

6/25/2020

ASSURANCES DOCUMENT

Date: July 13, 2020

School District/State Charter Name: **Portales Municipal School District**

Name of Person Completing Assurances: **Johnnie S. Cain**

Contact Phone Number: **(575) 356-7000**

Contact Email: **jcain@portalesschools.com**

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

Johnnie S. Cain

Alan W. Garrett

7/13/202

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.

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_____ (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;

XX (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.

PMSD will use the first week of school to assess all students with NWEA-MAP Reading and Mathematics in grades 3-12. K-2 students will be assessed using ISIP for Reading and Mathematics. Benchmark Assessment System (BAS) assessments will be given to all students in grades K-6. This data will be used to make placements in an extended day program at each school in the District. The District is hiring teachers to provide direct instruction for 1.5 hours after the regular school day for students whose data shows that they are behind where they are expected to be at the beginning of the grade level in which they are entering. Students who score below the 50th percentile in MAP or ISIP will be recommended to attend the extended school day program. Students who score below the 20th percentile on MAP or ISIP will be required to attend the extended school day. Students will be placed in either Mathematics or Reading or both depending upon their assessment data. Elementary and junior high students whose parents refuse their participation during the extended school day will be retained in the grade they were in during the 2019-2020 school year. Parents who sign the retention waiver will be put on notice that their student could be retained at the end of the current school year. These students and all students scoring below the 20th percentile will be placed on an Academic Improvement Plan (AIP) and regular contact will be made with parents to discuss progress during the school year. High school students who score below the 50th percentile on MAP in either Mathematics or Language Arts will be

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recommended for attendance in the extended school day program. Students who score below the 20th percentile in either Mathematics or Language Arts or both will be required to attend the extended day program in the subject or subjects in which they scored below the 20th percentile. Parents of all students scoring below the 50th percentile will be invited to meet with school personnel to discuss the extended school day program. Any student who scores below the 20th percentile will be placed on an AIP after a meeting with parents. Any student on an AIP will be monitored and depending upon growth, data will be maintained to determine the possible need to convene a Student Assistance Team (SAT) for additional interventions. Special Education teachers will provide assistance to Students with Disabilities (SWD) as appropriate during the extended school day period. Bilingual teaching staff will provide appropriate instructions for EL students enrolled in the program. Each school in the District is staffed with Reading Coaches and Reading Interventionists. The junior high school and high school are also staffed with Bilingual interventionists. These coaches and interventionists will identify students through the use of the previously described assessment data and will create plans to provide additional interventional assistance during the school day. The District will also employ several tutors that will be available to push-in to classrooms to work with students who need the additional educational assistance. The extended school day will continue four days each week fully staffed at each school through the first semester. The goal of the program is to bring each student above the 50th percentile during that time. Students who do not show the necessary growth will be able to continue the extended school year through the Spring semester or until such time that they are above the 50th percentile on the ISIP or MAP assessments. Regular progress monitoring will be conducted with all students attending the extended school day program. The extended school day program will not only be open to identified students. Parents who believe the additional school time would be beneficial for their students will also be allowed to enroll their children in the extended school day program. The extended day program will provide up to an additional 86 hours of educational opportunity to students who attend the mathematics and reading programs. To alleviate transportation concerns for parents, the district will provide bus transportation home or to a bus stop near their home, for all students who attend the extended school day program.

Plan for Prioritizing Additional Instructional Time Signature Line

Johnnie S. Cain

7/13/2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date 07/13/2020

District/State Charter Name **Portales Municipal School District**

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Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.

A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital devices and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.

Option A-- Local Plan for Remote Learning

Remote Learning Plan: High School Seniors' Graduation Requirements

How are you ensuring credit requirements will continue to be met in a remote learning environment?

The Remote Learning model for Portales High School for seniors will look much like a regular day. Students will be provided online classes at the regularly scheduled time that the senior student would take the class should the student be in the regular school setting. The online class delivery will be made by the teacher teaching that class through the use of Zoom and Google Classroom. Assignments will be made and distributed in Google Classroom. Complete assignments will be returned through Google Classroom. Assignments that cannot be turned in through Google Classroom will be mailed or returned to an assignment drop-off area at the front of the high school in a designated location. Senior students will be required to participate in four classes each semester to include any required classes needed for graduation. Students who need more than four (4) credits to meet graduation requirements will take the additional needed credit classes with their regular subject teacher at the regular class period time. Students who need more than seven (7) credits for graduation will have the opportunity to enroll in Edgenuity Online classes to recover missing credits. PMSD will continue to require all students to earn 24 credits for graduation. Those students will be supported with current staff who are trained in the use and support of the program. Students will have access to support by phone, e-mail, or text. The school will provide Chromebooks to students who need a device. Should the student not have connectivity, the school district will provide an AT&T Hotspot. All students will be provided a semester exam at the end of course online. If a student is already making up credit through Edgenuity, that platform has been and will continue to be available for completion. Incomplete work at that time will still be accepted through the summer school period or later as is already prescribed through Portales High School. Students who do not choose to return to school during the "Hybrid" period will be provided online coursework through Edgenuity. These students with a need for a device or internet connectivity will be provided a Chromebook and AT&T Hotspot. Semester tests will be provided online. All students enrolled in the Edgenuity program will have access for support through the school's Edgenuity coordinator and teachers assigned to the Edgenuity program. Students will have access to support by phone, e-mail, or text.

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.).

Local and State ADC's will be utilized. Personalized competency based portfolios will be offered to students who might not meet the guidelines of the ADC's.

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

Counselors will contact all Senior students and families to review Next Step Plans. They will provide credit information and create a plan to help the student recover any credits that might be needed for graduation. Seniors who have not taken an ACT or SAT will be provided assistance in completing the application process and the most current information regarding testing locations or any online options that might be available throughout the year. Counselors and teachers will provide assistance with the use of Khan Academy as a test-prep tool for Senior use to help prepare for the test. All high school students, including seniors have an account with Khan Academy and is already a tool widely used throughout Portales High School.

Remote Learning Plan: Pre-K through 12th Grade

Please describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

Classes and instruction districtwide will be offered online and virtually through Google Classroom, Zoom, and Google Meets. Students who do not have computers will be issued Chromebooks to take home. Students without internet connectivity will be issued an AT&T hotspot. Grades K to 3 will primarily receive instruction in Reading and mathematics. Science and Social Studies lessons will be provided at least once on a weekly basis. Students will be expected to be online during the regularly scheduled meeting times. Assignments will be provided over the Google Classroom platform. Assignments will be graded and usual feedback to students will be provided by their teachers. Grades 4-6 will provide instruction in the core subject areas of Reading/Language Arts, Mathematics, Social Studies, and Science. Specials, choir, and band will be provided as discussed later in this document. Classes will be offered on a regular schedule as if in-person school was operating. Classes on Zoom may not require the entire regular period time, but students will be provided necessary literature, instructions, and assignments to be completed during that period of time or at a later date. Teachers will have office hours daily during their regular preparation period and will be available by e-mail or phone to answer questions that students might have about each daily lesson. Teachers will answer any calls and e-mails the day they are received. All students will be provided grades for completed assignments and gradebooks will be maintained to record successes and failures of assignments so that teachers will have needed data for reteaching opportunities and to determine passing nine-week and semester grades. Semester exams will be given to all students in classes for credit. If available, NWEA-MAP and ISIP assessments will be given online the first week of school to provide teachers with data they need to understand each student's academic needs. The data will also be used to determine what educational standards have been or have not been met so that teachers can determine where they should begin the school year within the curriculum. After receiving assessment data, teachers will work in disciplines or PLCs to create a curriculum and pacing plan that correlates to student needs based upon the data. MAP and ISIP data will be used to monitor student success and to help teachers to develop curriculum and lessons to ensure student rigor. This data along with formative data will be used by teachers to determine individual student needs and interventions. Additional instruction beyond the school day will be offered for students who score below the 20th percentile on either of the formal assessments. Students scoring below the 50th percentile will also be offered this additional instructional time. Any student whose parent believes addition instructional time is needed, will also have the opportunity to enroll in the additional instructional time. Students requiring credit recovery in high school will be enrolled in the needed class using the Edgenuity platform. Staff will be available for support with these classes by phone or e-mail.

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Each Edgenuity student will be notified as to the office hours for support. All elective classes in grades 7-12 will be offered and students must attend using the District platform and assignments will be given and grades issued for completed work. All core courses in high school and Edgenuity courses will terminate with a semester exam. Students in band, choir, media arts, and theater will continue to participate on-line and will provide video or audio to their teachers. Pre-K students will be provided instruction in reading only or as dictated by the FOCUS curriculum as applicable to an online environment. Parent meetings will be set as needed to determine why the students are not completing work. Parents will be advised that student expectations are high and in order to successfully complete a class, assignments must be completed satisfactorily. PMSD will provide an elementary summer school beginning in June 2021 in which these students can attend in person, if allowable, to recover missed educational opportunities during the regular school year. Those who attend will be provided instruction by certified staff and will be promoted upon attendance of the entire program with minimal absences with successful completion. High school and junior high school students will be provided an opportunity to attend the District's regular secondary summer school beginning on June 1. All primary instructional materials have been adopted from the PED approved adoption list. The District has adopted a Literacy Framework that includes supplemental materials and leveled readers for at-risk students and those needing more reading opportunities. The adopted materials were vetted by PED and included on the adoption list, therefore, identifying them as culturally and linguistically responsive, high quality instructional materials. The materials adopted and used are as follows: Mathematics: K-6th grades, Eureka Math; 7th – 12th grades, "Carnegie Learning;" ELA/Reading: K-6th grades, "Journeys" Houghton Mifflin Harcourt (HMH); 7th-12th grades "Collections;" Science: K-8th grades, "Elevate," Pearson: 9th-12th grade, "Science Dimensions Biology," "Modern Chemistry," "Science Dimensions Earth," "Essentials of Human Anatomy and Physiology," Pearson; Social Studies: Grades K-2, "Scholastic News", "Journeys," HMH, also use leveled readers; Grades 3-4, "Communities" "Regions," Pearson-Scott Foresman, "Journeys," HMH, also use leveled readers; Grades 5-6, "U.S. History" "World History," HMH; Grades 7-8, "The New Mexico Journey," Gibbs, "Western World," "United States History: Beginnings to 1877," HMH; Grades 9-12, "The Americans: Reconstruction to the 21st Century," "World History: Patterns of Interaction," "HMH Economics," "HMH United States Government," HMH.

What technology support will be available for families and teachers?

PMSD will use Google Classroom as its main source of online delivery. There will be other online resources that may come through different web addresses, but will be accessible through Clever. All students have a Google e-mail account. Parents will be issued Google e-mail accounts that are tied to their children's accounts so that they will receive daily or weekly progress reports, attendance reports, and as an address easily accessible by teachers and other staff who might need to contact parents for educational or other reasons. Teachers and technology staff will provide needed instructions for any platform not already in use. Teachers and technology staff will also provide any needed technology assistance by phone or online to parents to help them operate and make use of any program used by the District. Technology personnel will be available 8:00 a.m. to 8:00 p.m. to answer requests from parents. A phone number and e-mail address will be provided to parents and students to help them reach technology personnel for additional technology assistance.

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

Students who do not have a personal computer, working tablet, or Chromebook will be loaned a Chromebook owned by the District. Students who do not have internet connectivity will be provided with an AT&T Hotspot. PMSD began a new registration process this summer. As part of the registration process parents must indicate whether they have access to internet in their home and whether they have a device for each of their school age children. Using this data, PMSD will have the ability to determine who in the District needs an AT&T Hotspot and how many devices a family will need. Teachers will provide instruction regularly and will record that instruction so that students who might have missed it can have access to it at a later time.

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

Students already identified as requiring MLSS/RTI/SAT services will continue to receive the appropriate modifications or interventions as required by their plan with appropriate modifications to the distance environment. Teachers, administrators, or counselors will provide one to one support via teleconference or Zoom. Teachers will continue to identify students in need of services for referral to the MLSS/RTI/SAT teams as appropriate through use of academic data as would be completed in a regular classroom setting. Meeting with parents and teams will be accomplished through teleconference or Zoom as required.

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

IEPs will be conducted by conference or virtual call with parents, teachers, ancillary staff, and SPED staff. Transitional IEPs from C to B will be conducted timely in the same fashion involving the pre-school partners in the District. SPED teachers will work with their current student assignments by using telephone calls, e-mails, or another platform where there can be individual one on one communications for students who need additional instruction or support. SPED teachers with pull-out classes in Math and Reading/LA will continue to provide instruction. Additional support after class will be provided to students of those classes whether it be by the SPED teacher or assistant. SLP's will provide required services through the use of telephone and Zoom where available. D level classroom teachers will distribute buckets or bags of manipulatives with parent instructions. These teachers will make contact with parents to help them to understand how to use the manipulatives and possibly work through Zoom or taped video, if available, to model their use. PT and OT personnel will provide services by use of telephone, Zoom, or through Google classroom. Some offerings in PT and OT will be provided by sending their students videos of the therapists demonstrating various therapies that students and parents can utilize at home in their own time.

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

Bilingual education will be provided in the same manner as all other classes through the use of Zoom and Google Classroom. Students will be expected to attend classes at their regularly scheduled time and participate in lessons. All lessons will be recorded so that students who don't attend at the appointed time will have an opportunity to attend the class at a later time. Assignments will continue to be expected to be completed. The elementary schools will continue with the 50/50 model. Teachers will provide additional one to one support when requested or when a teacher sees the need for the extra support. Junior high and high school transitional bilingual classes will continue as normal on the online platform. As with all students, teachers will provide additional one to one support if requested or if the teachers identifies the need for individual students.

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

The university and colleges that provide dual enrollment courses have already planned for online courses should the need arise. They started this during the Spring semester of 2020 and have built upon their successes in their programs. School counselors maintain close contact with the university and colleges and will seek information regarding students who might be falling behind in those classes. High school administrators and counselors will support the university and college along with parents and students to assist with providing tutoring opportunities or other guidance. Portales High School already has in place strict requirements for students who wish to enroll in dual credit coursework that has shown a high success rate for college course completion. These requirements will continue to be in place for the 2020-2021 school year.

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

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Many EL students are in Dual Language classrooms in grades K-6 and Bilingual ELA classes in grades 7-12. These students will be serviced in their online classroom instruction by their bilingual certified teachers. Other EL students will be provided service as needed by the classroom teacher, an EL interventionist or coach. At-risk students will be monitored for participation by the classroom teacher. Any concern will be reported to the school counselor for follow-up. Engage New Mexico will also be used, if available, to help make contact with non-responsive students and families. School counselors and the Family Engagement Specialist will continue to make contact and work closely with at-risk students on their caseloads and as referred by classroom teachers. Migrant services will continue by use of phone and e-mail through our migrant department. Each family will be contacted weekly or more often depending upon need and teacher referral. The Bilingual Department will be available to speak with non-English speaking parents and to translate materials that are distributed to parents. The homeless population will be addressed on an as needed basis or as identified. PMSD has a Native American population of less than 2%. However, PMSD will make contact with these families to discuss any possible needs or concerns.

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

The District will be providing much of its content through Google Classroom. This program notifies teachers and parents of the daily participation by students. Students who do not log in or participate will be contacted to determine why they are not participating and to help create a plan that will help ensure participation in some manner. Students will be contacted by phone if they do not participate in a daily lesson. If contact can't be made by phone, they will be contacted by e-mail or Remind if applicable. School secretaries and counselors will also be provided with lists of students to contact to assist the classroom teachers. If appropriate, home visits will be made by administration or the Family Engagement Specialist to offer needed assistance. If available, Engage New Mexico will also be asked for assistance with non-responsive students and families.

Please describe your plan for Career and Technical Education.

Most CTE classes are offered through ENMU or Mesalands Community College and are dual credit classes. Media Arts at Portales High School will continue to offer instruction with projects being completed via the computer and use of cell phone or student owned camera video. All academic based CTE classes will be provided with virtual instruction and through Google Classroom. Some classes that require only hands-on type of instruction and practice will not be offered. However, some classes that also include academic and practical skills will begin with the academic portion completed through virtual and Google Classroom instruction with the expectation that when students return, the practical instruction and practice would begin or would be completed in the next semester.

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

Electives will be offered as all other classes. High School students must register and be successful in elective classes in order to remain on-track for graduation. Teachers in choir, theater, band, and media arts will continue providing learning opportunities for their classes. They will use online platforms to allow for students to complete projects and provide auditions of continuing projects and music. It is the intent for the District to allow these classes to provide performances once the school shutdown has ended. Junior High electives, other than those requiring hands-on practice, will be provided through the Zoom and Google Classroom platforms as any other academic class. Choir and Band will be provided in the same manner as that of the high school. Elementary Specials Teachers will be offering projects through individual websites and other platforms to provide projects in music, computers, art, and P.E. During remote learning, it appears that extracurricular activities will be suspended. However, academic type extra- or co-curricular activities will be available through

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the Zoom and Google Classroom platforms to provide such activities as MESA and Robotics and FFA or FCCLA. If available, e-Sports would also be offered during its season.

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?

Counselors and social workers, along with the secondary Family Engagement Specialist will continue working with students via phone on regularly scheduled meeting times. Teachers will make referrals to these people to assist with students who have not been participating in distance classes. All at-risk students already identified will be contacted as appropriate to offer any support available by phone, online, or through e-mail. Referrals to other mental health specialists will be made as needed. Counselors and social workers will be available to speak to parents who might be having difficulties juggling work, school, and everything that might be going on. Parents can also refer their children to a social worker or counselor if they feel there is a necessity. Counselors will also contact all Seniors to ensure completion of their Next Step Plans. They will continue to contact any senior who is in jeopardy of not graduating due to past failures or failure to participate as needed to acquire the needed grades or participation to receive credits remaining for graduation. Teachers and staff have all been trained in Signs of Suicide (SOS). Counselors who have been trained as trainers will provide training to all new staff. They will also provide a refresher course for all staff who have been trained. The District will also require teachers to complete SafeSchools Training in "Identification and Intervention of Child Abuse" and "Cultural Competence and Racial Bias" among others. The District will also work closely with the local Mental Health Resources, local Department of Health, and local medical providers to discuss referrals, training, or advice.

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

Counselors and social workers, along with the secondary Family Engagement Specialist will continue working with students via phone on regularly scheduled meeting times. Teachers will make referrals to these people to assist with students who have not been participating in distance classes. All at-risk students already identified will be contacted as appropriate to offer any support available by phone, online, or through e-mail. Referrals to other mental health specialists will be made as needed. Counselors and social workers will be available to speak to parents who might be having difficulties juggling work, school, and everything that might be going on. Parents can also refer their children to a social worker or counselor if they feel there is a necessity

How will you ensure continued mandatory reporting and wellness checks?

Because students will not be in school, discovering mandatory reporting issues will be more difficult. However, since it is the intent of the District to be in contact with all students on a daily basis, teachers and staff will use their training to attempt to recognize any signs of neglect or abuse through observation on the Zoom platform or through conversations had with students during the Zoom class time. Teachers will be reminded to look for different behaviors and to take note of students who are not attending classes as required. Any student who cannot be contacted or does not attend classes will be referred to administration for possible referral to school counselors for immediate follow-up. As with any recognition of abuse or neglect, teachers will be expected to make any mandatory referrals as required by law.

Family & Community Communication

How will you keep families informed about changing circumstances?

PMUSD will use its School Messenger system that sends automated calls to all numbers in the Student Information System (SIS). The same message will also be provided by e-mail to all parent and student e-mail addresses maintained in the SIS. Each parent will also be assigned a Google e-mail address to track their children's Google Classroom account and as another means of contact by teachers, administrators, or for important information that is relayed by the District. Important information will be shared with local radio stations and the local newspaper. Important information that is sent through SIS will also be posted on the District's website and Facebook page. A huge effort was completed to update parent phone numbers. All students, prior to the 2020-2021 school year must register for school using the District's new online registration system. This process cannot be completed without providing current phone numbers and addresses for every student who registers. The local news media will continue to be a resource to provide current information regarding the Districts Remote Distance Learning Program. Supplemental, family engagement information, and all District platform links are posted to the District website. All recorded or written instructional information links will be posted as they become available.

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

Central Office is open Monday through Friday from 8:00 a.m. to 3:30 p.m. Parents have been asked to call Central Office with any questions or problems they may have. Parents can e-mail their child's teachers at any time to ask for assistance. Parents will be given a number to use for tech support that will be available from 8:00 a.m. – 8:00 p.m. Parents can use tech support for platform issues or any computer issue that might arise. A technology e-mail address will also be provided to allow parents to e-mail technology questions. A District e-mail address will be created to provide another access to the District for questions or concerns. Any incoming e-mails will be reviewed and forwarded to the party within the District that the e-mail concerns. Supplemental and other instructional material and resources have been added to the District website to provide parents with additional recommendations to assist their students at home. Counselors and social workers, along with the secondary Family Engagement Specialist will continue working with students via phone on regularly scheduled meeting times. Teachers will make referrals to these people to assist with students who have not been participating in distance classes. All at-risk students already identified will be contacted as appropriate to offer any support available by phone, online, or through e-mail. Referrals to other mental health specialists will be made as needed. Counselors and social workers will be available to speak to parents who might be having difficulties juggling work, school, and everything that might be going on. Parents can also refer their children to a social worker or counselor if they feel there is a necessity. Counselors will contact all Seniors to ensure completion of their Next Step Plans. They will continue to contact any senior who is in jeopardy of not graduating due to past failures or failure to participate as needed to acquire the needed grades or participation to receive credits remaining for graduation.

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

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The Bilingual Department will be available to speak with non-English speaking parents and to translate materials that are distributed to parents. All materials distributed to parents will be in both English and Spanish. All calls sent through the District SIS will provide either an English or Spanish option.

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

At this time, it appears that all childcare (daycare) centers in Portales are full with existing clients. The District operates a Daycare center at Portales High School. The Daycare offers services to parents in the GRADS program, to PMSD staff, and to the community if spots are available. The District is attempting to receive approval from CYFD to open a temporary center at an alternate location within the faith based community at one or two local churches. Should this be approved, certified daycare staff would be assigned in the new locations to work with volunteers to provide additional needed daycare opportunities for the community. If this is not allowed, the District has additional limited space that would allow for additional children to be placed if staff can be acquired. The District will keep a list of parents in need of Daycare services and will maintain communication with all local Daycare centers to help place children when opening occur.

Other

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

Reflection will happen on at least a weekly basis as teachers meet virtually with their principals and other staff meet with their directors. Processes will be reviewed and revised as needed during these meetings. Principals and Directors will share this information with Central Office Administrators so that any additional supports can be located and supplied if feasible. The programs and delivery methods will also be evaluated at least weekly to determine the efficacy of programs used and determine whether changes need to be made or another method chosen. Results will be determined at the end of school when data is retrieved that demonstrates the number of students who successfully completed their programs. This data will be used to determine which students will need to be placed in a summer school setting to help ensure they are prepared for their next academic year at their new grade level. Teachers and staff will be provided a survey at the end of the year that will allow for reflection on what was done and how well it worked and to provide ideas that can be archived for later use should such a situation occur in the future.

Please see next page.

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Option B -- No Remote Learning Plan

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

Click or tap here to enter text.

Local Plan for Remote Learning Signature Line

Johnnie S. Cain

7/13/2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically