



## CONTINUOUS LEARNING ASSURANCES DOCUMENT & LOCAL PLAN

As a result of COVID-19 and the closing of schools, superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **Wednesday, April 8, 2020**. The packet contains the following items:

1. Assurances Document
2. Continuous Learning Plan

### Submission

- All required documents must be emailed as a single package to [CL.Plan@state.nm.us](mailto:CL.Plan@state.nm.us) by **Wednesday, April 8, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at [Gwen.Warniment@state.nm.us](mailto:Gwen.Warniment@state.nm.us).

To access Continuous Learning guidance documents and resources, visit the PED website at:

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/covid-19-coronavirus/>

## ASSURANCES DOCUMENT

Date: April 7, 2020

School District/State Charter Name: **Hatch Valley Public Schools**

Name of Person Completing Assurances: Michael M. Chavez

Contact Phone Number: 575-267-8200

Contact Email: mchavez@hatchschools.net

District/State Charter (LEA) identified/named as Hatch Valley Public Schools hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-20 school year;
2. the LEA will develop a Continuous Learning Plan that meets course and demonstration of competency requirements for high school seniors;
3. the LEA will pay all current hourly employees during the balance of the 2019-20 school year based on the plan developed;
4. the LEA will submit a completed Continuous Learning Plan by Wednesday, April 8, 2020; and
5. the LEA will 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 2019-20 school year.

Michael Chavez

April 7, 2020

Superintendent Signature

Date

*Please print signature or sign electronically*

# CONTINUOUS LEARNING PLAN

Date April 7, 2020

District/State Charter Name **Hatch Valley Public Schools**

The HVPS continuous learning plan will outline each school's transition to remote learning services while school buildings are closed. The main goal of our plan is to keep students engaged in learning and to receive continual emotional support from school and district staff.

Remote services will launch the week of April 6 and will continue through May 28. There will be two options for students and parents to participate in remote learning. The first is a full digital format. Chromebooks will be issued to all students requesting a device and have internet services at home. The second is focused on students without access to internet services. Students under the 2<sup>nd</sup> option will receive traditional hardcopy learning packets developed by the student's teacher.

Recommended daily student engagement will be as follows:

- Pre-K – 30 minutes
- Grades K-1 – 45 minutes
- Grades 2-3 – 60 minutes
- Grades 4-5 – 90 minutes
- Grades 6-12 – 180 minutes

Daily engagement time may include virtual communication and instruction with teachers, independent work time on learning activities, digital resources provided by the district, or free resources assigned by the teacher. Learning platforms may include, but not limited to, Google Classroom, Google Hangouts, Canvass.

## High School Senior Continuous Learning Plan

How are you ensuring credit requirements are met?

Degree audits have been previously completed (December) for each student at HVHS. Adjustments were made at the semester to ensure all students were on-track to graduate. Students were given additional opportunities through Edgenuity to meet missing credits. Principals, Counselor, and Registrar will also continue to monitor progress in their current courses to ensure credit requirements are being met.

How will you support completion of dual enrollment courses?

Students enrolled in online Dual Enrollment courses at HVHS will follow the instruction of their course. Students enrolled in the face-to-face Dual Enrollment courses at HVHS Auto 117 (electronic analysis and tune up of gasoline engines) will transition to using their NMSU Canvas portal to complete their course. Academic Advisors and Counselors will provide virtual support for students through email and their HVHS Canvas Advisory Course.

Describe the local demonstrations of competency options which 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.).

HVHS will use the following ADC rubric (Board approved in 2017) to review the 19 candidates for graduation requiring an alternative demonstration of competency.

| <b>Local Demonstration of Competency Portfolio Scoring Rubric</b> |                 |                       |           |                  |           |                 |  |
|---|-----------------|-----------------------|-----------|------------------|-----------|-----------------|--|
| Reading   | Writing         | Math                  | Science   | Social Studies   |           |                 |  |
| Student Name: _____   |                 |                       |           |                  |           |                 |  |
|   |                 |                       |           |                  |           | Possible Points |  |
| Cumulative GPA  | Range           | 1.0-1.7               | 1.8-2.1   | 2.2-2.6          | 2.7+      | <b>8</b>        |  |
| (Transcript)  | Point value     | 2 PTS                 | 4 PTS     | 6 PTS            | 8 PTS     |                 |  |
| EOC in subject area   | Range           | D                     | C         | B                | A         | <b>4</b>        |  |
| Database  | Point Value     | 1 PT                  | 2 PTS     | 3 PTS            | 4 PTS     |                 |  |
| Athletic Teams  | Point Value     | 1 year or more = 1 PT |           |                  |           | <b>4</b>        |  |
| Success 101   | Point Value     | 1 credit = 1 PT       |           |                  |           |                 |  |
| Bilingual Seal  | Point Value     | earned= 1 PT          |           |                  |           |                 |  |
| 21st Century Opportunities  | Point Value     | participated = 1 PT   |           |                  |           |                 |  |
| Workforce Readiness Exam  | Range           | Ineffective           | Minimally | Proficient       | Exemplary | <b>4</b>        |  |
| PSAT/ASVAB/etc.   | Point Value     | 1 PT                  | 2 PTS     | 3 PTS            | 4 PTS     |                 |  |
| Next Step Plans   |                 | Incomplete <1.5 cr.   |           | Complete > 2 cr. |           | <b>2</b>        |  |
| Advisory  | Point Value     | 1 PT                  | 2 PTS     |                  |           |                 |  |
| Work Study and CCR credits  | Total Credits   | 2                     | 4         | 6                | 8         | <b>4</b>        |  |
| C or Better Grade   | Point Value     | 1 PT                  | 2PTS      | 3 PT             | 4 PT      |                 |  |
|   |                 |                       |           |                  |           | <b>Total</b>    |  |
| Subject   | Points Possible | Points Necessary      |           |                  |           | <b>PASS</b>     |  |
| Area  |                 |                       |           |                  |           | <b>NOT PASS</b> |  |
| Reading   | 26              | 10                    |           |                  |           |                 |  |
| Writing   | 26              | 10                    |           |                  |           |                 |  |
| Math  | 26              | 10                    |           |                  |           |                 |  |
| Science   | 26              | 10                    |           |                  |           |                 |  |
| History   | 26              | 10                    |           |                  |           |                 |  |

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors.

The College and Career Liaison will make phone calls home to students and parents to check in on their academic progress. He will monitor their current completion of NSP and continue to fill in the forms based on information collected from phone calls. We are investigating if a proxy signature can be acceptable with permission granted over the phone in lieu of having parents and students travel to campus to sign the documents.

## Academic Support

Briefly describe the professional development plan for your staff related to continuous learning. What support might you need?

**Garfield Elementary** - PreK teachers and Educational Assistants will be participating in the following: Full Participation Training hosted by Deborah Jackson and Cohosted by Brandy Holguin Starting April 13-May 7. This training consists of 4 modules that provide early childhood professionals with the content, evidence-based practices, and resources to support each and every child and their family in classroom, home and community settings. LETRS Early Childhood training starting May 1-May 27 hosted by Janna Frost. K-2 Teachers will participate in Virtual Learning Environments and Trauma Informed Training. Virtual Learning will be provided by Reading

Horizon. These are 1 hour weekly sessions. Teachers will participate in an online discussion. Trauma informed will consist of: Neurosequential Network four-part series provided by Dr. Bruce Perry. The following topics will be covered: Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement. Mindfulness from CHILDMIND.org. The following topics will be covered: Anxiety and Coping with Coronavirus, Managing Worry - your kids and your own, How Mindfulness can Help During COVID-19, and what to do (and not to do) when children are anxious All staff will participate in online learning through Google Classroom created by Ms. Holguin for the entire staff. The Google Class will consist of online videos addressing tools available for transitioning into virtual learning. Discussion boards will be created for staff to comment on how their implementation is going and offer any tips or tricks for each other. All teachers will also attend Imagine Learning Webinar: Transitioning to Home Centered Learning.

**Hatch Valley Elementary** - Teachers will attend webinars related to reading and virtually learning. They will learn how to instruct using Google Classroom and Google Hangouts, along with learning to use Zoom to meet virtually. Teachers are researching different online resources (ABC Mouse, Scholastics, NEWSELA, etc.) to give students more practice and opportunities. Other professional development teachers will be attending includes: -Reading Summit Webinar: Google Classroom and Virtually Learning-Imagine Learning Webinar: Transitioning to Home Centered Learning -How to video yourself and upload to Google Classroom and DoJo-SAT/504 (A. Perry, principal)- Writing Framework Study (A. Perry, principal)-Presence Learning webinar - Delivery of Special Education Services during School Closure-Mindfulness from CHILDMIND.org. The following topics will be covered: Anxiety and Coping with Coronavirus, Managing Worry - your kids and your own, How Mindfulness can Help During COVID-19, and what to do (and not to do) when children are anxious-Trauma-informed professional development: Neurosequential Network four-part series provided by Dr. Bruce Perry. The following topics will be covered: Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement. Technology support for software programs and platforms, collaboration time between school-wide staff, grade-level staff, and departments to create virtual schedule, emailing webinar opportunities for different resources, administration on standby for any support and clarification. SWREC online opportunities are also being offered to staff for additional professional development and support.

**RGE** - March 30-April 1- School Wide Virtual planning to identify platform for instruction. Staff begin process of familiarizing themselves with Google Classroom. Staff will utilize You Tube and access instructional videos. Staff also utilizes support from colleagues through virtual meeting and text message to familiarize themselves with the process of using Google Classroom. In addition, You Tube video on Google classroom will be utilized to further understanding.

**Hatch Valley Middle School** - Technology support for software programs and platforms, collaboration time between school-wide staff, grade-level staff, and departments to create virtual schedule, emailing webinar opportunities for different resources, administration on standby for any support and clarification. SWREC online opportunities are also being offered to staff for additional professional development and support.

**Hatch Valley High School** - HVHS Teachers will seek out webinars related to the content area as well as attend webinars related to virtual learning. Examples include: ACTE, GOSOSY Consortium, Ed2Go, PBS Teacher Line, and more.

Please describe how you will support continuous learning for Pre-K through 11<sup>th</sup> grade students based on the resources and capacity of your community.

Chromebooks will be issued to all students requesting a device. Virtual learning to be implemented for those students who have internet access, utilize the resources and platforms that have been used all year long, paper

packets available for pickup by students who don't have internet access and opportunities to send back through text message, extra support for ELLs and Sped with video component through online learning.

In addition, Google Classroom will be utilized for students that have access to internet services. Teachers will create Google Classroom Classes, create online lessons for students and on a daily basis they will work with students through this platform. They will meet with students virtually through Google Hangouts.

Will online learning be used? If so, what tech support will be available for families and teachers?

**Garfield Elementary** - PreK-2nd Grade will utilize Google Classroom to deliver daily instruction beginning on April 13. Tech support continues to be available for students, teachers, and families on site at GES as well as through the online support features and YouTube videos. Teachers will also utilize Reading Horizon weekly webinars about virtual learning.

**Hatch Valley Elementary** - Online learning will be used. Teachers will reach out to their students through email, text and video. They will give mini-lessons through video and assign practice and projects using Google Classroom. Tech support continues to be available for students, teachers, and families on site at HVHS as well as through the online support features.

**RGE** - Online Learning will be used. We are using Google Classroom, Imagine Learning Literacy and Math, Reading Plus and Rosetta Stone. Technology will be handing out Chrome Books to all students the week of April 6th from 11:00-6:00. Teachers are available during all virtual learning times to answer tech questions for parents and insure that they are able to log on and utilize our program

**Hatch Valley Middle** - Online learning will be used. Chromebooks are being distributed through our technology department to students who are in need. Students and families who need tech support can email our help desk at help@hatchschools.net. Staff have been provided laptops to work from home and are also able to email the help desk with any technology concerns. Platforms such as Google Classroom, Canvas, Achieve 3000, Carnegie Mathia, Reading Plus, Imagine Learning, Pearson Science, Google Hangouts, Rosetta Stone, and Zoom will all be utilized.

**Hatch Valley High School** - HVHS will continue to use Canvas as their online learning platform for students, teachers, and families to continue with learning opportunities. Tech support continues to be available for students, teachers, and families on site at HVHS as well as through the online support features.

If so, how will you ensure that all students have adequate access to devices and the internet? What support might you need?

**Garfield Elementary** - All K-2 students will be issued a Chromebook from HVPS if needed. Students can utilize the Hatch Public Library Parking Lot or any School building in the Hatch Valley Public School district parking lot. Parents have reported that only 30% of our Kindergarten through Second Grade students have internet access at home, because of this we are going to continue handing out weekly paper packets to students who require them to continue their learning. We have also suggested that students who do not have access to the internet but have Television watch PBS every morning from 8:00 am to 11:00 am to watch lessons provided by Las Cruces Public Schools. Our school district desperately needs assistance to provide hotspots to our students, due to the fact that parents have reported that only 30% of students have internet access.

**Hatch Valley Elementary** - All HVES students will be issued a Chromebook and are able to pick up WI-FI from the school building's parking lots. Support we would need is to get more of our students internet, and for our community to have faster internet. Since that may not be possible, HVES teachers are supporting students by doing both online and paper continuously.

**RGE** - Students have access to Chrome Books via the Chrome Book loan program. There will be additional support needed for those families with little or no access to internet. Families have also been informed that each school parking lot may be used as a hot spot and free wireless internet is available at this location

**Hatch Valley Middle** - A district wide survey was sent out to determine which students would need internet access and/or a computer. The results of the survey stated that 77% of the students in the district had a computer with internet access. The district technology team is working effortlessly to get the Chromebooks out to students who do not have a computer. As far as internet access, we have provided the numbers to the local internet providers to the parents to see about access. There are some dead areas where our families live that have no access whatsoever, so that is where we will provide paper packets of work. The local PBS station is also airing enrichment learning opportunities for students to access as an alternative.

**Hatch Valley High School** - All HVHS students will be issued a Chromebook. The schools, public library, and local businesses have offered to provide connectivity to the internet around their buildings. Students can connect while remaining in the safety of their vehicle to avoid contact with other people per the CDC guidelines. Additional support could include availability of hot spots for households.

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

**Garfield Elementary** - Students receiving special education services will be in close communication with a special education staff member. Special Education staff will communicate with students and families through email, Google Classroom, Google Hangout, or through telephone conferences.

**SUPPORT FOR THE FAMILY** - Special Education Case Managers will contact parent(s)/students on their caseload:

- Investigate and determine if the family has access to Internet Services.
- Investigate and determine if the family is familiar with newly introduced apps/ platforms i.e. Google Hangouts, Google Classroom, or Google Duo. (Provide information about YouTube tutorials)
- Investigate and determine methods to deliver educational services to students with disabilities, such as, teleservices, Virtual/On-line/eLearning lessons or Learning Packets.
- Investigate and determine if the family prefers to receive Learning Packets.
- Provide information regarding Time/Location/Date(s) Learning Packets will be available to the family.
- Document all communication with students/parent(s) as attempts to make progress in PowerSchool Special Education (TieNet).

**SPECIAL EDUCATION STAFF WILL ESTABLISH OFFICE HOURS AND A WEEKLY SCHEDULE**

- Special Education staff (Case Managers, Paraprofessionals, Related Services Staff) will submit a weekly schedule of Virtual/On-line instruction to the Director.
- Special Education staff will establish Office Hours and submit them to the Director.
- Special Education staff will establish a protocol for Learning Packets pick-up and submit them to the Director.

**SPECIAL EDUCATION STAFF EXPECTATIONS:**

- Special Education Case Managers and Related Service Providers will ensure that students with disabilities have equal access to the same opportunities as general education students, including the provision of FAPE.
- Special Education Case Managers and Related Service Providers will provide a weekly schedule to the Director of Addendum IEPs scheduled to change/modify annual IEP.
- Special Education Case Managers and Related Service Providers will continue to work on IEP and Evaluation paperwork within required timelines.
- Special Education Case Managers and Related Service Providers will provide Director notice of IEP Meetings being held via telephone or video conferencing formats (Google Hangouts, Google Duo).
- All Special Education staff will document communication with student/parent(s) in PowerSchool Special Education on a weekly basis.
- All Special Education staff will modify information and or materials for students with disabilities based upon their unique needs according to their IEP.

-All Special Education staff will provide alternate formats to facilitate effective communication for individuals based on their unique needs (i.e. deaf/hard of hearing, blind or visually impaired etc).  
-Special Education Case Managers and Related Service Providers will document in Prior Written Notice (PWN) an alternative plan to accommodate/modify educational services to those students with complex needs for whom the Virtual/On-Line/eLearning program is not a feasible option.

#### SPECIAL EDUCATION INSTRUCTION:

Special Education staff will establish and communicate time periods (Office Hours) when they are directly available/reachable by students and parents to provide instructional support, guidance using teleservices, Virtual/On-Line/eLearning and/or Learning Packets.

-All Special Education staff will be available to support families with educational services.  
-All Special Education staff will provide instructional accommodations, modifications, and support to students with disabilities based on their goals and objectives.

-All Special Education Case Managers and Related Service Providers will design lessons that include:

- \* An instructional component
- \* Practice Items
- \* Application, and
- \* Demonstration of learning, based on IEP Goals & Objectives
- \* Demonstration of competency and/or progress towards goals and objectives

-Special Education staff will establish Learning Targets for Weekly Activities /Lessons (focus on learning and student progress rather than due dates)

- \* Ensure students understand directions (what is expected).
- \* Provide instruction (as needed).
- \* Establish points or methods that will be used to assess student progress.

-Special Education Case Managers and Related Service Providers will document NM Common Core Standard(s) being addressed based on individual goals and objectives.

-All Special Education staff will adjust Reading Level based on individual goals.

-All Special Education staff will adjust Math Level based on individual goals.

-All Special Education staff will adjust learning objectives to accommodate student's learning and progress based on their goals and objectives.

#### ADDITIONAL MEASURES TO SUPPORT STUDENTS WITH DISABILITIES:

Collaboration with General Education staff to deliver instruction, learning packets, and accommodations/modifications.

Communicate and connect with student's/parent(s) on a weekly basis.

Provide guidance and support to families using multiple methods, such as, teleservices, or Virtual/On-line/eLearning and/or learning packets.

Provide multiple ways to demonstrate learning (i.e. checklists, choice boards, PowerPoint presentations, simple hands-on tasks with materials easily found at home.

EL Students - All teachers will incorporate at least one language objective per lesson, and will plan lessons with the same support students received before transitioning into school closures. EL students will also have access to Rosetta Stone, a language support platform that promotes all language domains. Students will also have access to Imagine Learning platform where they can access Literacy lessons tailored to their level. Imagine Learning also provides Spanish Language Arts curriculum where they can enhance their native language skills.

**Hatch Elementary** - At HVES, special education staff members will be in close communication with students receiving special education services. Special education staff will communicate with students and families through email, Google Meets, Zoom, through telephone conferences and will be a teacher in those students' Google Classrooms.

The SPED teacher and EA will attend professional development such as the Presence Learning webinar, focusing on the delivery of special education services during school closure. They will also meet with the district SPED office and auxiliary staff (speech, pt, etc.) weekly for updates and guidance.

HVES teachers will work closely with the interventionist and principal to find ways to further assist our students who are on a SAT or 504. The nurse will check on those students with 504's who have physical or health ailments. The social worker will continually check-in and provide feedback to those students on 504's with "other" impairments. Teachers, the interventionist and our EAs will team up to help fill in gaps of our students on SATs. They will log weekly interventions and progress.

HVES teachers of bilingual education will plan lessons with the same supports students received before we went to online learning. EL students' daily activities will continue to follow HVPS's philosophy on equity and bilingual education. They will be assigned time on Imagine Learning Language which is a bilingual program 3-5 times weekly. Teachers will foster the native language with Spanish materials and assignments. Bilingual education teachers will meet weekly, to provide guidance to one another and to collaborate on planning.

**RGE** - Rio Grande Elementary School will continually monitor the situation our students are in. Through daily phone calls, emails, text messages and zoom meetings we will monitor student well-being. In the event, that a child is not able to be located for contacted the school will use the attendance liaison as a second point of contact to attempt to locate and assist children. Should this method prove fruitless, Rio Grande will ask local law enforcement to conduct a wellness check to locate student. Below is a list of resources for parents or any homeless individual seeking assistance. [https://www.hud.gov/states/new\\_mexico/homeless](https://www.hud.gov/states/new_mexico/homeless)  
<http://www.nmceh.org/pages/resources.html> <https://www.homelessshelterdirectory.org/newmexico.html>  
ELL Students-English Language Learners attending virtual classroom with RGE will continue to receive English Language and Spanish Language services from their bilingually certified teacher

**Hatch Valley Middle** - students with disabilities, we are providing inclusion support within each online platform, for the following subjects: science, social studies, ELA/SLA and Math. Our Sped department will be facilitating their own Google Classroom to discuss assignments, create modifications and answer questions for given assignments. For our low incident students, work will be provided to the parents through various platforms, i.e. paper copies, ABC mouse assignments, and google classroom video story time. Daily office hours have been set up from 10 am to 4pm for us to reach out to parents to address needs.

Supporting our at-risk students will be done on a case to case basis, we will be keeping open communication with our students and if a teacher suspects a student is at risk as a group will identify the basic needs they are missing and find resources to help them meet these needs. A portion of our students do not have access to food, clothing, or toiletries. Once we identify these families we will reach out to them and have "care packages" provided with supplies we have on hand at HVMS. These include soap, shampoo, deodorant and socks. We will also work to find resources if food, clothing or school materials are needed and will schedule a meeting via phone with the parents to ensure that students are receiving any supplies they may need as well as schedule a pick-up time at the schools. If a student is not responding to online classes teachers will then follow up with the guidance counselor about them and as a team we will try to get packages to them with work. The school counselor will look into the students who are at risk and reach out to parents to find resources as far as counseling, coping mechanism, and how parents can help them with their emotional needs.

Supporting ELs through continuous learning by doing the following: 1. ELL students can acquire language by doing interesting lessons that connect to what they already know, utilizing prior knowledge will engage students in their learning. Videos can be used to clarify, increase retention and recall information. 2. Utilizing sentence frames provides support for students, during writing assignments. 3. Having assignments that incorporate visuals, allow students to make connections. 4. Scaffolding should also be utilized in the classroom. Previewing the text, discussions, and vocabulary provide support that enhances learning. 5. Allowing students to take risks in their learning promotes learning. Learning a new language need to be supported in a friendly environment. 6. Through the use of learning management systems students can access online resources to get assistance on demand beyond the physical reach of their teacher. 7. Modeling step by step instructions clarifies concepts that are challenging for students. 8. Providing ample practice for students reinforces mastery of concepts. 9. Graphic organizers, foldables and Marzano's four squares allows teachers to provide instruction through multiple formats. 10. Technology accelerates the acquisition of phonics, increases vocabulary, improves reading-comprehension skills, and encourages language development. Some teachers are supporting ELLs in the following ways: 6th grade Language Arts student support includes receiving Spanish support in Achieve 3000. Also, students are taking a pre-assessment in No Red Ink to determine their individual needs. After the pre-assessment, they will have instruction based on what they need as an individual learner. Finally, I will support them in writing by actually being in their Google Doc as they are typing. Instant support. They have online dictionaries, translators, etc. PE ELL student support includes instructions in both English and Spanish, and with Achieve 3000 they will also be able to get the support they need

**Hatch Valley High** - At HVHS, students receiving special education services will be in close communication with a special education staff member. Special Education staff will communicate with students and families through

email, Canvas, Zoom or through telephone conferences. EL teachers will incorporate at least one language objective per every lesson. ELL students will be given extra support materials in forms of translated documents and assignments and access to online translation and dictionary resources including Rosetta Stone. Students identified as homeless will be able to schedule work times in a computer lab at the High School with supervision and required CDC sanitation protocol followed. Counselors and Social Workers will also periodically check in with students to identify and monitor living situations, mental health, safety, basic education needs, and assistance in accessing services if necessary.

**How will teachers check-in with students? How frequently?**

**GES** teachers have been and will continue to check-in with students/parents with a weekly phone call/text. Classrooms will also host 1 weekly Google Hangout meeting. They will also provide feedback to students through Google Classroom. If students are not able to log into Google Classroom, Teacher will request parents to take pictures of students' work so that teachers can provide feedback on their work. All staff will also hold daily office hours, where they will be readily available to answer any questions or address any concerns parents/students may have.

**HVES** Teachers have been and will continue to check-in with their students through phone calls, texts, and emails weekly. They will also use Google Hangout Meets and/or Zoom to start checking-in on student learning weekly through video chats. PowerSchool messenger will send notifications to students and parents as needed. Teachers will hold daily office hours, but will be flexible and support students and parents daily and as needed.

**RGE** – Teachers will check in each morning via a virtual Google Meets meeting with all their class from 9:00-10:00. In addition, each teacher will have additional contact hours from 1:00-2:00 daily where they make individualized contact with parents

**HVMS** – Teachers have come up with office hour schedules and/or discussion/intervention time to check-in with students at least twice per week, if not daily. These times are reflected for our teachers in the attached schedules/outlines. These schedules/outlines are grade-level specific.

**HVHS** - Teachers will use the announcement feature in Canvas to address students. Teachers will also be sending emails to students regarding grades and progress. Canvas also alerts students updates related to their grades and progress in the course. PowerSchool will also send notifications to students and parents. Teachers will hold daily office hours (two hours every day).-

**Please describe your plan for Career and Technical Education.**

**GES** teachers will incorporate technology into their daily lessons by utilizing Google Classroom, Google Hangout, Rosetta Stone, Imagine Learning, Happy Numbers, and ABC mouse. In addition, teachers will plan at least one science mini lesson/practice optional activities for students. They will upload these lessons onto their Google classroom. They will create or supply a video once a week about a science phenomenon they will be exploring to stretch student thinking. It is our goal to involve parents as much as possible with hands-on learning experiences.

**HVES** Teachers will begin to incorporate optional science mini-lesson weekly, to give opportunities to experiment and stretch the student's thinking. Their goal is to involve the family as much as possible in hands-on learning experiences.

**Please describe your plan to address electives/specials.**

**RGE** – Each teacher will be creating a unit of study that includes career education for all students at Rio Grande. This unit of study will take place through our Social Studies Curriculum.

**HVMS** - Student will have access to a Google Classroom that contains the iCEV program that students can access for Career and Technical Education as a supplemental resource. This Google Classroom will be run by Ms. Moreno, our school counselor and Ms. Limas, our Librarian

**HVHS** - HVHS CTE Teachers are modifying as many learning opportunities traditionally given in their classroom to be applied at home. Their goal is to involve the family as much as possible in hands-on learning experiences as well as provide the opportunity to demonstrate what they have already learned in the CTE course in the household (ex. Cooking, auto, etc).

Please describe your plan to address electives/specials.

**GES** Specials teachers will plan at least two mini lessons/practice activities a week for students. They will upload these lessons onto their Google Classroom. They will create or supply a video once a week to go along with the lesson/practice. It is our goal that they will get to a point of being on google hangout with classes once a week to provide social emotional support to our students.

**HVES** Specials teachers will plan at least two mini lessons/practice activities a week for students. They will upload these lessons, on the regular education teachers Google Classrooms. They will create or supply a video once a week to go along with the lesson/practice. It is our goal that they will get to a point of being on zoom with classes once a week to help provide social emotional support to our students.

**RGE** – Specials for Rio Grande Elementary School include Music, Art, P.E., and Library. Each of these specials classes has set up a Google Classroom. Students are provided with 15 minutes twice a week in each of the four specials areas

**HVMS** - classes are included in our grade-level schedules and will be accessed by the students just as the core classes.

**HVHS** CTE teachers will utilize ICEV, as well as Canvas to transition to online educational opportunities for students. They will also utilize hands-on, in-home learning experiences and opportunities as much as possible to enhance and apply the skills previously learned in the classroom.

## **Social and Emotional Supports**

How will you utilize counselors and social workers?

At **GES and HVE**, a social worker will be available with daily office hours to provide students, parents, and families with access to resources necessary for their individual well being given these unique circumstances. The social worker, secretary and principal will also check in with families of children we already know are at risk, or have social-emotional issues. The team will share resources and be available to video chat with parents, children or families. Teachers will refer students who appear to have a specific social emotional need to our social worker.

The social worker will attend professional development, such as:

-Mindfulness from CHILDMIND.org. The following topics will be covered: Anxiety and Coping with Coronavirus, Managing Worry - your kids and your own, How Mindfulness can Help During COVID-19, and what to do (and not to do) when children are anxious

-Trauma-informed professional development: Neurosequential Network four-part series provided by Dr. Bruce Perry. The following topics will be covered: Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement.

**RGE** - Grande Elementary is working with our district social worker housed at HES and our attendance liaison to ensure that students that are not contacted can be found. In addition, our social worker and attendance liaison are utilized to reach out to parents for support, they reach out to our teachers to inquire about students and search for them

**HVMS** - Counselors and social workers can be used to look for and become a liaison for resources available to families and students. They will be reaching out to students who do not log in and work online to see what needs to be done to ensure that they receive work in paper form or see if they need internet access or a computer to be able to do their work. They can be used to conduct phone calls, zoom meetings, or use email to reach out to at risk families and get them toiletries, food, school supplies, or any other materials that they may need. They can help teachers reach out to students who are not completing work and help the family come up with a schedule for their children to be able to focus and work on their homework and establish a routine.

At **HVHS**, our counselors and our social worker will be available with daily office hours to provide students, parents, and families with access to resources necessary for their individual well being given these unique circumstances. Counselors will also use their Canvas course to provide students with necessary resources for their social-emotional well-being.

**How will you support students' social-emotional needs?**

**GES** Teachers will receive additional support from the principal and social worker related to addressing the social-emotional needs of students. They will be provided videos and online resources to post for students addressing such topics as 'isolation', 'stress management', 'coping' and other issues affecting their home regarding their new learning environments. The elective teachers will also provide support in the area of social emotional needs and how students can use art, music, and physical activities as coping strategies. The social worker will also have virtual office hours.

GES Teachers will take part in trauma-informed professional development: Neurosequential Network four-part series provided by Dr. Bruce Perry. The following topics will be covered: Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement.

**HVES** Teachers will receive additional support from the principal and social worker related to addressing the social-emotional needs of students. They will be provided videos and online resources to post for students addressing such topics as 'isolation', 'stress management', 'coping' and other issues affecting their home regarding their new learning environments. HVES Teachers will take part in trauma-informed professional development: Neurosequential Network four part series provided by Dr. Bruce Perry. The following topics will be covered: Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement. These tools will help teachers in supporting their students with their social-emotional needs.

The elective teachers will also provide support in the area of social emotional needs and how students can use art, music, and physical activities as coping strategies. The social worker will also have virtual office hours to be available to families and students with special needs. There are also counselors available on site at our Health-based Center and via video conferencing to help our students with their social-emotional issues.

**RGE** - Social and emotional well-being may also be called mental health. Mental health is our capacity to manage our thoughts, feelings and behavior positively so we can enjoy life, maintain positive relationships and work

toward our goals. It is the goal of Rio Grande Elementary to continue to provide support in the area of Social Emotional Well Being. In Addition, Staff will utilize daily phone calls to reach out to parents and check on well-being of students. Below are a list of resources for parents should the need for support arise.

Hatch Clinic 255 Highway 187PO Box 370Hatch, NM 87937(575) 267-3088Fax: (575) 267-4606

<https://www.edutopia.org/social-emotional-learning-parent-resources>

<http://csefel.vanderbilt.edu/resources/family>.

[www.pbis.org](http://www.pbis.org)

**HVMS** - counselors can still be a support system for students. By helping them find coping mechanisms they can work on at home, breathing exercises to calm down, journaling from home, finding activities and games to help with being at home all day. Work loads can sometimes cause anxiety for students and finding ways to stay concentrated, stay focused, and managing their time wisely can be areas that counselors and social workers can help a student work with. We can offer services to students that they do not know are available to them, if their guidance counselor or social worker is not available during office hours, that can help them if they are in a crisis. By offering phone calls and checking up on their emotional progress and any questions that they may have about the current situation and letting them know that as a school we are still here for them and will support them in any way possible.

**HVHS** Teachers will receive additional support from the counselor related to addressing the social-emotional needs of students. They will be provided videos and online resources to post for students in their Canvas courses addressing such topics as 'isolation', 'stress management', 'coping' and other issues affecting their home regarding their new learning environments. The Counselor will also provide a help portal for students to directly submit questions they may have to seek advice in addition to providing support and services through email and phone calls. The counselor will also have virtual office hours.

## **Family & Community Communication**

**How will you keep families informed about changing circumstances?**

**GES** will use the automated dialer, email, texts, Class Dojo, social media (HVPS Facebook, Twitter), and District Website to communicate our changing circumstances. Teachers will also communicate important information on their weekly call to parents.

**HVES** will use the automated dialer, email, texts and social media (HVPS Facebook) to communicate our changing circumstances.

**RGE** – We are currently utilizing several methods to contact parents. We are utilizing Google Meet, Class Dojo, Text Messaging, Phone Calls, and Facebook to insure that we contact as many of our parents as possible. Daily messages are sent out to parents by both teacher and administration to keep parents informed.

**HVMS** will be using our school messaging system and will use social media platforms to communicate with families what we are doing as a school to help their students continue their education. As a school we will try to keep parents in the loop by sending text messages on their children's progress and assignments. We will also use all forms of communication to share websites on free games, resources, and any educational platforms that are available to our students that can be used at home to continue to enrich their learning.

**HVHS** will use the automated dialer, marquee, email, and social media (HVPS Facebook, HVPS Twitter) to communicate our changing circumstances.

**How will you support families and caregivers as they facilitate learning at home?**

**GES** will provide technological assistance and tutorial videos for families and caregivers to help facilitate learning at home. Teachers are helping through text and phone calls, along with instructional pages. A social worker will locate all students who have been identified as “homeless”, and reach out to the student, family and the students’ teacher. She will offer extra support and will continue to monitor these students on a weekly basis.

**HVES** will provide technological assistance and tutorial videos for families and caregivers to help facilitate learning at home. Teachers are helping through text and phone calls, along with instructional pages. The HVES social worker has located all students who have been identified as “homeless”, and reached out to the student, family and the students’ teacher. She has offered extra support and will continue to monitor these students on a weekly basis.

**RGE** – Caregivers are directly supported by each teacher. During our first few days of implementation teachers have been working closely with parents and caregivers to ensure that they are able to get online. In addition to this method, Rio Grande office hours are provided for additional assistance for parents to come in and seek direct assistance

**HVMS** – In order to support families and help them facilitate learning at home, we will offer resources and websites that can help them navigate a computer, the internet, and our websites to keep track of their child's progress. Parents still have access to PowerSchool and can monitor their students' work and how much they have completed. We have office hours that parents and students can reach us at if they have any questions or concerns.

**HVHS** will provide technological assistance and tutorial videos for families and caregivers to help facilitate learning at home.

**How will you support families and caregivers as they support the social-emotional needs of their children?**

**GES and HVES** -Teachers will be provided videos and online resources to post for students and families addressing such topics as ‘isolation’, ‘stress management’, ‘coping’ and other issues affecting their home regarding their new learning environments. Teachers, the social worker, and principal will check-in with families and if a specific social emotional need arises, the team will share resources and help find solutions.

The social worker will also have virtual office hours to assist and support families and students. There are counselors available on site at our Health-based Center and via video conferencing who to help our students and families with their social-emotional issues.

**RGE** – Through daily communication staff are closely monitoring and discussing social well-being of families and their students. Teachers and staff are available should any need arise. If the event that a need is identified our staff contacts the administration, which in turns informs our law enforcement and social worker that additional support for a family is needed.

The below resources have been provided to parents should the need for social emotional assistance arise.

Hatch Clinic 255 Highway 187PO Box 370Hatch, NM 87937(575) 267-3088Fax: (575) 267-4606

<https://www.edutopia.org/social-emotional-learning-parent-resources>

<http://csefel.vanderbilt.edu/resources/family>.

[www.pbis.org](http://www.pbis.org)

**HVMS** - Educating parents about the importance of their child’s social-emotional needs is extremely important especially in a small community like ours. Offering resources, links, and websites where our families can go in and become more aware of their child’s behaviors, if they are not engaging in learning, how to catch signs of them being uninterested and helping parents find interventions and strategies to do at home are important. We are also available via phone call to speak to parents about any concerns they have about their children

**HVHS** Families and caregivers will be provided videos and online resources in Canvas addressing such topics as 'isolation', 'stress management', 'coping' and other issues affecting their home regarding their new learning environments. The Counselor will also provide a help portal for students to directly submit questions they may have to seek advice in addition to providing support and services through email and phone calls. The counselor will also have virtual office hours.

## **Other**

How will you reflect, monitor, and evaluate the effectiveness of the implementation of this plan and the results?

Each school will schedule weekly virtual meetings with staff to check-in, collaborate, and reflect. The CLP plan is fluid and subject to change based on our weekly reflections and what is best for students. Administration will be actively monitoring online classes and are available to support, answer questions, and address concerns of staff at all times.

Administration will solicit feedback from parents to include experiences, concerns, and ideas for improvement.

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

### **Continuous Learning Plan Signature Line**

Michael M. Chavez

April 7, 2020

Superintendent Signature

Date

*Please print signature or sign electronically*

