



## 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 6, 2020

School District/State Charter Name: **Central Consolidated Secondary Schools**

Name of Person Completing Assurances: **Dr. Dave Goldtooth**

Contact Phone Number: 505-368-4984

Contact Email: golddd@centralschools.org

District/State Charter (LEA) identified/named as Central Consolidated 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.

*Dr. Dave Goldtooth*

April 8, 2020

Superintendent Signature

Date

*Please print signature or sign electronically*

# CONTINUOUS LEARNING PLAN

Date April 8, 2020

District/State Charter Name **Central Consolidated Schools**

## High School Senior Continuous Learning Plan

### How are you ensuring credit requirements are met?

#### Grades for High School and Middle School Only

- Grades for Semester 2 will be Pass/No Credit.
- Quarter 3 grades will stand.
- Semester 2 Pass/No Credit will be determined starting with a foundation of Quarter 3 grades.
  - If student passed Quarter 3 they will be exempt from Quarter 4 assignments but will receive enrichment activities that will not be graded and will pass Semester 2.
  - If student failed Quarter 3 they will be assigned Quarter 4 assignments with opportunity to Pass for Semester 2.
  - If student completes Quarter 4 assignments to teacher satisfaction of mastery they will earn a Pass for Quarter 4 and a Pass for Semester 2.
  - If student does not complete Quarter 4 assignments to teacher satisfaction of mastery they will earn No Credit for Quarter 4 and No Credit for Semester 2.
- Credit Recovery/Edgenuity threshold will be established at 50 percent completion with a passing grade (40 percent completion with a passing grade for students with an IEP) to earn credit for the course. Seniors who are in jeopardy of not graduating will be identified at each high school. Technology will issue these students a laptop so student an access internet for online assignments and/or classes.

### How will you support completion of dual enrollment/AP courses?

#### Dual Credit (DC) and Advance Placement (AP)

- Traditional Dual Credit: San Juan College (SJC) has moved to online learning for all students. The majority of Central Consolidated students that participate in San Juan College Dual Credit coursework are online students. College Career Readiness (CCR) coordinators will reach out to online and non-online students to make sure that they have online access to continue their studies online. If not, they will advise on students taking a different grading scale from the college. SJC has given students additional grade options of taking the letter grade: S for Satisfactory, U for Unsatisfactory (no change in GPA), or an I for incomplete.
- Students who are experiencing hardship or academic issues can contact their high school CCR coordinator and the SJC student services department. Students are also encouraged to contact their instructors via email, check their canvas and college email daily.

- Counselors & CCR coordinators should be keeping a contact log with DC students (shared with principals) to ensure they are being as successful as possible with online learning.
- Site-based Dual Credit which is taught by CCSD teachers (San Juan College, Navajo Technical University, Institute of American Indian Arts, Eastern New Mexico University), will follow the college protocol for grading or the same grading practices as in the normal classroom but with a percentage as detailed below. Because of earlier start dates, increased face to face contact, and expediated Q4 content delivery in preparation for Q4 state mandated testing, much if not all of the course content has been covered in site-based instruction. Grading practices will be as follows:
  - 3rd quarter grades will be used to determine which students will earn semester credit and that would be the basis of their overall percentage grade.
  - Students with less than a passing grade or students that would like to increase their Semester 2 percentage, will be allowed to access learning and turn in work deemed necessary by the instructor to receive a higher grade.
  - Site-based DC teachers will reach out and attempt to contact students with a D or below. Students that would like to increase an already passing score, will need to get in contact with their DC teacher to access required work to improve their grade.
  - Grade reports will be sent in to higher education partners as normal on the completion of Q4 with a percentage grade.
- Advance Placement (AP) courses will utilize the same grading protocols as Site-based dual credit as follows:
  - 3rd quarter grades will be used to determine which students will earn semester credit and that would be the basis of their overall percentage grade.
  - Students with less than a passing grade or students that would like to increase their Semester 2 percentage, will be allowed to access learning and turn in work deemed necessary by the instructor to receive a higher grade.
  - AP teachers will reach out and attempt to contact students that are failing. Students that would like to increase an already passing score, will need to get in contact with their AP teacher to access required work to improve their grade.

**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.).**

#### **Competency-Based Assessments**

- If the state assessment for the course failed had a passing score, credit will be awarded for that course, or if any of the below apply;
  - Meets adjusted scored of Level 3 on TAMELA (Math, ELA or SBA Science)
  - Met cut score for End of Course (EOC) Assessment
  - Met cut score on PSAT/SAT or ACT
  - Pretests on Edgenuity
- Use modified final exam for designated course credit and scores between locally designed tests, formative/summative assessments, online PSAT/SAT prep;

- Met cut score for college entrance exam, world language competency, industry recognized credential or certificate or college admissions/placement.

#### **Expanded Course Equivalency**

- College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits.
- Local emergency approval of additional equivalencies between college courses, distance learning courses through Edgenuity, or CTE courses that are aligned high schools' courses.

#### **Locally Designed Assignments or Work**

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

Counselors, CCRs, and teachers will stay in contact with Seniors weekly to check progress and need's for college admission and scholarships. Staff will keep contact logs of all communication and submit weekly to their principal.

### **Academic Support**

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

These PD opportunities are based on Principal Requests:

- ZOOM meetings are being used to support teachers.
- Culture and Heritage Department
- Ongoing Support from Mia Allen for EL consultation
- WIDA ACCESS online trainings for certification
- Heritage Language
- E-WIDA

Curriculum and Instructional Coaches Department (Trainings available for teachers and principals):

- ELlevation Strategies
- Edgenuity
- Istation
- BrainPOP
- ZOOM meetings
- SchoolNet
- MidSchoolMath
- Big Ideas
- Imagine Learning

Student Support Services (Trainings available for ALL staff):

- Behavior Management

- IEP (Individualized Education Plan)
- Goal Implementation
- Evaluation and Re-Evaluation
- Additional trainings are available through UNM-Child Behavioral Health
- PAX Trainings for Social Emotional Support
- Life Skills/Students with Autism Classrooms training on N2Y

**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.**

Due to the lack of internet availability and lack of technology usage (laptops, computers, tablets), our only option now is for teachers to contact parents through phone calls, texting, or emails and provide support for their child(ren) instructional needs. By this, teachers are meeting on weekly basis at PLC meetings to discuss various options in how to support their students’ instructional needs. Teachers are communicating with parents on what areas they can focus on for the week in the areas of math, ELA, Science, Social Studies, and electives. Teachers also provide online resources to parents who need additional support for technology. Creating work packets may be the next step on a biweekly basis. Teachers will follow the safety protocols for distribution of work packets to parents. For those families who have access to internet we will continue to provide internet resources and links. Schools will identify the learning platforms that work in their community: Class Dojo or Google Classroom for instruction. Teachers will provide consistent content instruction for all students using the online educational platform identified by their school.

**Supplemental Packets:**

The District Curriculum and Instructional Coaches have developed Packets of worksheets for preschool through 12th grade students that are available. This a way to support continued learning opportunities at home for families who do not have internet access.

- Distribution of District Developed Packets were delivered for Secondary students on Friday, April 3, 2020.
- Delivery took place during scheduled Bus Routes and volunteers rode along and give the District Packets to the families who were present for pick-up.

*Access into buildings is prohibited. If schools want to provide packets it is their responsibility to find a way to make this available. This is NOT an expectation from the District or from NMPED.*

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

The District Packets are also available on the Website for access at home for families who do have internet. These are the same Packets that were delivered to families without internet access. Packets can be found through these steps:

1. Go to [ccsdnm.org](http://ccsdnm.org)
2. Click on the Departments tab at top of page
3. Click on the Academics link
4. Click on Grade Level Packet that is needed

In addition to the District Packets, and to support ongoing learning opportunities at home, there are links to online learning websites for families to access. The links can be found on the District Website through these steps:

1. Go to [ccsdnm.org](http://ccsdnm.org)
2. Click on the Departments tab at top of page
3. Click on the Academics link
4. Click on \*\*\*Links for Families and Educators Online

### **Meetings for Ongoing Communication:**

#### Secondary Principals:

- Building Leadership and Staff meetings through ZOOM
- Social Media

#### Curriculum and Instruction Department

- Daily Check-In's
- Weekly ZOOM meetings as needed
- E-mail Updates
- Attend Secondary ZOOM Meetings
- Responding to requests from Principals and Teachers on instructional materials
- Responding to calls from families

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

Many of our middle and high schools have conducted their own technology surveys with results varying from a fair number of families with technology capabilities to no service being available at all. At this time the district is setting up outside WIFI service at each of our schools, which will enable families to drive up to the schools to access the internet. Families will have to use their own devices to access this service as the district does not have devices available to be checked out to the public at this time.

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

Classroom teachers and Resource teachers are following IEP goals and accommodations for their students. Classroom teachers are providing work to meet their SPED and SAT student needs. Resource teachers are contacting parents to inform them of the work that is given to their students and accommodations that their child needs. Resource teachers remains in contact with their SPED students' classroom teacher, Occupational Therapist, Speech Therapist, and District Clinical and Non-Clinical Social Workers in providing online services to our SPED students. Supports for identified SSO:

- Weekly ZOOM calls with team to discuss successes and challenges

- Virtual meetings/conference calls are ongoing for students with an individual plan (IEP/REED/EDT) to meet the Federal Guidelines for compliance for students with disabilities.
- Services are provided through virtual/conference/social media platforms
- Work Packets have been developed for Life Skills and students with Autism and are planned to be delivered next week.
- Social Workers and Nurses have been providing Social Emotional support
- Working with Food Services to create a plan to get meals for students who are medically fragile.

Schools will use Imagine Learning to support our K-8 ELL students in Language, Literacy, and Math. Teachers were given this information and class rosters were setup for students in both content areas. Once they are set up, students will take their assessment to place them in their levels for instruction and they will have access to Imagine Learning Language and Literacy and Math as part of their ELL programming. This program supports ELL learners through interaction with Language and Literacy and Math. TESOL endorsed teachers will recommend for them to work in this setting for 20 minutes a day for each content. Imagine Learning will have a hotline for parents who will need added support. We understand this may be an obstacle but teachers will also have access to printable assignments for students who do not have access to internet or to technology.

The Federal Programs department will be available if parents need support in a paper-format to support learning through the Imagine Learning Platform.

### **How will teacher's check-in with students? How frequently?**

Our Teachers and staff are contacting majority of their students on a weekly basis and keeping a Parent Communication Log in which, they turn in their School Principal for documentation. Teachers with Educational Assistants also assist the classroom teachers in reaching out to the parents as well. Elective teachers are assigned to contact parents as well and offer any assistance in the areas of Music, PE, FACS, Art, etc. activities. Teachers may also use email, texting, or Zoom meetings to contact parents and document their communication.

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

CTE will follow the plan devised for normal instruction as a Pass/No Credit. CTE teachers will reach out to students to provide innovate ways to provided hands-on experiences at home such as culinary students preparing meals at home, ag students working with livestock or building a home garden, and construction students doing home improvements. Digital learning platforms will be provided to students to create tutorials and interactive online learning experiences.

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

Elective teachers will be required to check in with students and by posting activities on a school's website or Facebook or sending assignments via email. For instance, the music teacher could post a music BINGO activity that families can play at home. The Art and PE teacher could post activities that involve their



respective areas of instruction. Each teacher will be required to post at least one activity per week. Parent Contact Logs will be required from the elective teachers at the secondary level as well as submitting weekly work summaries and reflection on Fridays to the Principal.

## **Social and Emotional Supports**

### **How will you utilize counselors and social workers?**

School Counselor will set up office hours and will be in contact with students on a weekly basis. They will provide support and counseling if necessary. The school counselor will act on any referrals appropriately, from contacting parents to contact agencies in support our students. District Clinical and Non-Clinical Social Workers will continue to contact students and families that they work with. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for.

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

School Counselor will be in contact with students on a weekly basis and will provide support and counseling if necessary. Any referrals will be made to the school counselor and will contact parents on additional information to provide what areas of support the student(s) needs. District Clinical and Non-Clinical Social Workers will contact parents and students and provide additional support in the areas of behavior and emotional support that the students may need. All Support Staff will be in contact with the School Principal and report any additional services that may need to be provided for. School Counselor will counsel students either through phone calls or Zoom meetings. Student Support Service Clinical and Non-Clinical Social Workers will contact families that have an identified student with social, emotional, behavioral services listed on the student's Individual Education Plan. The District Clinical and Non-Clinical Social Workers will continue to offer support to both student and their families i.e. interventions, case management, referrals and offer support services as requested by parent/guardian. Check ins with teachers. Referrals to social workers as needed.

## **Family & Community Communication**

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

Family and Community will be informed of any changes, information, or issues through Teacher-Parent contact through:

- District/ School Website = Website is updated by R. Taboada
- Robo-call = The Front Office will send out information to families with updates (pending the contact is correct)
- School Facebook/Social Media = The Front Office will update the FB account as needed and as often as needed
- Email = Teachers use email to inform and keep in contact with families

- Phone = Teacher use phones to contact families and keep them updated as needed
- Class Dojo and Remind app

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

All Teachers, Resource teachers, Elective Teachers, and Support Staff will provide support by contacting parents and asking for any additional support they may need for their child(ren). Teachers will be required to keep office hours daily, and document the parent contacts made during these times. Any other additional support will be directed to the School Principal and she/he will seek assistance from the school district to provide the support for the student. Additional support may be counseling referrals, behavior referral, or emotional needs.

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

The school will continue to offer support through the identification of the School Counselor office hours and face-time accessibility for students/families in need. The School Counselor will hold office hours and will be providing resources for students through Google Classroom, School Website, and Facebook. For students who do not have access to the internet, the School Counselor will include any resources in student packets every two (2) weeks. Students will be allowed to check in and schedule appointments through the phone and/or email with the School Counselor. Each school will post resources on our Facebook, Google Website and share on a case by case basis during phone check-ins. This includes the following:

- Optum Emotional Support Help Line at 1-866-342-6892
- Sanvello: <https://www.sanvello.com/>
- Coping with Traumatic Events webinar: <https://bli.webex.com/bli/lsr.php?RCID=07c1389e47173fe4e370b024cb6b973e>
  - Get the Best of Stress webinar: <https://balancinglifissues.webex.com/balancinglifissues/lsr.php?RCID=7655016ead7446c1632116b9aach6cd8>
- For Crisis or Emergency Care: Call 911

### **Other**

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

Each school's leadership team will meet weekly to reflect on the effectiveness of their Continuous Learning Plans. An all school staff meeting will occur weekly for check-ins and updates. The Leadership Team will create a weekly calendar with contact log submission dates, Lesson Plan and Summary & Reflection dates, staff meetings, packet distribution and grade-level meetings (PLCs) dates. Teachers will submit student/parent contact logs weekly which will be reviewed by the principals who will then

report a summary report to our coordinators. Below are our district expectations of principals and their staff:

#### Principal Expectations

- contact teachers at least once per week, more frequently if needed
- keep log of all communication with teachers/staff/parents
- check email one time during the morning (approximately 9am) and one time during the afternoon (approximately 1pm)
- keep weekly log of communications, activities, and outcomes
- submit weekly log to coordinator by 4pm every Friday
- review teacher weekly log by 10am every Monday
- announce office hours and be available by phone anytime during the work day

#### Teacher Expectations

- contact students/family at least once per week, more frequently if needed
- first contact should be phone call if able (thereafter email, text, phone, any appropriate apps, such as Remind.com)
- ask how student is doing, talk to parent/student about meals, supplemental materials packets
- keep log of all communication with students and parents
- check email one time during the morning (approximately 9am) and one time during the afternoon (approximately 1pm)
- keep weekly log of activities and outcomes
- submit weekly log to your principal by 4pm every Friday
- announce office hours to parents and be available by phone anytime during the work day.

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

##### **WIDA**

WIDA reached out to educators in the WIDA International School Consortium to identify some of the unique opportunities and challenges for multilingual learners in online environments. Some international educators have been teaching online for more than a month; their insights with online tools have been framed around the 2019 WIDA Guiding Principles of Language Development in the link below.

[https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online?utm\\_source=MK-WN032620&utm\\_medium=wisclist-email&utm\\_campaign=WIDANews](https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online?utm_source=MK-WN032620&utm_medium=wisclist-email&utm_campaign=WIDANews)

##### **WIDA eLearning**

WIDA's self-paced eLearning may be a useful PD tool at this time for educators to enhance their practice to support English learners. Please find attached the topics of the six on-demand self-paced eWorkshops and below some ways to maximize the eLearning opportunity.

1. Evaluate your school or district's needs and find an offering that meets your goals.
2. Create a PLC or a learning cohort that meets online.
3. Use WIDA PLC resources (below)

##### **PED Language and Culture Bureau**

More resources for language development can be found on the NMPED's website in the Educators' Toolkit in the link below under General Language Development (page7).

HYPERLINK "[https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit\\_Final.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit_Final.pdf)"[https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit\\_Final.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/03/Educators-Distance-Learning-Toolkit_Final.pdf)

**Continuous Learning Plan Signature Line**

*Dr. Dave Goldtooth*

April 8, 2020

Superintendent Signature

Date

*Please print signature or sign electronically*

