



REENTRY ASSURANCES DOCUMENT, PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME, AND LOCAL PLAN FOR REMOTE LEARNING

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 2021-2022 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; or
- (2) a five-day school week and one hundred ninety instructional days during the 2021-2022 school year; or
- (3) a four-day school week and one hundred sixty instructional days during the 2021-2022 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 6/24/2021 District/State Charter Name Gallup-McKinley County 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 2021-2022 school year;

(3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2021-22 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.

The Gallup-McKinley County Schools (GMCS) will use ARP funding to support a K-8 Academic Camp and 9-12 Credit Recovery Camp from July 12 to July 29, 2021. This is a voluntary event in which students are encouraged to attend but are not required. GMCS has advertised the event at all school sites during May and June 2021

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(GMCS's last day for the 2020-2021 school year was June 24, 2021). In addition, radio and newspaper advertisements have been created at the District level to advertise student participation.

GMCS will use ARP funding to support an After-Hours Academy (AHA) and a Microsoft Teams Homework Hotline throughout the 2021-2022 school year to encourage student tutoring, credit recovery, and enrichment activities after school hours.

LOCAL PLAN FOR REMOTE LEARNING

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?

All students were referenced before the master schedules were created to make sure students had the requirements necessary to achieve graduation. The students will not be taking a lightened load and will stick to the originally assigned course loads to ensure students do not miss out on any graduation requirements. Schools and counselors along with their early warning systems will monitor grades to make sure that any missing credits resulting from a failed course will be rescheduled through credit recovery to keep students on pace for graduation.

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.).

Our local board policy has identified the following as local demonstrations of competency: ASVAB score of 31 or above; Work Keys exam score of 4 or better in each subject; One year internship with a satisfactory rating on the district rubric; One year of employment of 15 hours or more a week with a satisfactory rating on the district rubric; a Letter of Acceptance (not conditional) into a 4-year, trade, or vocational school; Completion of the Senior Honors Research course and successful completion of the portfolio based on the district rubric; Completion of a portfolio with a satisfactory rating on the district rubric.

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

Graduation progress for each 9-12 grade student will be carefully audited through GMCS SIS by the assigned counselor prior to the start of school. Students will be scheduled into a content and elective courses dependent on progress towards graduation. Seniors will be prioritized in the master schedule and offered the ability to acquire seven credits in a hybrid learning model as well as credit recovery opportunities if necessary. Student assigned counselors and administrators will monitor student progress both in person and remotely through Microsoft Teams and email. Student Next Step Plans will be completed by September 15, 2020 either in-person or remotely. Students attending school two days a week will complete their Next Step Plans during their weekly Employability Skills Course and monitored in person once a month by their assigned counselor. Counselors will facilitate student enrollment in credit recovery based on progress monitoring of graduation progress and Next Step Plans. Students opting for full remote learning will complete the Next Step Plan via distance learning on their provided device using

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Microsoft Teams. Assigned Employability Skills teacher and assigned counselor will collaboratively facilitate and monitor this process. Credit recovery will also be offered remotely as needed. All graduation progress and Next Step Plan completion will be monitored by school site administration, GMCS Curriculum and Instruction / STARS. Additionally, GMCS has purchased the online learning platform APEX to utilize as an ACT and SAT remote prep tool. All high school students will have access to APEX SAT and ACT test prep tutorials. GMCS students will also have remote access to APEX and Khan Academy for skills remediation and test prep.

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.

Monitoring of all technology will be conducted through web filters (Forti Client) that will block children from accessing inappropriate websites and content. The District will have a report, each day, that gives a web history of any student or staff member and their movement on the internet. If an issue occurs, the software will develop a report to the technology department who will report it to the school leader and teacher. The Learning Management System (Microsoft Teams) checks attendance while the video features allow the teacher to see the students while in class. Each teacher is given the ability to filter content in the student chat and delete items that are inappropriate for the entire group. The district is also purchasing an application that takes snapshots every 10 seconds to indicate a teacher's presence on-line (while logged in) and is providing students instruction throughout the workday. Teachers will collect two grades for each student per week as indicated by District policy. If that work does not get submitted, the teacher will call the student's family on Fridays to clarify issues.

All school administrators will have access to the district Classroom Walkthrough Tool (CWT) to support teachers with virtual walkthroughs. Also, instructional coaches will be providing support and coaching for teachers in the use of Microsoft Teams, virtual teaching best practices, curricula acceleration and alignment with local scope and sequence, support with virtual DDI and how to support students with potential intervention, etc. Microsoft Forms will be utilized to assess student engagement and mastery of standards/learnings, as well as end of week phone calls from teachers to students/parents/families to evaluate student needs and the effectiveness of virtual learning. A variety of applications and programs will be available to schools (teachers and admin) to support in the differentiation and evaluation of student learning.

Each student and teacher will receive a laptop or iPad that will go from the school to home environments, daily. Students will receive instruction in class and on the Microsoft Teams platform, which is supported by Microsoft Word, PowerPoint, Excel, Stream, OneDrive, and OneNote. Microsoft Teams connects to the District's Synergy Student Information System, which will allow grades to be entered on the Microsoft platform and automatically copy to the information system for reporting purposes. Microsoft Teams' video functions along with Stream's video streaming services will allow students that attend school and/or remain at home while having access to the day's instruction by the teacher. All students will be assigned to Teams and will have access to the video collaboration tools available with the platform. The District will continue to support schools through the GMCS Elevate 2022 Instructional Expectations, which define exemplary instruction, learning goals, and require schools to reflect and use the Multi-Layered System of Supports (MLSS) being introduced by the NM PED in 2021-2022

Student engagement will occur in the classroom and at home through the distance learning platform, Microsoft Teams, which allows students and teachers to communicate and share information via video. Teachers will monitor the completion of assignments on the online learning platform, as well as the time spent on the online learning platform.

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GMCS has selected instructional materials through a rigorous process for all core courses. The instructional materials that have already been in use within the district include ELA (Wonders/Springboard/Houghton-Mifflin Harcourt), Science (Pearson/McGraw-Hill), Social Studies (various publishers, all adopted materials), and Math (Pearson/Carnegie Learning). Our district only selects instructional materials that are aligned to CCSS and are on the adopted listing from the NMPED. Moreover, when reviewing the textbooks our committee members are required to review and score the textbooks cultural relevance and EL supports. Our newest textbooks were adopted based on their overall score including their culturally relevant material and EL supports (Science and Math). Additionally, we have created culturally relevant materials that are aligned with our local scope and sequence that are responsive to the Native American population within our district. These materials are integrated within our standards-based curriculum/scope and sequence and teacher have continuous access to these materials. All text publications have been or will be digitized or made available via the internet (link) so materials can be downloaded as instruction proceeds in all core areas ensuring students have the needed reading materials and classroom information in class and at home. For PreK, our district utilizes the FOCUS curriculum identified by the state of New Mexico. This curriculum and the materials will be provided to students/families both digitally and in print to support the needs of all families. Teachers have received professional development on all instructional materials, and for newly adopted materials teachers will be trained before school begins and throughout the year. The GMCS Year-at-a-Glance (YAG) is online, housed on Microsoft SharePoint, and focuses on those CCSS that are essential for students to master. The YAG links teachers to high-quality resources that students need to visualize and process their potential learning targets.

GMCS will continue to follow Board Policy in terms of grading and attendance. This policy will continually be communicated to parents/guardians/families through multiple outlets of communication (letter, text message, social media, website, etc.). Teachers will be required to enter two grades weekly for each child in all settings (in class, blended, and distance). Assignments will be turned in through the Teams platform. Attendance will be taken by students attending through the hybrid (in class and at home) model or participating full-time online. GMCS will also follow the compulsory student attendance policy. Also, Friday morning's teachers will use online platform engagement data to monitor at-risk populations and provide intervention for struggling learners.

What technology support will be available for families and teachers?

Each student in grades 6-12 will receive a Dell Latitude 5400 touchscreen laptop to work on at home and at school. Students in grades 3-5 will receive refurbished and reimaged laptops that were purchased by GMCS prior to 2021-2022 to go from home to school. Students in grades K-2 will each receive an iPad to functionally use educational applications (e.g., iStations, Starfall, iXL). All teachers have been or will be trained on the use of Microsoft Teams and the Microsoft 360 platform as a staging area for the blended learning that will occur in 2021-2022. A support structure has been enhanced with the hire of an additional 8 technicians to help teachers, students, and families troubleshoot areas of difficulty with their assigned devices. Professional Development will support teachers each month through troubleshooting learning issues that occurred during the previous blended learning cycle. The district is looking into WIFI hotspots and/or other internet connections that can be purchased by the district and placed in the households throughout McKinley County. Until the home internet divide can be closed, school buses will be equipped with hotspots and placed in critical areas to allow families to get internet where not normally available and the school district will reimburse a portion of the cost of the internet service to parents.

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

The Gallup-McKinley County School district has been developing, throughout the 2019-2020 school year, a plan for a mid-school role out (6th through 8th grades) of a 1:1 learning initiative where students are issued a computer-based device for school/home use starting in the 2021-2022 school year. The original role out had all students in grades 6th through 12th receiving laptops that would go from home to

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school by 2022. The plan is now adjusted for a much larger scale. 9th through 12th grade students will also receive a laptop with Microsoft Teams, as the video and digital sharing platform, to use in the classroom and at home with students using ESSSR funding. 3rd through 5th grade students will be issued devices that were procured by the middle and high schools in previous fiscal years. Kindergarten through 2nd grade students will receive iPads through ESSSR funding. School buses will have hot spots installed to allow students to access the internet when in route to school/home, which is especially important for our students being transported on Navajo and Zuni tribal reservations. In addition, due to the very rural nature of GMCS, the potential of leaving buses parked in specific cellular/WIFI dead areas to provide internet access is being researched. The original intent of the 1:1 learning initiative was to enhance learning of NM standards through technology, however, with Covid-19, the goals will evolve as needs arise.

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

GMCS has laid out Elevate 2022 District Instructional expectations for school instructional leaders and employs 4 Directors of Instruction (DI) who supervise, coach, mentor, monitor implementation of the plan, and evaluate every principal. The document is divided into 5 areas, with expectations, resources, and artifacts differentiated into 3 categories. In the area of assessment, the principal ensures that students take the district created three-week core reading and math curriculum-based measures. (NM PED STATE SUMMATIVE format and writing rubrics) The principal at each school site, with support from their DI, develops and implements a site-based plan for use of formative assessment to monitor student progress toward mastery, inform instruction and interventions, including for diverse populations (Layer 1, Layer 2, and Layer 3).

In the area of Data Driven Instruction, **the instructional leader will develop and utilize processes & protocols to analyze data:**

Interim Data Day:

- Designing of lesson plans, assessments, interventions, and determine resources and monitor effectiveness of school-level instructional practices
- Use of interim assessment data to scaffold learning and differentiate for small group and interventions.
- Assist teaching staff in setting predictive achievement/growth goals for the interim assessment (minimum of 10% growth).
- School-wide achievement goals are posted and discussed with stakeholders.

90-Minute Weekly Data Meetings:

- Individual student results from multiple types of assessments are regularly reported and used to drive instruction. (e.g., daily formative assessments exit tickets, attendance, SRI, iStation, WIDA/ACCESS, AimsWeb, ECOT, NM PED STATE SUMMATIVE, NMASR, DLM, etc...)
- There will be opportunities, during these weekly meetings, for teachers to meet vertically and identify standards not mastered, not taught, and prepare corrective instruction plans.

In the area of Core Instructional Delivery:

The instructional leader provides a clear vision as to how instruction should be addressed in the school.

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- All core teachers will utilize and align classroom instruction to the 2021-22-GMCS YAG (Year-at-a-Glance) and curriculum
- Monitor and evaluate teacher progress towards effectiveness using CWT tool with feedback
- Ensures Core (ELA/Math) instructional time is utilized to provide both whole-class and small-group instruction to all students.
 - 90-minutes Reading K-5 (MLSS, NM Reading Framework)
 - 40-60-minutes Reading 6-8 (MLSS)
 - 2-4 hours literacy 9-12-connected learning across instructional areas (MLSS, CCSS)
- Master schedule developed based on student needs and completed / submitted by assigned deadlines.
 - Must include purposeful adult contact time to build relationships with students and implement Employability Skills Curriculum-minimum of 3-times per quarter. This promotes and responds to the supporting well-being, cultural responsive teaching/learning, and support of the whole child.
- Ensure that core, supplemental, and interventions materials and programs are implemented with fidelity and monitored with multiple data points for effectiveness.
- Align College/Career pathway courses to NM PED career clusters-monitor year 1 implementation
- Implement Employability Skills Curriculum in grades 6-8-document progress

Each grade level has a high-quality core curriculum in math and reading that is aligned with CCSS, meets students' needs, and is culturally and linguistically responsive. There are school-wide expectations for using the core curriculum and the expectations are monitored by administrators. School-wide (or grade-level-wide) CBMs are in place; data are used for progress monitoring interventions. District and school administrators have a system for monitoring CBM implementation and progress monitoring. The school administrator observes instruction in every class at least biweekly (two times/month) and has an effective system for providing effective, useful, and timely feedback. The observation may be a classroom walkthrough. Teachers receive support and coaching to implement feedback and school administrators follow through. Core content teachers have curricula to support Layer 1 core instruction aligned to the CCSS or content standards, Layer 1 interventions, and Layer 2 targeted interventions. There is a formalized system of collaboration for staff with regular meeting times and locations. Collaboration times yield a product focused on supporting all students, Special programs instructional staff participate with regular education staff and health and wellness staff as equals and all share responsibility for the product. Agendas and resolutions for collaboration times are published. Responsibilities for progress monitoring and intervention plan implementation are documented. Each school will provide students, when they attend in-person, the opportunity to participate in after-school programming focus on intervention – prioritized for at-risk students. Moreover, students that are participating in remote learning will be supported through the use of various online programs and software that target their individual intervention needs (I.e. APEX, ABC Mouse, Imagine Learning, Istation, Edgenuity, etc.). The above will also be utilized for academic tutoring, and credit recovery.

Moreover, GMCS has made modifications to our local grade level/content scope and sequence (Year-at-a-Glance/YAG) to respond to learning loss and to be equitable to all learners. We have highlighted target standards for each quarter (9-week period) that are aligned to the NMCCSS learning progression. Moreover, we will utilize curriculum-based measures (CBMs) and local interim assessments to identify skills and standards where teachers can participate in corrective instruction as well as gather data on student achievement and growth. This will respond to individual student learning loss and support teachers in whole and small group teaching both in-person and virtually. Regardless of a student's

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physical location (hybrid or remote only learning) all students will be progress monitored through the use of district CBMs and our interim assessments. This will provide valuable information for data-driven instruction, intervention, and corrective instruction.

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

GMCS will be taking a tiered approach to the provision of services for students with identified disabilities and address the needs of students based on the guidance provided by NMPED. Electronic methods will be used to facilitate IEPs and other related meetings to mitigate unnecessary contact with educators and community members. For families without adequate access, parents will engage in telephonic means to ensure participation in the development of their students' supplemental services and supports. IEPs will be developed to need the students' needs in a hybrid or remote learning setting.

GMCS will develop a framework and continuous supports to each school in order to adapt to specific community and school needs, while hybrid and remote models are in effect. Personal care assistants will remain with their assigned students regardless of the student to teacher ratio.

Transportation of students with disabilities will continue to be provided as dictated by the current IEP. GMCS will work directly with families to develop appropriate plans for students who are medically fragile or immunocompromised as well as adhering to the established guidelines and protocols.

Students participating in face to face learning at the school site will receive health and related therapy services while adhering to social distancing protocols. For those families who choose a remote learning environment, tele-practice will be utilized.

Staff will be trained on using Microsoft TEAMS to facilitate classroom supports. All related service providers will be trained in using tele-practice basics. Ongoing training will be provided to teachers and staff on IEP/SPED document development on the new SIS.

All staff will be required to wear PPE and be trained in its usage/disposal. All surfaces will be cleaned according to state and district guidelines and protocols regularly.

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

The GMCS bilingual heritage language program will continue to provide instruction in both the Navajo and Zuni languages as well as Spanish. Students who are in the bilingual program will receive supports towards learning an additional language and will be provided the support they need to earn the State Seal in Bilingual/Biliteracy. The district will work with individual teachers to ensure they are properly endorsed/licensed to teach the languages.

All bilingual teachers will receive training on the hybrid and remote learning environments as well as using electronic methods of delivering instruction. Additional supports will be provided to the teacher to ensure students are receiving quality instruction. Teachers will communicate with parents on a regular basis using either internet or a telephone.

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

GMCS students will have access to all partnering post-secondary institutions offering dual credit for the 2021-2022 school year. All GMCS students will be provided a learning device and access to the internet either remotely or two days a week on site. A hybrid model will be offered to all students where they may attend scheduled classes on campus twice a week while working through distance learning the other three with support from both the GMCS dual credit teacher and University Course Instructors. Students will follow the policies as outlined by the cooperating university. Students choosing full online learning will be supported through both the university's

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platform and GMCS Microsoft Teams with an assigned GMCS support teacher. GMCS Curriculum and Instruction Department will work to secure MOUs with partnering universities and to offer a diverse selection of dual credit courses aligned to GMCS College and Career Technical Education Pathways and Programs of Study.

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

Following the guidelines and direction of McKinney Vento, at-risk students enrolled in the district, will be provided the necessary supplies. They will be monitored academically through the Student Assistance Team process if they are having difficulty. Parents will be called if students are having academic or attendance difficulty to see how the district can better meet their needs in school.

For all GMCS students, to include our at-risk, Native American and those who are served under the Title programs, there will be supports at each school. Students will use technology as a method of learning for all grade levels; students will be given a device to use in school and at home. Teachers will be trained on using technology as an additional method of instruction. Two-way communication will be used to ensure students are learning and given appropriate supports.

English Language Learners will receive the supports that they need to be successful. Classroom teachers will be trained to use the supplemental resources to support the remote and hybrid learning environments. Electronic and hard copy resources will be available for students depending on the learning model of choice. Ongoing support for the teacher, instructional coach and principals will be in place.

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

Educators/staff will check in with students every day of the week. The hybrid model allows for students to receive face to face instruction, as well as digital learning at home. Teachers will collaborate weekly to identify high risk students, and work with them individually on Fridays. Teachers can make phone calls, use teams, and/or email to communicate with these families. Teachers will still have face to face contact with all students 2 days per week, and remote contact with students during the at home days. The duration of the contact by the teacher will vary depending on the needs of the students.

Please describe your plan for Career and Technical Education.

All 9 – 12 GMCS students will be enrolled into an approved three course sequence CTE Program of Study. All GMCS high schools offer a minimum of four CTE Pathways Programs of Study. A variety of programs are offered at each high school that align to local industry and labor demands. For the 2021-2022 school year, these courses will be facilitated using the hybrid model of two days in person, on campus and three days remote learning using assigned technology with teacher support. While on campus, students will engage in direct instruction and hands on learning labs. During remote learning, students will be provided activities that support skill development and reinforce previous instruction. All students will take the aligned Precision Exam pre-test and post-test for certification. Precision Exams will be used to target instruction and identify student skill gaps in addition to offering student certifications. Additionally, all GMCS students' grades 6-12 will be provided a thirty-minute weekly course in Employability Skills. This course will be taught in person weekly using the district curriculum. Student progress will be monitored through weekly assignments in an online portfolio in Microsoft Teams.

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

All elective classes and specials will remain in-session through the hybrid model (in person and online). We understand the importance of electives and specials and therefore all courses will be taught throughout the year.

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Participation in extracurricular activities will be determined through NMAA guidance and will be utilized for all extracurricular activities (including non-athletic).

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?

District Counselors will deliver classroom presentations digitally to address the issues of Mental Health for all students. District Elementary Counselors will implement “Real Life Heroes” text to further provide Social Emotional Support. A team of District Counselors have trained in PREPARE to address issues of suicide ideation and trauma which facilitates their ability to address these issues with students. District Coordinator will continue to partner with community organizations to provide training, opportunity for Counseling from our key partners for counseling services. On-line trainings will be provided to counselors, administrators, social workers, SSA’s and others designated by the site administrator. The first such training will be on “Resilient Families” in August.

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

Through trainings, individual and group counseling sessions using the hybrid or online model, counselors will address the social and emotional issues of students and when necessary refer students for more intensive counseling to our community mental health agencies. Students will be provided digital trainings as needed. Counselors and Student Support Advisors (SSA’s) will provide support and training to staff so that they may better address issues in the classroom. Counselors will also be making digital contact with those students who select on-line learning.

How will you ensure continued mandatory reporting and wellness checks?

District Counselors and SSA’s will ensure that all staff are able to access CYFD referrals and that copies of these referrals are given to the building administrator and Coordinator of Counseling to ensure follow up. All reporting, including wellness checks, will be documented in a spreadsheet weekly that is made available to building administrator.

Family & Community Communication

How will you keep families informed about changing circumstances?

GMCS uses a combination of email, text messages, phone calls, a website, and social media to keep parents informed. The district utilizes each of these elements as a district and pushes it out to local school to inform parents of changes in conditions at the school sites. Given the need for stronger communication, the district will utilize mailings along with the previous methods to make sure that parent/families are informed of changes.

GMCS has created a parent email that allows them to contact district office directly and get answers. This process will allow for unity in messaging and allow for data analysis and response to issues that are most focal at the time. Safety plans at the schools will be updated to include templates and communication support systems to address issues most common within the district.

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In the virtual environment, time will be set aside daily for teachers to reach out to students that were not available during live instructional periods - this will be done weekly. This communication will be documented in Synergy as to not overwhelm the same students and their families with phone calls. This phone call will be to provide support to the students around access the materials and keeping up with the remote learning pace.

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

Counselors will be contacting parents of students on a regular basis. Parents and Caregivers will have access to community referral sources through District Website and individual school websites. Counselors and SSA's will be able to provide parents with a list resources as needed. Parents of students who meet criteria for McKinney Vento will be contacted twice a month to see how they are doing and to see how we can, within limits, address their needs.

Parents will be receiving information on monitoring students at home. In addition, parents will be given thermometers for each of their students as well as information for checking symptoms at home. Also, counselors will assist parents with protocols that they may use at home to establish routines and help students in the remote/distance learning environment. Ongoing two-way communication for both the counselor and classroom teachers are established.

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

Multiple methods of communication such as texts and phone calls will be sent to parents using the SIS. In addition, postings on the website, newspapers notices and radio announcements will be used to communicate with families and the community. In addition, the local tribal organizations will also receive notices on supports and communication for our students. Finally, notices and communication will be translated into Spanish and the Navajo languages. The schools will work with district office if additional translations are necessary.

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

We will work with all available entities within our community to support daycare/childcare options for families. However, there are limited daycare/childcare options and access within our county. All efforts will be made to work with organizations such as the Boys and Girls club and open our schools for childcare options.

Other

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

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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.

Local Plan for Remote Learning Signature Line

Click or tap here to enter text.

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Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically