



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/>

6/25/2020

Date: July 7, 2020

School District/State Charter Name: The New America School-NM

Name of Person Completing Assurances: LaTricia Mathis

Contact Phone Number: 505-315-7350

Contact Email: lmathis@newamericaschoolnm.org

District/State Charter (LEA) identified/named as The New America School-NM 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.

LaTricia Mathis

Paul Rael

July 15, 2020

Superintendent/Charter Leader

School Board President

Date

Signature

Signature

Please print signature or sign electronically

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 7, 2020 District/State Charter Name The New America School-NM

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

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

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

Click or tap here to enter text.

Plan for Prioritizing Additional Instructional Time Signature Line

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Click or tap here to enter text.

Superintendent/Charter Leader Signature

Date

6/25/2020

Please print signature or sign electronically

Date: July 7, 2020

District/State Charter Name The New America School-NM

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?

Careful analysis of Next Step Plans determine which classes students need in order to progress toward graduation. Each student will be assigned classes that are next in line on their Next Step Plan, then completion is monitored by the remote class teacher, an Academic Advisor, and an assigned Truancy Interventionist weekly to determine progress. As classes are completed, the new grade will be entered into the student's Next Step Plan and the next class inline will be assigned.

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.).

Students who still need to meet competency requirement in one or more subject areas any do one of the following two options:

1. Complete a local portfolio of their essential learning outcomes in high school, linking those experiences to the next stage in their lives, particularly if they are looking to go to college, a trade school, or join the work force. These portfolios will be monitored, supported, and assessed through the senior English teacher, the Test Coordinator, and an administrator.
2. Complete a comprehensive end of year project-based learning activity in the core content area, designed by the content teachers to assess the acquisition of the standards for the content area, and assessed by the core content department and an administrator. These projects may be submitted via email or another electronic format.

6/25/2020

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

NAS-NM will have two Academic Advisors, one of which is dedicated to seniors only to monitor progress towards graduation goals. That Advisor will meet with each senior once every four weeks to discuss progress toward graduation, and make adjustments as needed to ensure the student success. These meetings will be held via an online platform such as Zoom or Google Class. Phone meetings can also occur.

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.

Every teacher will have an assigned cohort of students of whom they are responsible for monitoring attendance. Each student will check in with their "Mentor Teacher" daily as they begin their assignments and the teacher will note that they are in attendance for the day. All core teachers have developed learning modules based on standards and core curriculum, arranged as learning modules in Google Classroom. All modules are similar in structure so students have learning continuity between content areas. Each Mentor teacher will be assigned 15 students to keep in close contact with and encourage. Teachers, in constructing the academic modules, will utilize new Houghton Mifflin Harcourt Math and Pearson Science curriculums, as well as English 3D and Houghton Mifflin Harcourt Social Studies curriculums purchased by NAS-NM for the 2020-2021 school year, all of which feature strong online components for student instruction and interaction. Teachers have developed modular lessons for every section they teach, and students will be given the course codes assigned by Google to get into the scheduled class that aligns with the Next Step Plan. This enables students who enroll later to begin at the first module and lose no learning time due to late enrollment or lost academic time due to illness or family issues. In creating modules, teachers have created video lessons and assignments for students that are project-based and engaging. Intervention and elective courses are supported by Edgenuity platform where applicable. Students who are enrolled in Edgenuity courses will have a dedicated teacher for that learning platform, as part of the CARES Act funding. This will enable them to be much more closely monitored and supported in their Edgenuity courses. Teachers will monitor those lessons and student interactions daily to be assured that students are engaged and working towards credit accumulation. Students may submit work electronically through uploads, video or picture images, or by responding directly into the Google Classroom templates provided by teachers. Daily check ins will keep students and teachers in contact with each other, and students are also able to go "see" their teachers during office hours each day through the Zoom or Google Meets platforms. Teachers are also available on campus daily, by appointment only, for students who need individual tutoring or additional academic support, while maintaining all safety procedures and guidelines for social distancing and group numbers. Once a month an additional day of academic instruction and support will be offered as part of the ELT program. On that day, at least one teacher from each content areas will be on campus for students to access, via remote or in-person. Students identified as falling behind or who score far below on the Renaissance placement tests in reading and math will be required to seek additional help on those days.

What technology support will be available for families and teachers?

The NAS-NM IT Coordinator will have a full access phone number for students and parents to call if they need help with technology, access, or troubleshooting how to log into their Google account. Assistance documents will also be placed on the school website, and helpful links to relevant technology problem-solving videos for the most common Google issues. All teachers will have detailed instructions on their home pages in how to access and properly utilize the technology and programs being used for instruction.

6/25/2020

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

During the student registration process, all teaches will meet with their mentor students and make sure they have the appropriate technology at home for instruction, and if not, work with the Technology Director to ensure they receive a laptop and information on accessing the internet prior to the first day of instruction. Students may check out an NAS-NM laptop computer for working from home, and informational resources on procuring internet and/or wifi access will provided as well. For at-risk populations, they will be able to log in to the NAS-NM wifi from their vehicle in the school parking lot. Students and families are also provided with a list of all local wifi access points provided by local internet providers. Students will also be able to access, in person, the two main computer labs by appointment in 2-hour blocks. These labs can accommodate ten students each while adhering to all safety protocols, including social distancing guidelines. These labs are available Monday-Friday, 8 am to 4 pm.

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

Students who have been identified as needing intervention, or are currently in the MLSS process, will be monitored by the Assistant Principal and the MLSS team monthly for progress. Meetings will be held with families via an online platform or by phone conferencing. All teaching staff will receive training in the MLSS process and begin focusing on students who need more support. MLSS meetings will begin in September.

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

All students being served through an Individualized Learning Plan will be assigned to a Special Education staff member, who will monitor them daily for success. IEP meetings will be held via an online meeting environment that the family feels comfortable using, or via a phone conference. Ancillary services will be provided by a remote conferencing system. Additional measures that are being taken to support students with disabilities is that the SPED department is calling every student on caseload weekly to determine how the student is doing and if they need additional support. In addition, SPED staff will be on campus daily as essential personnel to meet in individual or small groups with students needing greater support in academic areas. They will provide in-person tutoring services and additional academic monitoring. Each Sped case manager is expected to meet with their caseload once every two weeks at a minimum. Ancillary services have resumed and will be administered via an online service such as Zoom or Google so that student continue to receive their ancillary services in a timely manner. When regular teachers contact, or are contacted by, as student being served via an IEP, the teachers contact one of the SPED team to “sit-in” on the phone call with the student to assist with their needs and feedback. Most of the students at NAS-NM are considered “at-risk”, so every student will be contacted weekly to monitor how they are doing, not only academically but socially as well. A focus of these wellness calls are to determine if the family has any dire immediate needs such as food or shelter loss. The online Edgenuity classes will be enabled to be in Spanish instruction for students who need that additional support. All students who are English Language Learners will have support from Spanish speaking staff members in addition to the regular teachers. These staff members will “sit-in” on all calls with families who need language support to communicate with the school staff.

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

NAS-NM does not provide Bilingual Education services.

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

An additional Academic Advisory position was added this year, allowing more focus on enrolling students in dual credit classes. The Academic Advisors will enroll, monitor, and encourage students who are participating in dual credit classes. They will stay in regular contact with the dual credit instructors so that early interventions are put

6/25/2020

into place if a student is not being successful. It is a focus this year of NASNM that students have greater access to the dual credit programs currently offered, and more partnerships with additional higher learning institutions will be sought out to provide greater access.

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

At-risk students will be flagged for teacher mentors to pay closer attention to, and contact on a more frequent basis to touch base. Attendance interventionists will be assigned to these students so they do not disappear from classes, and if needed social work referrals will be made and administration will ensure follow-up measures are in place to support the students with their academic and social needs. Nursing services will also be in weekly contact with students deemed medically at-risk for monitoring and support.

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

Educators and support staff will check in with students on a daily basis, contacting their mentee roster and making contact, which will be documented in contact logs kept by staff. These contacts will continue as long as we are in a remote learning environment. All teachers have been issued a Google Voice phone number for this purpose and have access to school emails and Google Classroom. These multiple methods of contact have been sent to all students so that they have access to teacher emails and phone numbers at any time they need to talk. If a teacher is unable to reach, after three contacts, their mentor students, that student is referred to a Truancy Interventionist for additional check-in and monitoring. Nursing staff also conduct weekly check-ins with students, particularly those with health concerns or social wellness needs.

Please describe your plan for Career and Technical Education.

With the additional of a second Academic Advisor position, NAS-NM is able to have a more specialized focus on CTE enrollment, as well as Internships and Work Study courses. One Advisor is dedicated to this area. Currently, NAS-NM is offering several CTE online courses via Edgenuity classes this year, which will enable students to earn workforce certificates through the online classes. In addition, students will be encouraged to participate in dual credit opportunities in CTE.

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

Students will be able to select one online Edgenuity elective class to participate in as part of their regular schedule and students may also still participate in Internship opportunities. NAS-NM does not offer extracurricular activities at this time.

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?

Fortunately, Trauma-informed education was a focus for our staff PD last year, so the teachers and staff have a good basis on which to build. NAS-NM will continue to seek out community resources and compile a resource document for families with community and state support organizations. In addition, all staff will receive additional training in recognizing trauma and how to work with those students and their families to be as supportive as possible.

6/25/2020

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

Students' socio-emotional needs will be met by participating in weekly staff wellness checks and online class social environments. If additional support is needed, students will be referred to contracted counselors or outside resources. If a student is really struggling, a SAT meeting will be convened to determine what additional resources and are available to the student and family.

How will you ensure continued mandatory reporting and wellness checks?

As part of the Truancy Interventionist calls, and Mentor calls that are occurring on a daily and weekly basis, if a situation comes to our attention that should be reported to state authorities, or if a family is in dire need of resources such as food, housing, and medical care, we will make the appropriate referrals to relevant agencies and follow up on a regular basis to determine if additional intervention and support is required on the part of the school. Contracted nursing services will also continue to be provided, with nurses calling students weekly to check on any medical or health needs they might have, providing support for students with health issues, immunizations, and medical referrals to outside resources.

Family & Community Communication

How will you keep families informed about changing circumstances?

NAS-NM utilizes an automated phone and texting system, issued in English and Spanish, to notify parents and families of changing circumstances and school information, such as to look for packets coming home or deadlines for activities. Families are frequently directed to keep an eye on the NAS-NM website and Facebook pages for additional information. All non-teaching support lines, such as Truancy, Academic Counseling, Security, and Administration have been forwarded from the office line directly to cell phones, so that students or parents may call the office line and that call will be answered just as if a person was sitting at their regular school desk. Finally, families and students are kept informed through the weekly staff check-in calls of any new information they might need, and staff are able to respond quickly to their questions and concerns. Front office staff, such as Administration, receptionist, Academic Advisors, and Truancy Interventionists are considered essential and are on campus daily to assist families with concerns and answer any questions they may have.

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

AS the Truancy Interventionist make family contacts each week, they will also determine what needs the family and student may have that are not being met, whether it is academic or in obtaining food and housing resources. Both the Attendance Interventionist team and the mentor teachers will provide assistance as requested to parents who are uncertain on how to assist their student in academic and social areas. All staff will have cell numbers that the parents can call directly without having to go through the main school number so that easy communication access is available. Families and caregivers will be supported through regular communication between the school and homes to determine if there are additional needs the family may be having during this difficult time, such as technology needs, food, shelter, and healthcare. An informational email account has been created on the main webpage to allow anyone in the school community to contact the school quickly and easily, even if all other more specific emails are unknown. That email will be checked and responded to daily. Teachers are available to discuss lessons, assignments, and student progress through phone, email, or Zoom/Google conferences at any time.

6/25/2020

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

NAS-NM provides materials in English and Spanish, and if requested, will find resources in other languages as students need them. NAS-NM also employs many staff who are bilingual to ensure good communication is available between the school and families.

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

NAS-NM is a high school, and so our students do not typically require child care for themselves. However, if a family requests assistance in finding childcare resources, we will certainly reach out to child care facilities in our area and see what can be done.

Other

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

Please see next page.

Option B -- No Remote Learning Plan

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

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Local Plan for Remote Learning Signature Line

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Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically