



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 13, 2020

School District/State Charter Name: East Mountain High School

Name of Person Completing Assurances: Trey Smith

Contact Phone Number: 505-480-4481

Contact Email: tsmith@eastmountainhigh.net

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

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

Trey Smith

Brent McCall

7/14/20

Superintendent/Charter Leader

School Board President

Date

Signature



Signature

Please print signature or sign electronically

PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

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

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

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

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

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

Date 7/13/20 District/State Charter Name East Mountain High School

(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

Trey Smith

7/13/20

Superintendent/Charter Leader Signature 

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date 7/13/20

District/State Charter Name East Mountain High School

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.

East Mountain High School may adjust the timing and implementation of all hybrid plans given the rate of spread of COVID-19, the comfortability of our staff, and the ability to ensure a safe school environment.

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?

During the scheduling process for the 2020-2021 school year, the Assistant Principal and College & Career Counselor conduct transcript reviews for all students, paying particular attention to seniors in the Class of 2021. Students are enrolled into the correct courses to meet and often exceed the EMHS Graduation Requirements, consisting of 28 specific credits. The Assistant Principal, College & Career Counselor and/or Dean of Students will hold individual Zoom/Google Meet conferences with students and families for students with credit issues. Additionally, EMHS has a strong Early Warning System program. The EWS Team consists of the Principal, Assistant Principal, Dean of Students, College & Career Counselor, Social Worker and one to two Faculty Leaders. The EWS Team participates in weekly monitoring of grades and/or credits. We recognize that enrolling seniors in the correct courses to meet the EMHS Graduation Requirements is only one component of helping the students walk across the stage in May 2021. Students need support from their families, teachers and our EWS Team to complete their assignments, set goals and work towards them to ultimately graduate from high school. EMHS had a 99% graduation rate for students in the Class of 2020.

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.).

6/25/2020

Local Demonstration of Competencies may include the following:

- End of Course Exams (EOCs)
- PSAT Exam Scores (Since the NM PED pays for each sophomore to take the PSAT 10, our EMHS Foundation pays for each freshman and junior to sit for the PSAT 8/9 and PSAT/NMSQT each year.
- SAT Exam Scores (EMHS will administer the school day SAT to all seniors in the Class of 2021 in accordance with PED guidelines in Fall 2020.)
- Pre-ACT Exam Scores (The EMHS Foundation pays for all freshmen, sophomores and juniors to sit for the Pre-ACT each year.
- ACT Exam Scores (EMHS will administer the school day ACT to all seniors in the Class of 2021 in Fall 2020, paid for by the EMHS Foundation.)
- All seniors enroll in English 12 and are required to write a 10+ page multi-source paper which may be used as an ADC for English and Reading.
- All seniors enroll in Senior Seminar and are required to create a portfolio demonstrating their personal and academic growth as a student. The Senior Exhibition may be used as an ADC in multiple subjects. Depending on the subject area ADC needed, students may be asked to submit additional portfolio documentation demonstrating their proficiency in a subject area. We will also have students work with a faculty mentor in the subject area.
- We will continue to refer to NM PED's menu of ADC options for the Class of 2021 as they are finalized.

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

As mentioned above, EMHS has a strong EWS program. In order to ensure graduation, the EWS Team will continue to meet weekly to check grades/credits and work with students who are off-track and need additional support. The support can come in a variety of ways: text messages/phone calls/video conferences with the student; helping the student break a large project into manageable sections; working with the student on self-advocacy skills, organizational skills, etc.; helping the student prioritize assignments; helping the student with technology needs. The list goes on. Our EWS Team, works hard to support all students, but especially seniors. Additionally, the Assistant Principal and College and Career Counselor will share the "Graduation Progress" credit check with each senior, along with a copy of their 6th semester transcript. They are available both in person and through a Zoom/Google Meet for all students who may have credit recovery needs in order to graduate. During the Spring 2020 school closures, we moved the Next Step Plan online. Every student completes and signs the NSP. Each Senior Advocacy teacher has approximately 15 seniors and they will work with the students to complete the document. EMHS had a 100% completion rate for the Class of 2020 Senior NSP during the school closure. Senior Advocates will hold Zoom/Google Meet conference with students and families, as needed. The Assistant Principal and College and Career Counselor will also assist with the Senior NSP process.

Remote Learning Plan: Pre-K through 12th Grade

6/25/2020

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.

EMHS is well-versed in the Google Classroom platform. Over the summer 2020, EMHS faculty conducted small group workshops on ways to standardize and better use Google Classroom. We also utilize PowerSchool as our Student Information System, which allows students and family to check grades in real time from anywhere. Teachers also take attendance through that system. Our Dean of Students and Social Worker are primarily tasked with student engagement. If a student does not report for an online class for two days without notice, then the teacher will check in with parents. If the parents are unresponsive, the teacher will refer that student's name to the Dean of Students or Social Worker. One of those two staff will reach out to the family and create a plan for re-engagement. Over summer 2020, a small group of faculty also committed to a lesson study on the book "Grading for Equity." Our teachers are committed to equitable grading practices this year, especially as it relates to online learning. Bottom line-teachers will grade for learning, not for a student's access to technology. Finally, our faculty are also committed to learning more about Culturally and Linguistically Responsive teaching practices to be implemented throughout the school year. Instructional Materials: Each department is responsible for maintaining a list of high quality instructional materials written by diverse authors. In addition to hard copies, our faculty have been pursuing new online options also. Grade-specific instructional materials are identified by grade level teams of teachers. These teams work in ELA, Math, Science, and Social Studies departments; however, these teams also work cross-curricularly. These teams refer to PED's list of high quality materials. In remote learning, our teams have identified the corresponding virtual text equivalents. Professional development will be provided on making sure at-risk groups can access the materials. Our dean of students and social worker monitor our most at-risk students and their potential struggles with materials.

What technology support will be available for families and teachers?

We have already checked out 30 Chromebooks to students in need. We have also implemented an updated survey to identify any incoming students who will need technology assistance. We have enough Chromebooks to check out to any student who needs one. We are also working with our one teacher who does not have internet access at home. Since this plan was first submitted, we have checked out an additional 45 Chromebooks. We have a teacher-led student group called the Timberwolf Tech Team that is able to provide technical assistance to students and families. We also utilize J&J Tech Services to assist with technology troubleshooting. We have specially installed software tailored for specific classes on laptops for specific classes. Teachers have provided phone numbers to their students and families if they need more assistance.

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

We have implemented a survey to ask which students will need assistance accessing the internet. Only about a dozen students have requested that help. We will determine if we can purchase wireless hot spot devices or refer students to nearby libraries, community centers that do have open wireless access.

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

Our Dean of Students oversees the MLSS/RTI process at our school and convenes a weekly committee meeting. The committee examines every student who has fallen below a 75% in any class and determines what levels of intervention are necessary. This same process happens in an online or in person learning environment. Priority is given to our most at-risk students by our social worker.

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

6/25/2020

East Mountain High School will have an array of services available, with each student's services being tailored to the student's needs by IEP team decisions. These services include: A. Advocacy (homeroom) time with a special education teacher to help students get organized and in communication with gen ed teachers; B. Specialized core classes with curriculum dictated by a students' IEP goals; C. Appointments via zoom/google hangouts for reteaching/tutoring with a special education teacher and/or education assistant; D. Access via zoom/google hangouts to speech language, social-emotional, social work, OT and PT service providers; E. IEP meetings via zoom/google hangouts. Possible accommodations include but are not limited to:

- A. Appointments via zoom/google hangouts for reading assessments aloud and/or reduction of test items, etc;
- B. Reduced homework load;
- C. Extended time for testing and assignments;

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

Our ELL Coordinator updated our ELL handbook to be inclusive of a remote learning environment. She will provide case management and instruction for any students who are identified as bilingual this year. Since the school year began, one student on an ELL pathway has been identified. A team consisting of parents, teachers, our ELL coordinator, and Special Education coordinator have drafted an academic path to best support her success. This team evaluates the plan weekly.

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

Every year, hundreds of hours of online dual enrollment courses are taken by our students. Our Guidance Office provides support and monitoring of these courses by advising students on which classes are a good fit and conducting quarterly grade checks.

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

Our College and Career Counselor, Dean of Students, and Social Worker are hired to serve these populations. They provide case management through counseling, grade checks, tutoring, and extra learning supports- even in an online learning environment.

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

Educators will check in with students daily. We currently have 90 minute classes in an in person experience. Our teachers realize that keeping students in an online lecture everyday for 90 minutes straight is not a good practice. So our faculty will collaboratively develop best practices on a schedule and expectations. Because we are on a block schedule, we imagine no more than 60 minutes of direct instruction per class per day with an additional 30 minutes of self-paced work. This frequency may adapt as we improve our processes.

Please describe your plan for Career and Technical Education.

All sophomores take a First Year Experience, CNM dual credit course. Students on a career pathway are counseled and case managed on an individual basis.

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

6/25/2020

We are an NMAA member school and will follow all guidelines and procedures set forth by that governing body. Activities that can operate remotely will continue to do so.

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?

Continue to provide families information regarding community supports for access to mental health crisis lines, food pantries, district school lunch programs, and other health services (via weekly school email), provide contact numbers/email for counselor (Bird Podzemny) and social worker (Brandy Wood). Counselor and social worker will set up meeting times with student's facing social emotional issues to provide direct support. Counselor and social worker will continue to co-teach the Study Skills and Strategies course to address academic and social-emotional issues with identified students. Provide PD to staff about Trauma Informed Practices highlighting development of empathy, ways to help students to self-regulate and cope, form supportive relationships and recognize signs and symptoms of trauma in the student population. Teachers and staff will refer students to the counselor/social worker that present with serious/concerning social-emotional issues. Teachers will be in contact with counseling staff and/or administrators regarding students that are not engaged in the learning environment (not checking in on online platforms, not responding to emails/text/voicemails/other messaging avenues).The Early Warning System (EWS) committee will review the grades of the student body weekly to assess student progress academically and to identify students that may be struggling through noticing declines in grades (which may be indicators of social-emotional concerns or accessibility issues). The team will reach out to the student's teacher, advocate and, when appropriate, will communicate with the student and family directly. Continue to support staff through the Staff Wellness Committee to provide connectivity to colleagues. Counselor and Social Worker will be available to teachers and staff to communicate concerns and to problem-solve student issues.

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

The Early Warning System (EWS) committee will review the grades of the student body weekly to assess student progress academically and to identify students that may be struggling through noticing declines in grades (which may be indicators of social-emotional concerns or accessibility issues). The team will reach out to the student's teacher, advocate and, when appropriate, will communicate with the student and family directly. Counselor and social worker will send out introductory emails at the onset of the new school year, providing information to families and students about social emotional supports that are available. Counselor and Social worker will prioritize connections with incoming freshmen to build rapport. Our Dean of Students is part of the school's Equity council that continually monitors issues of equity and inclusion. Culturally-responsive practices are utilized in all teaching and disciplinary practices. Going forward, culturally-responsive teaching will be at the heart of what we do in all classes.

How will you ensure continued mandatory reporting and wellness checks?

Emphasize training teachers and staff on signs and symptoms of potential abuse/neglect and the mandatory reporting protocol if abuse is suspected, as well as provide teachers and staff with informational material and reporting phone numbers. Review student and family responses from school-

6/25/2020

wide surveys-highlighting parental/guardians concerns. Counselor/Social Worker will offer guidance and support to the teacher after the report is made. When a student is referred to SW/counselor, we make contact with the student, follow up with the referring teacher (if applicable), provide resources/referral information to family (or report suspected abuse) if necessary. Then we will continue to monitor the student with periodic check ins or scheduled appointments, if necessary. Staff will adhere to the school flow chart in regards to the mandated reporting process. The school counselor and/or social worker will participate in continuing education trainings to stay updated on state mandated protocol and best practices.

Family & Community Communication

How will you keep families informed about changing circumstances?

Utilization of weekly school newsletter (Timberwolf Times), school email, and automated phone calls. Advocacy teachers will communicate through email as well. All teachers utilize a twice monthly newsletter for their individual classes. Teachers are expected to answer phone calls and emails within 24 hours. In the Google Suite, we use Google Classroom discussion forums and Google Hangouts for more frequent, immediate remote communication. The school website is updated multiple times daily with all of our communications. Our school and principal social media feeds are also directly integrated onto the homepage of the website. All communication materials can be picked up in a hard copy from our front office.

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

EMHS will utilize the information gathered from school-wide survey of families that was sent on (Date) to assess need in regards to internet accessibility and/or technology needs (chromebook, Ipad, laptop). Follow up to the survey will include phone call or email to family by teachers and/or staff to problem solve how to best support the student's equal access to online education. Teachers and staff will be flexible and supportive of student's and their families' unique situations and experiences, adjusting expectations accordingly. Counselor and Social Worker will be available to families by phone, email, video and/or in-person meetings to provide guidance and strategies to support their student's online education and social emotional health. Resources for counseling, crisis line numbers will also be provided. Continued connection to community counseling agencies to increase access to mental health services that are local.

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

All school communication materials can be translated and published into the appropriate languages for our families. We work with our ELL Coordinator to provide this service. We also may contract with APS Bilingual Services on an as needed basis.

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

We maintain a close relationship with Bernalillo County and Vista Grande Community Center, which provides child care programs. We are able to promote their programs in our family newsletters and keep in close contact with County staff about our families enrolled in their programs.

Other

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

EMHS is committed to formative assessments in all classes to assess potential learning loss. All of our classes give pre-assessments to determine levels at the beginning of the term. These formative assessments are re-visited multiples times throughout the semester. For students experiencing significant learning loss, our dean of students and social worker implement an intervention program to offer remediation. We are using Edgenuity and ALEKS online programs to assist with intervention and learning loss during remote learning.

Academic counseling for underclassmen is provided much in the same manner as described above for our seniors.

Our advisement team is broken into a 9th/10th grade team and an 11th/12th grade team. Underclassmen are provided with annual graduation check. The school conducts weekly grade checks and implements an intervention program for any student falling below a 75 at any time in any class.

Please see next page.