture and At Risk Services (LCARS) Social Workers, Mental Health Providers, Safe and Healthy School Coordinators, or Safe Schools Coordinators. If there is still lack of participation, students may require statewide interventions or support.)

2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school’s assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.

3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.

4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.

5) Positive Action resources will be used as a universal prevention tool to educate students about the importance of attending school each day.
### Tier 2

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.
2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school’s assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.
3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.
4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.
5) Attendance Secretary runs weekly Skyward reports identifying students who have five to nine cumulative unexcused absences.
6) Attendance Secretary sets up a parent meeting to include the Attendance Secretary, Teacher, LCARS Social Worker, Counselor, and Parent to establish an attendance contract for student/family. Keep attendance contract in cumulative folder.
7) Student is referred for Positive Action or Why Try intervention groups provided by Mental Health Providers.

### Tier 3

1) A personal phone call will be made by the Attendance Secretary to guardians for any absence before lunch each day.
2) Attendance Secretary contacts LCARS Social Worker if a family cannot be reached for a minimum of 3 days to reach out to the families to offer support.
3) Attendance Secretary records all contacts, reason for absences in Skyward, or make a referral to schools’ assigned LCARS Social Worker via email.
4) Auto-generated phone call/text message is also made from Skyward Data Information.
5) Attendance Secretary runs weekly reports identifying students who have 10 or more unexcused absences.
6) Attendance Secretary sets up a parent meeting including the Administrator, Attendance Secretary, Teacher, LCARS Social Worker, Counselor, and Parent to establish an attendance contract.
7) Review the initial five day attendance contract and adjust the support needed on the ten day attendance contract to support student success. Keep new attendance contract in the cumulative folder.
8) Student is referred for weekly small group intervention provided by Mental Health Provider.
9) Informational materials are sent to parents/guardians.
10) Student is included in any attendance incentive programs.
11) A referral is sent to CYFD and all documentation is sent to Academic Services Department.
12) For each unexcused absence after ten unexcused absences a parent is contacted by the Attendance Secretary to review the Attendance Contract Agreement.
13) If a parent cannot be reached following additional unexcused absences a referral will be sent to the schools’ LCARS Social Worker via email including details about what support is needed.
14) If a student reaches 20 or more unexcused absences, another referral to CYFD is made and all documentation is sent to Academic Services.
Tier 1

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.

Hybrid Model
(Attendance will be officially recorded and reported to NMPED for days students are physically present. On remote learning days, teachers will keep track of participation, but are not required to report attendance in the same manner as in-person learning.)

School Building Closure
(Student participation in remote learning is documented and monitored at the school level. If students are not participating, then layered supports are provided through one or more of the following: Language Culture and At Risk Services (LCARS) Social Workers, Mental Health Providers, Safe and Healthy School Coordinators, or Safe Schools Coordinators. If there is still lack of participation, students may require statewide interventions or support.)

2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school's assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.

3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.
   4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.
   5) Capturing Kids' Hearts resources will be used as a universal prevention tool to educate students about the importance of attending school each day.

Tier 2

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.

2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school's assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.

3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.

4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.

5) Attendance Secretary runs weekly Skyward reports identifying students who have five to nine cumulative unexcused absences

6) Assistant Principal sets up a meeting to include the Student Success Coach or Safe and Healthy Schools Coordinator and Parent to establish an attendance contract.

7) Establish an attendance contract. Keep the new five day attendance contract in the cumulative folder.

8) Student is referred for weekly small group intervention provided by Mental Health Provider, Student Success Coach, or Safe and Healthy Schools Coordinator.
<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) A personal phone call will be made by the Attendance Secretary to guardians for any absence before lunch each day.</td>
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<td>2) Attendance Secretary contacts LCARS Social Worker if a family cannot be reached for a minimum of 3 days to reach out to the families to offer support.</td>
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<td>3) Attendance Secretary records all contacts, reason for absences in Skyward, or make a referral to schools' assigned LCARS Social Worker via email.</td>
</tr>
<tr>
<td>4) Auto-generated phone call/test message is also made from Skyward Data Information.</td>
</tr>
<tr>
<td>5) Attendance Secretary runs weekly reports identifying students who have 10 or more unexcused absences.</td>
</tr>
<tr>
<td>6) Assistant Principal sets up a meeting to include the Counselor, Student Success Coach or Safe and Healthy Schools Coordinator and Parent to establish a new ten day attendance contract.</td>
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<td>7) Review the initial five day attendance contract and adjust the support needed on the ten day attendance contract to support student success. Keep new attendance contract in the cumulative folder.</td>
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<td>12) For each unexcused absence after ten unexcused absences a parent is contacted by the Assistant Principal, Counselor, Student Success Coordinator, or Safe and Healthy Schools Coordinator to review the Attendance Contract Agreement.</td>
</tr>
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<td>13) If a parent cannot be reached following additional unexcused absences a referral will be sent to the schools' LCARS Social Worker via email including details about what support is needed.</td>
</tr>
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<td>14) If a student reaches 20 or more unexcused absences, another referral to CYFD is made and all documentation is sent to Academic Services.</td>
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</table>
## High School

### Tier 1

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.

**Hybrid Model**

(Attendance will be officially recorded and reported to NMPED for days students are physically present. On remote learning days, teachers will keep track of participation, but are not required to report attendance in the same manner as in-person learning.)

**School Building Closure**

(Student participation in remote learning is documented and monitored at the school level. If students are not participating, then layered supports are provided through one or more of the following: Language Culture and At Risk Services (LCARS) Social Workers, Mental Health Providers, Safe and Healthy School Coordinators, or Safe Schools Coordinators. If there is still lack of participation, students may require statewide interventions or support.)

2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school’s assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.

3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.

4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.

5) Capturing Kids’ Hearts resources will be used as a universal prevention tool to educate students about the importance of attending school each day.

### Tier 2

1) Attendance Secretary makes personal phone call daily before lunch to guardians of any student not present.

2) If Attendance Secretary is not able to make contact with family for three days, a referral is made to the school’s assigned LCARS Social Worker via e-mail. LCARS Social Worker makes further attempts to reach parents to offer necessary support.

3) Attendance Secretary records all family contacts, reason for absences in Skyward, or referral to LCARS Social Worker.

4) Auto-generated phone call/text message notifying parent/guardian of student absence is also made from Skyward Data Information.

5) Attendance Secretary runs weekly Skyward reports identifying students who have five to nine cumulative unexcused absences

6) Assistant Principal sets up a meeting to include the Student Success Coach or Safe and Healthy Schools Coordinator and Parent to establish an attendance contract.

7) Establish an attendance contract. Keep the new five day attendance contract in the cumulative folder.

8) Student is referred for weekly small group intervention provided by Mental Health Provider, Student Success Coach, or Safe and Healthy Schools Coordinator.
Tier 3

1) A personal phone call will be made by the Attendance Secretary to guardians for any absence before lunch each day
2) Attendance Secretary contacts LCARS Social Worker if a family cannot be reached for a minimum of 3 days to reach out to the families to offer support
3) Attendance Secretary records all contacts, reason for absences in Skyward, or make a referral to schools' assigned LCARS Social Worker via email
4) Auto-generated phone call/test message is also made from Skyward Data Information
5) Attendance Secretary runs weekly reports identifying students who have 10 or more unexcused absences
6) Assistant Principal sets up a meeting to include the Counselor, Student Success Coach or Safe and Healthy Schools Coordinator and Parent to establish a new ten day attendance contract
7) Review the initial five day attendance contract and adjust the support needed on the ten day attendance contract to support student success. Keep new attendance contract in the cumulative folder.
8) Student is referred for weekly small group intervention provided by Mental Health Provider, Student Success Coach or Safe and Healthy Schools Coordinator, and parent.
9) Informational materials are sent to parents/guardians Student is included in any attendance incentive programs.
10) A Referral is sent to CYFD and all documentation is sent to Academic Services Department.
11) For each unexcused absence after ten unexcused absences a parent is contacted by the Assistant Principal, Counselor, Student Success Coordinator, or Safe and Healthy Schools Coordinator to review the Attendance Contract Agreement.
12) If a parent cannot be reached following additional unexcused absences a referral will be sent to the schools' LCARS Social Worker via email including details about what support is needed
13) If a student reaches 20 or more unexcused absences, another referral to CYFD is made and all documentation is sent to Academic Services

Counseling Referral Procedure Form

Counseling Referral Procedure for All Students

Student is in need of mental health support and is not already receiving mental health services:

1. The teacher/principal/guidance counselor will complete the counseling referral and either hand deliver or put referral in the mental health provider’s box. Referral must include an administrator’s signature. Please do not take the child directly to the provider unless it is a mental health emergency. (See mental health emergency definition below)

2. The mental health provider will make contact with the parent to obtain verbal consent for up to 3 sessions.
   A. If the parent refuses consent or cannot be reached after several attempts, the mental health provider will discontinue the referral process.

3. The mental health provider will see the child from 1 to 3 times and make recommendations.
A. If the issue for the referral can be corrected easily, the child will be returned to a regular schedule with no follow up.
B. If the reason for the referral can be corrected but the child might need support other than those provided by the mental health provider, the referral will be screened out for services. The reasons for screening out will be noted and suggested strategies or optional programs will be recommended by the mental health provider.
C. If the reason for the referral leads to the opinion that ongoing mental health services should be provided in the school setting, the mental health provider will gain the appropriate consents and complete the appropriate paperwork for a counseling evaluation.
   1. An evaluation for a student with an IEP cannot be completed without written consent from the parent/guardian and a completed Prior Written Notice of Proposed Action.
   2. An evaluation for a student without an IEP cannot be completed without the written consent from a parent. An evaluation for a student without a disability could also require either a SAT for academics or behavior depending on the nature of the referral.
D. If the reason for the referral leads to the opinion that outside services would benefit the student, the mental health provider will meet with the parent/guardian and provide them with a community services referral list.

A Mental Health Emergency is defined as a non-life-threatening situation in which a person experiences an intensive behavioral, emotional, or psychiatric response triggered by a precipitating event. The person may be at risk of harm to self or others, disoriented or out of touch with reality, or otherwise agitated and unable to be calmed by reasonable efforts. If this situation is left untreated, it could result in a mental health crisis.

Evidence that a person is experiencing a mental health emergency may include:

- Talking about suicide (Complete the CSSRS/Triage paperwork prior to contacting mental health provider)
- Talking about threatening behaviors (Administrator completes TCI paperwork prior to contacting mental health provider)
- Self-injury that does not need immediate medical attention
- Highly erratic or unusual behavior
- Paranoid thinking
- Extremely emotionally distraught
Family Services Plans by Health Order

Vehicles sanitized after morning and afternoon transportation runs.

**Normal School Operation**
- Transportation
  - Normal Transportation Services
  - Sanitize at the end of the day
- Home Visits
  - Conducted with another person for security reasons
- Office Hours
  - Normal hours operating at each school site. Log into True Time to document 8 hour work shift.

**Hybrid School Operation**
- Transportation (students only)
  - Drivers wear masks, students wear mask and shield.
  - Only two students per seat located at each end. Sanitize kids hands before entry. Temperature checks on students.
- Home Visits
  - Conducted with another person.
  - Masks and Shield, or KN95 and cloth mask required. Sanitize hands after each visit. Do not enter home, 6 feet distance.
- Office Hours
  - Normal office hours at each school site. Masks must be worn inside the building. Social Distance 6 feet apart, True Time

**Remote School Operation**
- Transportation (students only)
  - Transportation not offered with this mode of operation
- Home Visits
  - Only for emergency situations or school requested visits. Masks and Shields or KN95 and cloth mask required. Sanitize hands after each visit.
- Office Hours
  - Work remotely from home. Record Hours through True Time and Tele Doc Form for Federal Programs.

EL Services

**Elementary EL Service Plans by Health Order**

Language Screening will be done within 30 days from the beginning of school by using the WAPT screener or during Remote school operations by the NMPED provisional measures. EL Service is Mandatory for students scoring 4.9 or below on ACCESS Testing.

**Normal School Operation**
- EL Instructional Block
  - 45 minutes per day of Language Development Instruction by Access Score Levels taught in small groups. (Small populations of ELs may necessitate mixed group setting)
- Progress Monitoring
  - Istation
- Teachers
  - TESOL endorsed preferred must of had some training in sheltered instruction and language acquisition.
- Instructional Materials
  - Instruction should address Speaking, Reading, Writing, and Listening. Language Power Kits, Istation, Ready Gen.

**Hybrid School Operation**
- EL Instructional Block
  - All grades will meet for Daily 45 minute ELD Block Instruction. At home students will log-in virtually to receive classroom instruction through Google Classroom along with in class participants. This will allow for Speaking instruction to happen in a safe environment.
- Progress Monitoring - Same as Normal Operations - Monitor online attendance.
- Teachers - Same as Normal Operations
- Instructional Materials
  - Same as Normal. All materials may be accessed online.

**Remote School Operation**
- EL Instructional Block
  - Instruction same as Normal with the following modifications in time: X-1 - 30 minutes per week, Grades 2-3 - 45 minutes per week. Additional language development will be provided through regular instruction. Grades 4-5 - 45 minutes Daily online.
- Progress Monitoring - Same as Normal Operations - Monitor online attendance.
- Teachers - Same as Normal
- Instructional Materials
  - Same as Normal. All materials may be accessed online.
Secondary EL Service Plans by Health Order

Language Screening will be done within 30 days from the beginning of school by using the WAPT screener or during Remote school operations by the the NMPED provisional measures. EL Service is **Mandatory** for students scoring 4.9 or below on ACCESS Testing.

### Normal School Operation
- **EL Instructional Block**
  - 1063 students - 1 class period of in person ELD block of instruction.
  - 1063 - Language Acquisition embedded into Content ELA Instruction through sheltered instruction.
- **Assessment and Progress Monitoring** - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.
- **Teachers**
  - TESOL endorsed
- **Instructional Materials**
  - Instruction should address Speaking, Reading, Writing, and Listening, District ELA Resources, DyNed, IPT, Champion, Language Power.

### Hybrid School Operation
- **EL Instructional Block**
  - All ELs will receive daily ELD Instruction. 1063 - Embedded with ELA teacher. 1062 - Two days in person, Three days through DyNed or Champion. Students not logging in will be moved to in-person only by Google Meet. This will allow for Speaking instruction to happen in a safe environment.
- **Assessment and Progress Monitoring** - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.
- **Teachers**
  - Same as Normal Operations
- **Instructional Materials**
  - Same as Normal. All materials may be accessed online.

### Remote School Operation
- **EL Instructional Block**
  - Same as Hybrid Model except all will log-on through Google Meet for ELD instruction.
- **Assessment and Progress Monitoring** - 1063 Classroom Formative Assessment and Interventions - 1062 - IPT Diagnostic (NEW) and Classroom Formative.
- **Teachers** - Same as Normal
- **Instructional Materials**
  - Same as Normal. All materials may be accessed online.

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Bilingual Services

Bilingual Service Plans by Health Order

*Bilingual Services will need to align to your state plan approved in the NM DASH. (DASH - 19/20 under Monitoring.)*

### Normal School Operation
- **Instruction**
  - Follow state guidelines and course requirements depending on your application model.
  - EL’s must have ELD taught by a TESOL endorsed teacher (1062 or 1063)
- **Assessment**
  - Language Proficiency Assessment - AVANT
- **Bilingual Seal**
  - Meet state requirements Pass AVANT Test

### Hybrid School Operation
- **Instruction**
  - Same as Normal School Operation Plan. Instruction will be given virtual and in-person depending on Cohort A or B.
- **Assessment**
  - Language Proficiency Assessment - AVANT
  - Will be given on days student is at the school.
- **Bilingual Seal**
  - Meet state requirements Pass AVANT Test

### Remote School Operation
- **Instruction**
  - Same as Normal School Operation Plan. Instruction will be given virtually only.
- **Assessment**
  - Language Proficiency Assessment - AVANT will be given online.
- **Bilingual Seal**
  - Meet state requirements Pass AVANT Test
Local Demonstration of Competency Board Policy

I-4470 IKFC

ALTERNATE DEMONSTRATION OF COMPETENCY
The District shall establish an Alternative Demonstration of Competency for students in compliance with state statute and regulations. The Superintendent is authorized to develop Administrative Regulations to implement this policy.

All students must demonstrate competency in the subject areas of reading, writing, mathematics, science, and social studies in order to receive a New Mexico Diploma of Excellence. However, students who are unable to demonstrate competency using the traditional assessments have the opportunity to demonstrate competency through an alternative demonstration.

The District shall ensure that all students have equitable access to Alternate Demonstration of Competency and shall develop procedures to identify eligible students.

Students may demonstrate competency by meeting any of the cut-scores or methods for demonstrating competency that have been provided by the New Mexico Public Education Department. Students may also demonstrate competency with a rigorous portfolio of standards-based indicators by using the local procedures adopted by the Superintendent pursuant to this policy. This may include, but is not limited to, performance-based assessments, admissions to college, or teacher administered final exam scores.

An alternate demonstration of competency must not contain those items listed in Rule 6.19.7.10(B) NMAC.

Students who believe they have demonstrated competency by another method not adopted may appeal to the Superintendent or Designee and shall be deemed to have met competency in that area if the appeal is successful.

In all cases the Superintendent or Designee makes the final determination of whether or not a student has demonstrated competency in the required subjects. The Superintendent’s determination of alternative demonstration of competency will include whether the alternative demonstration of competency is complete and scorable, addresses academic content standards, and adequately demonstrates competency.

Students may demonstrate competency during school or up to five years after they exit school.

Adopted: December 17, 2013


CROSS REF:
### Alternate Demonstration of Competency - Portfolio Scoring Rubric - Math

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Points Possible</th>
<th>Points Awarded</th>
<th>Cut Score</th>
<th>Demonstration Of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>32</td>
<td>14</td>
<td>Y / N</td>
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</table>

### Alternate Demonstration of Competency - Portfolio Scoring Rubric - Reading

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Points Possible</th>
<th>Points Awarded</th>
<th>Cut Score</th>
<th>Demonstration Of Competency</th>
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</thead>
</table>
### ALTERNATIVE DEMONSTRATION of COMPETENCY - PORTFOLIO SCORING RUBRIC - SCIENCE

<table>
<thead>
<tr>
<th>STUDENT ID:</th>
<th>Range</th>
<th>10 Absences</th>
<th>7-9 Absences</th>
<th>4-6 Absences</th>
<th>0-3 Absences</th>
<th>4pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance in Subject Area</td>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA (Transcript)</td>
<td>Range</td>
<td>1.0-1.7</td>
<td>1.8-2.1</td>
<td>2.2-2.6</td>
<td>2.7+</td>
<td>8pts</td>
</tr>
<tr>
<td></td>
<td>Point Value</td>
<td>2pts</td>
<td>4pts</td>
<td>6pts</td>
<td>8pts</td>
<td></td>
</tr>
<tr>
<td>Nine Week Assessment Grades</td>
<td>Range</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>4pts</td>
</tr>
<tr>
<td>Averaged for any Science Class 9-12</td>
<td>Point Value</td>
<td>1Pts</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
<tr>
<td>State EOC (Student Detail)</td>
<td>Range</td>
<td>Within 9+ Points</td>
<td>Within 7-8 Points</td>
<td>Within 4-6 Points</td>
<td>Within 1-3 Points</td>
<td>4pts</td>
</tr>
<tr>
<td></td>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
<tr>
<td>College Entrance Exam</td>
<td>Range</td>
<td>12-13</td>
<td>14-16</td>
<td>17-19</td>
<td>20-22</td>
<td>4pts</td>
</tr>
<tr>
<td></td>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
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<tr>
<td>SBA</td>
<td>Range</td>
<td>1130-1131</td>
<td>1132-1133</td>
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<td>1136-1137</td>
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<td>3Pts</td>
<td>4Pts</td>
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</tbody>
</table>

**Additional:**
- Passed Dual Credit Course in Subject Area - 4pts
- CTE Sequence Completion / Subject Related Career Certification - 4pts
- Acceptance into a Career Program of Study - 4pts
- Letter from a Military Recruiter Indicating Enlistment upon Graduation - 4pts
- Letter from Employer Regarding On the Job Training - 4pts

#### Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Points Possible</th>
<th>Points Awarded</th>
<th>Cut Score</th>
<th>Demonstration Of Competency</th>
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</thead>
<tbody>
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<td>Science</td>
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</tbody>
</table>

Revised July 2020

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### ALTERNATIVE DEMONSTRATION of COMPETENCY - PORTFOLIO SCORING RUBRIC - HISTORY

<table>
<thead>
<tr>
<th>STUDENT ID:</th>
<th>Range</th>
<th>10 Absences</th>
<th>7-9 Absences</th>
<th>4-6 Absences</th>
<th>0-3 Absences</th>
<th>4pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance in Subject Area</td>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA (Transcript)</td>
<td>Range</td>
<td>1.0-1.7</td>
<td>1.8-2.1</td>
<td>2.2-2.6</td>
<td>2.7+</td>
<td>8pts</td>
</tr>
<tr>
<td></td>
<td>Point Value</td>
<td>2pts</td>
<td>4pts</td>
<td>6pts</td>
<td>8pts</td>
<td></td>
</tr>
<tr>
<td>Nine Week Assessment Grades</td>
<td>Range</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>4pts</td>
</tr>
<tr>
<td>Averaged</td>
<td>Point Value</td>
<td>1Pts</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
<tr>
<td>State EOC (Student Detail)</td>
<td>Range</td>
<td>Within 10+ Points</td>
<td>Within 7-9 Points</td>
<td>Within 4-6 Points</td>
<td>Within 1-3 Points</td>
<td>4pts</td>
</tr>
<tr>
<td></td>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
</tr>
</tbody>
</table>

**Additional:**
- Passed Dual Credit Course in Subject Area - 4pts
- CTE Sequence Completion / Subject Related Career Certification - 4pts
- Acceptance into a Career Program of Study - 4pts
- Letter from a Military Recruiter Indicating Enlistment upon Graduation - 4pts
- Letter from Employer Regarding On the Job Training - 4pts

#### Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Points Possible</th>
<th>Points Awarded</th>
<th>Cut Score</th>
<th>Demonstration Of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
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<td>10</td>
<td>Y / N</td>
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</table>
# ALTERNATE DEMONSTRATION of COMPETENCY - PORTFOLIO SCORING RUBRIC - WRITING

## STUDENT ID:

<table>
<thead>
<tr>
<th>Attendance in Subject Area</th>
<th>Range</th>
<th>10 Absences</th>
<th>7-9 Absences</th>
<th>4-6 Absences</th>
<th>0-3 Absences</th>
<th>4pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative GPA (Transcript)</td>
<td>Range</td>
<td>1.0-1.7</td>
<td>1.8-2.1</td>
<td>2.2-2.6</td>
<td>2.7+</td>
<td>8pts</td>
</tr>
<tr>
<td>Point Value</td>
<td>2pts</td>
<td>4pts</td>
<td>6pts</td>
<td>8pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nine Week Assessment Grades Averaged</td>
<td>Range</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>4pts</td>
</tr>
<tr>
<td>Point Value</td>
<td>1Pts</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State EdC (Student Detail)</td>
<td>Range</td>
<td>Within 7+ Points</td>
<td>Within 4-6 Points</td>
<td>Within 3 Points</td>
<td>Within 1-2 Points</td>
<td>4pts</td>
</tr>
<tr>
<td>Point Value</td>
<td>1Pt</td>
<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
<td></td>
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</tr>
<tr>
<td>College Entrance Exam</td>
<td>Range-ACT (Average of four domain scores rounded to the nearest whole number)</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Range-SAT</td>
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<td>310-375</td>
<td>380-440</td>
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<tr>
<td>Point Value</td>
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<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
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<tr>
<td>TAMELA Writing Subscore</td>
<td>Range</td>
<td>20-22</td>
<td>23-25</td>
<td>26-28</td>
<td>29-30</td>
<td>4pts</td>
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<td>2Pts</td>
<td>3Pts</td>
<td>4Pts</td>
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</tr>
</tbody>
</table>

### Additional (4 points Maximum):
- Passed Dual Credit Course in Subject Area - 4pts
- CTE Sequence Completion / Subject Related Career Certification - 4pts
- Acceptance into a Career Program of Study - 4pts
- Letter from Employer Regarding On the Job Training - 4pts
- Letter from a Military Recruiter Indicating Enlistment upon Graduation - 4pts

<table>
<thead>
<tr>
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<th>Total Points Possible</th>
<th>Points Awarded</th>
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<th>Demonstration Of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>32</td>
<td>14</td>
<td>Y / N</td>
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</table>
Alternate Demonstration of Competency (ADC)

The purpose of the Alternate Demonstration of Competency is to establish procedures to allow students an alternate means of demonstrating competency to satisfy graduation assessment requirements.

The ADC is a process developed by the district that allows students the opportunity to demonstrate competency outside of the primary method of meeting cut-scores established by the Public Education Department on the New Mexico Standards-Based Assessment, end-of-course examinations, and college and career readiness assessments.

A student who has exhausted all applicable and available assessment opportunities may submit one portfolio review request per assessed subject area, with all required supporting documentation.

The district adopted portfolio is the collection of 1) review request form, 2) supporting evidence, and 3) scoring rubric. The portfolio is a document that is completed by the student, parent, and counselor. That team will then present evidence to a committee that includes the grade level assistant principal, high school principal and a Director from the district’s Instruction Department. After that, the final list of approved portfolios for use as ADC’s will then be communicated to the Superintendent and/or Deputy Superintendent of Instruction.

Timeline:

May/June-Juniors in jeopardy of not demonstrating competency with another ADC must be notified of attendance being the gatekeeper to using a portfolio as the last opportunity of ADC for graduation purposes. Parents must also be notified.

September 30-The portfolio ADC should be considered as an option by the end of September for Seniors not having demonstrated competency in Math, Reading, Science, Writing and/or History.

April 1-Began completing the portfolio process for any subject area for Seniors not having demonstrated competency in Math, Reading, Science, Writing and/or History.

Directions:

1. The student will need to fill out an application form.
2. The counselor will fill out a rubric for each content area where the student has not yet demonstrated competency.
3. Attendance will be the gatekeeper for pursuing the remainder of the rubric beginning in 2017-18. For 2017 graduates, Attendance will keep a Senior from pursuing the rubric to meet ADC requirements. Attendance records will be documented through a Skyward report for the Senior year. School activities will not count as an absence for the purpose of this portfolio.
4. GPA: Points toward alternate demonstration of competency will be awarded based upon the student’s cumulative content specific GPA documented by the student’s transcript.
5. Nine Week Assessment Grades: Points toward alternative demonstration of competency will be awarded based upon an average of all nine week assessment grades from a Course in the Subject Area during the student’s Senior year as documented in Skyward. The only exception is for Science where the nine week assessment grades are averaged for any Science Class in grades 9-12. Documented by Skyward grade report from content specific teacher.

7. College Entrance Exam: Points toward alternative demonstration of competency will be awarded based upon the student’s score in the specific content area (Math, Reading, Science and/or Writing), not the composite score. Students may utilize either the ACT or SAT results, but not both. Documented by ACT or SAT student report.

8. TAMELA Assessment: Points toward alternative demonstration of competency will be awarded based upon the scaled score for the specific assessment required for graduation (TAMELA: Math-Algebra II or Geometry, Reading-ELA 11, Writing-

Additional: All additional points require documentation regarding eligibility for each category for up to 4 points:
- Passed Dual Credit Course in Subject Area - Student Transcript
- CTE Sequence Completion / Subject Related Career Certification - Student Transcript and/or copy of certificate
- Acceptance into a Career Program of Study-Copy of a letter of acceptance from a Career program/College
- Job performance in Subject Area – Letter from employer regarding the job training/job duties related to subject area
- Military-Letter from a military recruiter indicating enlistment upon graduation

Local Plan for Remote Learning Signature Line

Renee Russ

Superintendent/Charter Leader Signature  Renee Russ

Date July 28, 2020

Reentry Assurances, Plan for Prioritizing Additional Instructional Time & Remote Learning Plan pg. 30