



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/>

6/25/2020

ASSURANCES DOCUMENT

Date: July 10, 2020

School District/State Charter Name: Hatch Valley Public Schools

Name of Person Completing Assurances: Michael M. Chavez

Contact Phone Number: 575-267-8200

Contact Email: mchavez@hatchschools.net

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

1. the LEA will follow the requirements for 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.

Michael M. Chavez

Greg Mitchell

July 10, 2020

Superintendent

School Board President

Date


Mike Chavez (Jul 10, 2020 17:32 MDT)


Greg Mitchell (Jul 10, 2020 17:28 MDT)

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 July 10, 2020

District/State Charter Name Hatch Valley Public Schools

(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.

In addition to the inclusion of 10 additional days to the instructional calendar as listed above in #1, Hatch Valley Public Schools will also be implementing an intervention/enrichment period where all HVPS students receive twenty minutes of daily instruction during the school year solely focused on academic gaps for students who are more than one year behind academically. Interventions will be intentional, differentiated and focused on reading, numeracy, language development, learning disabilities, learning barriers associated with poverty, and social/emotional health. An additional emphasis on credit recovery will be included for high school students with the priority focused on seniors. Enrichment opportunities will be provided for students who are less than one year behind academically. Students will be monitored weekly to track progress and/or increase the level of intervention. This additional course will be reflected on every student's class schedule and submitted through STARS. Lastly, the 20 minutes devoted to the intervention/enrichment period will be in addition to the statutory instructional requirements of 990 instructional hours for K-6 and 1080 instructional hours for 7-12.

6/25/2020

Plan for Prioritizing Additional Instructional Time Signature Line


Mike Chavez (Jul 10, 2020 17:32 MDT)

Michael M. Chavez

July 10, 2020

Superintendent

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date July 10, 2020

District/State Charter Name Hatch valley Public Schools

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?

Degree audits for all HVHS students will be completed prior to the beginning of the school year. Adjustments to schedules will be made to ensure all students are on-track to graduate. Intervention and/or credit recovery will be the first priority of a new flex period developed as part of an approved blueprint through the High School Redesign Network. Credit recovery courses will be provided through schedule changes and/or courses offered through Edgenuity. Principals, Counselors, and Registrar will also continue to monitor progress at mid-term and each grading period to ensure credit requirements are being met.

6/25/2020

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.).

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

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

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

Counselors will make phone calls home and/or conduct video conferences to meet with students and parents and check on their academic progress. They will monitor their current completion of NSP and continue to fill in the forms based on information collected from phone calls. We are investigating if a proxy signature can be acceptable with permission granted over the phone in lieu of having parents and students travel to campus to sign the documents.

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.

6/25/2020

Chromebooks will be issued to all students requesting a device. A virtual learning platform (Canvas or Google Classroom) will be the foundation of implementation. Curriculum coverage will cover the normal scope and sequence aligned to the CCSS and our adopted high-quality instructional materials. The core curriculum will be supplemented through adopted software programs focused on reading, math, language development, and CTE. Grading will be determined by student participation and attendance, level of proficiency of content. For students without internet services, teachers will record lessons and copy onto CD for distribution. In addition, hardcopy learning packets will be issued and arrangements will be made with parents to collect completed work for grading. Schools will also make limited attendance to school sites available utilizing the guidelines under PED's Reentry Guidance Plan of 5:1 for special circumstances and special needs students.

What technology support will be available for families and teachers?

Our district technology support department will communicate contact information to all families as well as hours of operation when assistance is needed. The district currently has a tech support process available to all staff to request support. In addition, parents and/or students may contact their teacher directly with issues regarding access to the learning management system or software.

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

The district is prepared to issue a Chromebook to all students of HVPS. The challenge for families who do not have internet services at home is the poor cellular service in our area. There are many "dead spots" or areas with weak signals that make accessing the internet or software near impossible. To help in this area, we are installing external antennas to extend the wireless signal into the parking lots of our high school, middle school and one of our elementary schools. Lastly, if needed, we will open each school for a limited time at a ratio of 5:1 for students to access the wireless and log-on to instructional materials.

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

For our students most at-risk, schools will make arrangements to bring students to school at a 5:1 ratio for limited attendance. HVPS will also purchase intervention software that is differentiated to individual student need and will address tier 1 and tier 2 interventions in supplementing the core curriculum for all students. This will be required of all students who are more than one year behind in grade-level. Enrichment opportunities will be provided for students who are less than one year behind academically. Data will be monitored weekly to chart progress of students and interventions will be adjusted accordingly. School counselors and social workers will play a vital role in meeting student social emotional health. They will be required to check in with student and/or parent to provide assistance and support.

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

SPECIAL EDUCATION STAFF WILL ESTABLISH OFFICE HOURS AND A WEEKLY SCHEDULE- Special Education staff (Case Managers, Paraprofessionals, Related Services Staff) will submit a weekly schedule of Virtual/On-line instruction to the Director.-Special Education staff will establish Office Hours and submit them to the Director.- Special Education staff will establish a protocol for Learning Packets pick-up and submit them to the Director. SPECIAL EDUCATION STAFF EXPECTATIONS:-Special Education Case Managers and Related Service Providers will ensure that students with disabilities have equal access to the same opportunities as general education students, including the provision of FAPE.-Special Education Case Managers and Related Service Providers will provide a weekly schedule to the Director of Addendum IEPs scheduled to change/modify annual IEP.-Special Education Case Managers and Related Service Providers will continue to work on IEP and Evaluation paperwork within required timelines.-Special Education Case Managers and Related Service Providers will provide Director notice of IEP Meetings being held via telephone or video conferencing formats (Google Hangouts, Google Duo).-All Special

6/25/2020

Education staff will document communication with student/parent(s) in PowerSchool Special Education on a weekly basis.-All Special Education staff will modify information and or materials for students with disabilities based upon their unique needs according to their IEP. -All Special Education staff will provide alternate formats to facilitate effective communication for individuals based on their unique needs (i.e. deaf/hard of hearing, blind or visually impaired etc.).-Special Education Case Managers and Related Service Providers will document in Prior Written Notice (PWN) an alternative plan to accommodate/modify educational services to those students with complex needs for whom the Virtual/On-Line/eLearning program is not a feasible option. SPECIAL EDUCATION INSTRUCTION: Special Education staff will establish and communicate time periods (Office Hours) when they are directly available/reachable by students and parents to provide instructional support, guidance using teleservices, Virtual/On-Line/eLearning and/or Learning Packets.-All Special Education staff will be available to support families with educational services.-All Special Education staff will provide instructional accommodations, modifications, and support to students with disabilities based on their goals and objectives. -All Special Education Case Managers and Related Service Providers will design lessons that include:* An instructional component* Practice Items* Application, and* Demonstration of learning, based on IEP Goals & Objectives* Demonstration of competency and/or progress towards goals and objectives-Special Education staff will establish Learning Targets for Weekly Activities /Lessons (focus on learning and student progress rather than due dates)* Ensure students understand directions (what is expected).* Provide instruction (as needed).* Establish points or methods that will be used to assess student progress.-Special Education Case Managers and Related Service Providers will document NM Common Core Standard(s) being addressed based on individual goals and objectives.-All Special Education staff will adjust Reading Level based on individual goals. -All Special Education staff will adjust Math Level based on individual goals.-All Special Education staff will adjust learning objectives to accommodate student's learning and progress based on their goals and objectives. ADDITIONAL MEASURES TO SUPPORT STUDENTS WITH DISABILITIES: Collaboration with General Education staff to deliver instruction, learning packets, and accommodations/modifications. Communicate and connect with student's/parent(s) on a weekly basis. Provide guidance and support to families using multiple methods, such as, teleservices, or Virtual/On-line/eLearning and/or learning packets. Provide multiple ways to demonstrate learning (i.e. checklists, choice boards, PowerPoint presentations, simple hands-on tasks with materials easily found at home.

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

The same format and expectations mainstream teacher operate under will also apply to bilingual teachers. The only thing different will be the delivery of instruction through two language at a rate of no less than 50/50. A Curriculum Articulation Plan will be developed to define the program model and schedule of English and Spanish use. All materials purchased for the bilingual program are available in both languages including textbooks, software and supplementary materials.

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

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

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

EL Students - All teachers will incorporate at least one language objective per lesson, and will plan lessons with the same support students received before transitioning into school closures. EL students will also have access to Rosetta Stone, a language support platform that promotes all language domains. Students will also have access to

6/25/2020

Imagine Learning platform where they can access Literacy lessons tailored to their level. Imagine Learning also provides Spanish Language Arts curriculum where they can enhance their native language skills. Migrant and Homeless - Supporting our at-risk students will be done on a case to case basis as each student and family have different needs of support. Open communication with our students will be maintained through our truancy coaches, counselors, social workers, migrant liaison and homeless liaison. PD will be provided to teachers in identifying basic needs students may have so help may be provided. A portion of our students do not have access to food, clothing, or toiletries. Once we identify these families we will reach out to them and have "care packages" provided with supplies we have on hand at each school site. These include soap, shampoo, deodorant and socks. We will also work to find resources if food, clothing or school materials are needed and will schedule a meeting via phone with the parents to ensure that students are receiving any supplies they may need as well as schedule a pick-up time at the schools. If a student is not responding to online classes teachers will then follow up with the guidance counselor about them and as a team we will try to get packages to them with work. School counselors and social workers will look into the students who are at risk and reach out to parents to find resources as far as counseling, coping mechanism, and how parents can help them with their emotional needs.

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

Each school site will establish their own expectations and held accountable by the school-site principal.

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

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

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

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

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

Please describe your plan for Career and Technical Education.

Each school site will develop a CTE plan. They are as follows:

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

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

6/25/2020

experiences.

RGE – Each teacher will be creating a unit of study that includes career education for all students at Rio Grande.

This unit of study will take place through our Social Studies Curriculum.

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

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

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

Each school site will have an elective/specials plan. Each plan is as follows:

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

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

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

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

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

Social and Emotional Supports

How will you 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?

Building student culture will be a focus of the district this school year. Teachers and staff will be trained in building relationships as part of a district-wide roll out of rigor, relevance and relationships. In addition, the district will adopt the Family Leadership Institute as a parent education program focusing on meeting the social emotional and advocacy needs of our students. These implementations will be led by our social workers and counselors who will also include our school health assistants and district nurse. In addition, we will partner with outside organizations and local churches to provide additional resources for students and families.

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

6/25/2020

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

Neuroadsequential Network four-part series provided by Dr. Bruce Perry. The following topics will be covered:

Patterns of Stress determine Risk and Resilience, Understanding State-dependent Functioning, Emotional Contagion, Sequence of Engagement. There are also counselors available on site at our Health-based Center and via video conferencing to help our students with their social-emotional issues.

RGE - Social and emotional well-being and support will be offered so students may manage thoughts, feelings and behavior positively so they can enjoy life, maintain positive relationships and work toward their goals. It is the goal of Rio Grande Elementary to continue to provide support in the area of Social Emotional Well Being. In Addition, Staff will utilize daily phone calls to reach out to parents and check on well-being of students. Below are a list of resources for parents should the need for support arise.

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

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

<http://csefel.vanderbilt.edu/resources/family>. www.pbis.org

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

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

How will you ensure continued mandatory reporting and wellness checks?

A daily log will be required of all teachers, counselors, social workers, principals, nurse assistants, attendance coaches, migrant and homeless liaison and SRO. Logs will be collected weekly and included in a school-site spreadsheet which will then be sent to central office for monitoring. Accountability checks and follow-up phone calls will be made by building and central office administrators.

Family & Community Communication

How will you keep families informed about changing circumstances?

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

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

6/25/2020

circumstances.

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

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

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

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

GES and HVES -Teachers will be provided videos and online resources to post for students and families addressing such topics as 'isolation', 'stress management', 'coping' and other issues affecting their home regarding their new learning environments. Teachers, the social worker, and principal will check-in with families and if a specific social emotional need arises, the team will share resources and help find solutions. The social worker will also have virtual office hours to assist and support families and students. There are counselors available on site at our Health-based Center and via video conferencing who to help our students and families with their social-emotional issues.

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

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

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

<http://csefel.vanderbilt.edu/resources/family>. www.pbis.org

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

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

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

Because HVPS has a large Spanish speaking population, all communication is done in English and Spanish aligned to the Office of Civil Rights criteria.

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

6/25/2020

There is one childcare facility in our district available to parents in the community. In addition, HVPS operates a childcare on the campus of HVHS for student parents and staff members. Beyond these two resources, individual providers try to meet the need of childcare in our community.

Other

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

Please see next page.

Option B -- No Remote Learning Plan

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

Click or tap here to enter text.

6/25/2020

Local Plan for Remote Learning Signature Line


Mike Chavez (Jul 10, 2020 17:32 MDT)

Michael M. Chavez

July 10, 2020

Superintendent

Date

Please print signature or sign electronically