NEW MEXICO
Public Education Department

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

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020.** The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

Submission

- **All required documents must be emailed** as a single package to: Back.ToSchool@state.nm.us by **July 15, 2020**.

- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at Gwen.Warniment@state.nm.us or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at Katarina.Sandoval@state.nm.us.

To access Reentry guidance documents and resources, visit the PED website at https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/

ASSURANCES DOCUMENT

Date: July 14, 2020

School District/State Charter Name: El Camino Real Academy

Name of Person Completing Assurances: Jennifer Mercer

Contact Phone Number: 505.314.2212 or 505.401.4530

Contact Email: Jennifer.mercer@ecracharter.org

District/State Charter (LEA) identified/named as El Camino Real Academy 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.

Click or tap here to enter text.

Superintendent/Charter Leader   **School Board President**   **Date**

Signature   *Signature*

Please print signature or sign electronically

6/25/2020

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; or
(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 14, 2020   District/State Charter Name El Camino Real Academy

___X__ (1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to **all students district-wide**;
_____ (2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

_____ (3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

        Click or tap here to enter text.

Plan for Prioritizing Additional Instructional Time Signature Line

Superintendent/Charter Leader Signature   Date

*Please print signature or sign electronicall*y

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LOCAL PLAN FOR REMOTE LEARNING

Date July 14, 2020

District/State Charter Name El Camino Real Academy

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 – revised 8-15-20

Remote Learning Plan: High School Seniors' Graduation Requirements

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

ECRA always utilizes the graduation requirements directly from the NMPED to be certain all requirements have been met for graduating students.   Student transcripts are reviewed by multiple teacher advisors, administration, the Learning Coordinator, and our Records Manager.

High School Advisors remain with their cohort of students throughout their high school career and become very familiar with each student and their progress toward completion of credit requirements, as they collaborate on Next Step plans and plan coursework for the following semester. During daily advisory, high school students learn the credit expectations and are taught to self-evaluate if they are missing any necessary requirements and coached to take the appropriate next steps.   Seniors all share the same advisor, who very actively participates in monitoring and supporting their progress to ensure they have clarity about the graduation requirements and get additional support as needed. The credit analysis tool provided by NMPED will be utilized by advisors to track student's progress and requirements.

Next step plans are finalized with their Advisor on an individual basis, during assessment conferences, advisory class and individual meetings.

ECRA utilizes Edgenuity as a credit a recovery program so students are prepared to enter the next grade level and/or graduate on time.

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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.).

ECRA seniors will be demonstrating competency through the option of Senior Portfolios.   Our school portfolio, called the senior portfolio, is under development by students throughout the year and includes presentations, virtual and physical projects, resumes and cover letters, an autobiography, a community and individual project, STEAM projects throughout high school and more. The checklist for the portfolio can be provided upon request. The students will be presenting their portfolios with a 20-30-minute presentation goal. They have presentation rubrics which have been adjusted for online presentation use.

Any student struggling with this process is encouraged to reach out to their advisor, their special education teacher if applicable and other ECRA staff for support if needed.

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

Senior graduation plans and credits are reviewed each semester by Advisors, Administration, and the Records Manager to be certain each student is on track for graduation and addressing all of the NMPED requirements. Any necessary adjustments are addressed immediately. Our subscription to Edgenuity provides students with opportunity for credit recovery if needed.

Next Step Plans will be completed online during seniors' assessment conferences and/or advisory course time and through individual virtual meetings as needed.   We utilize an online inventory and electronic forms offered through the NMPED website.

ACT/SAT testing is managed by our onsite testing coordinator and our Special Programs Manager. It is scheduled in advance and advisors provide ample opportunities for practice prior to the assessments.

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.

As we initially transitioned into online learning for our students in the spring, ECRA conducted a survey and distributed over 180 devices to families in need.   We have recently conducted another survey through google forms and have readily available data from our families regarding device needs and their preferences for school re-entry, with almost 100 families responding, and majority indicating remote learning as their first choice. We have purchased an additional 60 devices and have recently ordered an additional 50 student laptops utilizing our CARES Act monies for this and the purchase of laptops for each teacher, in order to be fully prepared for online instruction this fall.

As a K-12 charter school, many of our families have multiple students across grade levels attending our school. We will continue working with families to manage the technology learning curve and provide support and resources for all students, while also working to streamline expectations of student learning at different age levels and assist

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families as they become familiar with the new learning platforms we are adding this year. We are developing three libraries of instructional videos; for students, families and teachers to have short videos that explain the many aspects of online learning, from signing into a platform to using Google Meet.   Teachers are utilizing web-based programs that students had been using as school as well as integrating addition programs that benefit and support individual student learning needs. Utilizing Google Meet is a priority as students need to be able to see and hear their teacher, as well as interact at different times during the week.

ECRA's transition to online learning across all grade levels utilizes the Google Classroom platform for 2nd – 12th grade and Seesaw for K and first. Our online curriculum is based on essential standards and learning targets, which we have been in development in PLCs since January and drive instruction through supporting curriculum components such as ReadyGen, Envisions, My Perspectives, etc.   The reconfiguration of Pearson Realize over the summer will make instruction much more accessible for teachers to share with their students, and for families to access readily.

Elementary core curriculum currently includes ReadyGen for ELA/SS, Envisions for Math, and Rourke for Science/STEM.

Secondary curriculum includes My Perspectives for ELA and Pearson Texts for HS Math, and a combination of Digits and Saxon Math at the Middle School Level.   Science and Social Studies for secondary students are listed below:

Science
7 Science 7 Pearson Life Science: Interactive Science
8 Science 8 Pearson Physical Science: Interactive Science
9 Biology Miller and Levine Biology
10 Chemistry Pearson Chemistry
11 Environmental Science Pearson Environmental Science
12 Health Pearson Health
Physics Holt Physics

Social Studies
7 NM History The New Mexico Journey (from territorial times to present day)
8 US History Prentice Hall America: History of our Nation (Beginnings through 1877)
9 NM History The New Mexico Journey (from statehood to present day)
US History United States History: Reconstruction to the Present
10 Financial Literacy NEFE High School Financial Planning Program (outdated), CNM Dual Credit Course FIN 1010
World History World History The Modern Era
11 Government Magruder's American Government

Several online resources have been purchased to provide teachers with additional high quality materials to support their instruction. These include Scholastic News, Science, STEAM, Brainology, Thinking Maps, Sunshine Books, and a virtual library. Many include additional hard copies, such as Scholastic News.   For special education we have purchased n2y Solutions online, Equals Mathematics and Orton-Gillingham training/materials, in addition to our current curriculums that include Spire and Language. Freckle, Edgenuity, Kahn Academy, and Brain Pop also support students with interventions, activities and SEL activities.

Instructional acceleration will be addressed with teachers in our orientation and the new PED Instructional Scope and Sequence will be incorporated by PLCs into our focused work on essential standards and learning targets.   Our individual assessment conferences held at the beginning of the year will assist us in identifying the learning loss

experienced by each student and allow that teacher to address the deficits through identified interventions in their dedicated daily time.

Elementary teachers utilize Google Meet/SeeSaw to provide direct instruction and opportunities for interaction with their students.   Teachers will be facilitating live google classroom events daily, from direct instruction to class meetings. Small groups of students are meeting with teachers for targeted instruction or help sessions. One on one sessions are also available with the teacher and an additional staff member is present for safety. Teachers have identified virtual office hours and some hold meetings or office hours in the late afternoons or evenings for additional parent support. Alignment with the PED Guidance on instructional hours is accomplished for students through the combination of daily live events, recordings, engaging assignments and opportunities for small group and individual work with the classroom teacher.   PLCs are held for 45 minutes daily to provide continuous professional development, included best practices for online instruction and focused analysis of student growth, needs, targeted instruction, and interventions. Fridays are a shorter student day, allowing for a two-hour professional development window in the afternoon.

The schedule for secondary students is a daily schedule of classes that repeats Monday through Thursday.   The Friday schedule includes mission specific courses such as STEAM and Community Connections as well as health, and PE.   Teachers engage students through daily direct instruction in live classes, rigorous assignments and projects, help sessions, and office hours.   The advisory course offers students opportunities to connect with their teachers and peers, while exploring interests and career pathways. Individual meetings with students are also scheduled regularly and office hours are available daily. Secondary teachers participate in daily PLCs, and Friday afternoons without students allow for school-wide PD.   Electives, including CTE opportunities, are interwoven throughout the schedule. PLCs meet daily to discuss student progress and identify appropriate interventions based on student data and demonstrations of learning.

Response to Intervention is included in the daily work of teachers as they conduct targeted interventions in small groups or with individual students. The virtual format actually supports this work, providing a focused opportunity without the typical classroom distractions. Elementary teachers will have daily scheduled intervention times and secondary classes use help sessions to work directly with struggling students.

Google Classroom's design supports regular feedback from teachers to students, as comments can be attached to each assignment from either the teacher or student and responses included as well. All exchanges are private.

This summer we collaborated with Explora to provide STEAM kits to each student for our ECRA STEAM Summer program, along with a school supplies kit for the activities that were done at home in conjunction with the online instruction provided daily in live sessions with the teacher.   We will be doing more project kits throughout the year in order to bring the concrete, manipulative experiences into students' homes.   We have a good system established for the distribution and retrieval of materials that are non-consumable and the value for students learning at home has been enormous.   The feedback we have received has been extremely positive and is very supportive of developmentally appropriate practices.

Our curriculum team is finalizing a process for curriculum selection, utilizing the High Quality Curriculum Materials handbook from NMPED and the CLR rubric. This year we are considering math and science adoptions and PLCs have been investigating curriculum in each area.   The CLR team, a division of the Equity Council, has already been training in Dr. Hollie's approach and will assist the curriculum team in using the CLR rubric to measure our existing curriculum materials to determine priorities for new content area curriculum selections in the future. All staff will receive Dr. Hollie's CLR training this fall and copies of his books will be provided to each instructional staff member as well. PLCs will maintain ongoing discussions of our full implementation of integrating the CLR approach into our school culture.

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We are transitioning toward standards-based grading in the elementary school, however letter grades are currently utilized for students, K-12.   As we continue increasing our assessment literacy, additional standards-based grading, CFAs and rubrics will be developed in the PLCs and a timeline created as we move to full utilization.

Attendance will continue to be taken while students are on campus and teachers will also track students' daily attendance in live google meets as well as their participation in daily assignments in the Google Classroom or SeeSaw platforms.

Student engagement is always an area of strong focus at ECRA, and we have developed contact logs in Google sheets to share information between all relevant parties regarding the contact attempts to engage individual students, time stamps of the dates and types of contact attempted and records of success.   We have developed a protocol for non-engaged students that affords shared responsibility between teachers, Dean of Students, the Executive Director and support staff, working as a team to re-engage our students. We were very successful with this process during the spring semester online. We are also developing systems for tracking levels of engagement and monitoring students as they move between levels.

During the summer of 2020, teachers met for continued professional development on determining essential standards and learning targets in their professional learning communities.   Each PLC reflects multiple grade levels and as they developed curriculum maps across standards, the vertical articulation of the standards became clear and a topic of conversation that increased understanding and applicability in planning for student learning.

Another critical element of serving our families is the food service. We are contracting our food services and will be providing prepared breakfast and lunches for students as a grab & go component. Our plan is to provide the meals in quantity for multiple days, to reduce trips for pick up.   Families will be given designated days during the week to pick up their meals.

Snack bags that have been donated regularly to 50 of our students most in need, arrive on Fridays and we have devised a distribution system of grab and go that is as safe as possible for these families to retrieve their snack bags each week.

What technology support will be available for families and teachers?

Online learning through the Google Classroom platform has been adopted across all grade levels as described above. The platforms and software have also been addressed.   Our school is subscribing to Gsuite Enterprise to increase performance and options for all users.   Every staff member and student has a gmail and access to all google tools.

All google classrooms are shared at a co-teacher level with the Executive Director and other specified instructional staff for regular monitoring of classroom instruction, practices, grading and interactions. Coaching Cadre members, our Learning Coordinator, Tech Coach, and Instructional Coaches will all be involved in supporting and providing feedback to teachers.

During our spring online, ECRA staff adopted Google Voice phone numbers for direct contact with families while maintaining employee privacy.   We also forwarded our school phone lines to our Parent Liaison's Google Voice number, so families would always be able to reach a human.

Our technology support is a two-tiered approach.   Tier One reflects parents and families reaching out to our teachers or parent liaison.   Tier Two is our technology department which includes our tech team of two individuals with a third position currently advertised. This will be a Technology Coach that comes with a teaching background

to further support our instructional staff in the educational aspects of the programs and platforms, and provide additional trainings as needed by students, staff or families.

The following was communicated to our families regarding tech support:

Our technology department is available to help you with any issues you have using school technology, google classroom or any other curriculum assigned to your students. You can email the technology department directly at techsupport@ecracharter.org. Please include the student's teacher in any emails you send requesting help so they'll be current on your student's issues and needs. The more details you can give them, the better prepared the tech department will be to find a solution!

We continue our work to build a resource bank for parents/families of technology resources and tutorials to support their learning curve with transition of learning at home. Several videos were made in the spring for teachers and families and we are not planning to create a private Youtube channel for easy access by the families. Our live and recorded online video trainings for parents, in English and Spanish, will include explanations of the different learning platforms currently utilized and some instructional support as they become our learning partners with their children.

Assessment conferences and parent conferences can be held virtually at their scheduled times on the school calendar.

In a case by case situation, if we have exhausted all possibilities of providing a family with electronic devices and/or internet opportunities, and in alignment with public health orders, we will work with families on an individual basis to support the students with paper/tangible learning materials as needed.

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

Technology access was determined through initial surveys before the school was closed in the spring, and follow up phone calls. We now have a clear process for the distribution of devices that utilizes a strict protocol for the safety of all individuals involved when an exchange or distribution occurs.   We have also developed a form and process that is utilized when families need an additional device or a replacement. This is initially handled by our parent liaison and tracked electronically in our technology department.

A limited number of hotspots have been purchased from two different vendors, as we have found that certain vendor hotspots work better in certain areas of the surrounding area. These are available for temporary internet issues or families in locations that only have cell phone service.

In June, we purchased 53 new chromebooks and our priorities for our CARES Act funds were to purchase 50 additional laptops for students for fall and new laptops for our instructional staff to use in the remote learning environment. We have received and prepared the teacher laptops and the additional student devices have been ordered.   As previously mentioned, we distributed 180 devices in the spring and all but three were returned in good condition, so with the new devices, we are prepared for our students this fall semester.

ECRA will definitely apply for any federal or state funding that becomes available to purchase electronic devices, hot spots and any other funding that might become available to support family's internet access temporarily. The need for additional electronic devices is definitive as we have depleted the majority of our inventory. Enrollment increases and the need to replace equipment moving forward would necessitate additional inventory.

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

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SAT Services will be provided by our SAT Coordinator/Interventionist on the regular schedule determined as determined by our documentation and the most recent SAT meeting notes. E-signature software has been purchased to maintain confidentiality and families have responded well to meeting in the virtual environment.

ECRA's SAT Coordinator and team has worked extensively with our teachers and support personnel to familiarize them with the use of data to determine appropriate interventions for struggling students. Our reading/math interventionist is fully utilized, working with small groups and individual students to differentiate instruction, support appropriate intervention strategies, and assist teachers in their implementation and data tracking of student progress. This can continue in the remote learning environment as they join PLC meetings and hold google meets with small groups of students for intervention. Project packets or kits may also be created to bring the concrete materials into student's homes for use during the small group google meets.

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

Special education case managers are connected to Google classrooms and are modifying assignments for students based on IEPs. Special education teachers are also offering telephone or video conferencing to meet students' needs**.** Students with disabilities are served with 1:1 or small group sessions, accommodations, and modifications supporting coursework with either the regular education teacher, the special education teacher, or through collaboration between the regular and special education teacher.

Students with disabilities have multiple learning and support opportunities, including weekly meetings and check-ins, phone call and virtual support, and google extensions such as Read Aloud, Grammarly, Google Translate, Screencastify, and more. Teachers have meetings each week to support students, assisting with their class assignments. Google Classroom also allows for discrete differentiation. Multiple programs are also being used for accommodations and modification for our secondary special education students including Freckle and Edgenuity to provide targeted instruction towards IEP goals. Ancillary service providers are now fully equipped and providing video therapy. Our Occupational Therapist creates activity packets that are sent home for the students to use under the direction of the OT during tele-therapy sessions. Students who cannot participate via distance learning will be given other means (packets) to work on IEP goals at home with frequent phone call check-ins.

For special education we have purchased n2y Solutions online, Equals Mathematics and Orton-Gillingham training/materials, in addition to our current curriculum. The online component will offer greater solutions across content areas and the manipulatives can be assembled into project kits that are send home and returned after use.

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

N/A

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

ECRA continues to address dual credit requirements and distance learning through approved CNM classes. ECRA staff will work directly with the colleges to provide the books and materials that are needed to support students in these courses. Each student's advisor will check in regularly with students in dual enrollment courses to ensure that the supports they need are in place and our students are successful. If needed, administration will be contacted to manage any system issues that may arise due to the public health order changes or COVID impact.

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

Our student population is low socioeconomic and we provide free and reduced meals school-wide. In truth, the vast majority of our student body is at-risk and our desire is to impact all students positively with supports. Our staff and programs are designed to assist them in removing some of the obstacles they experience, allowing students opportunities for increased academic and personal success. Our intended outcomes are students' success academically, socially-emotionally and to provide problem-solving and goal-setting strategies that empower students to achieve their desired personal goals.

Our program at ECRA offers the following measures to support our at-risk students:

- ECRA's Learning Coordinator is working on improved program design of our EL program, with individual student EL profiles that are integrated into PLC discussions and training as well as included in SAT processes as appropriate.
- Offer hands on, concrete, enrichment projects and project-based learning (including project kits that are sent home during remote learning)
- STEAM focused ELD classes for increased engagement
- Bilingual staff to interpret, answer questions and work with students in situations that need the language support
- Developing bilingual video tutorials for families
- CLR training school-wide with all staff
- Assessment conferences at the beginning of the year, individually with each student and family, to identify areas of strength and need and leverage them
- Our ELD interventionist plans with classroom teachers to provide EL lessons in their google classrooms to best support our English Learners.
- An Engagement Team, chaired by our Dean of Students, and designed to identify and support students involvement success in the remote learning environment
- PLCs that meet daily - our K-12 school is divided into five PLCs, which include one for Special Education and all the ancillary staff and contractors. The K-12 PLCs also include educational assistants, the Instructional Coach, Dean of Students etc. Special Education staff also attend their related grade level or content PLCs due to our graduated schedule of PLCs throughout the day. Each PLC has a Facilitator that guides the meeting according to the predetermined protocol, following the agenda and submitting meeting notes through a running google document.   The Facilitators meet with the Executive Director weekly to receive updates and discuss critical instructional issues to be shared with the PLCs.
- ECRA staff also do a wonderful job of collaborating as needed around specific students and bringing in all personnel involved in order to provide a comprehensive plan and supports.
- Our Instructional Coach and our Coaching Cadre of outside experts also provide additional training and support to teachers working with the ELD standards and strategies.
- Data and visual tracking of student progress is discussed in professional development trainings and PLCs
- Our school social worker and SELC teacher collaborate with the APS representative for our migrant students and those experiencing homelessness.
- ECRA utilizes standards-based assessments such as NWEA MAPS, I-station, and other formative assessments to provide student data for determining cut scores for layered interventions. The Instructional Coaches, SAT Coordinator and Learning Coordinator are developing a collective bank of evidence-based strategies and resources for teachers to use for interventions at different layers.

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

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Teachers will check-in with students using Google Meet through live lessons, small groups/help sessions and individual tutoring/support sessions with students weekly. Office hours, where teachers are partnered, are also designated for one hour per day. Additional strategies for checking in with students include class dojo, google meet, email regarding assignments and comments, text messages and phone calls.

The multiple modes of communication offer several opportunities each week for teachers to connect with students. Procedurally the frequency of direct check-ins is a minimum of 1-2 times per week. We will have a google forms social-emotional check-in form to be completed by the students weekly, to provide the teacher with a general wellness check and guide the students toward self-awareness.

Please describe your plan for Career and Technical Education.

Secondary advisors were addressing CTE standards through their advisory and skills for success courses. As we continue to expand our online offerings, these will be reintegrated into the student's weekly schedule. Many students have completed their financial literacy course through dual credit at CNM. Edgenuity is another learning platform we use that also offers courses with many options for students across career pathways.

SLP and OT services often have a career/life skills focus for students with individualized education plans as well.

Our goals for ECRA high school students is to begin learning through internships, shadow days and mentoring. We will begin implementing these pieces this year, exploring virtual possibilities and incorporating our community partners. The ECRA Foundation is also interested in supporting mentoring for our students and will provide additional support. These will increase the options for students that they may choose from a variety of career paths. We are also looking at options for supporting graduates in their post-high school college and career endeavors, including an ECRA alumni organization and including alumni as speakers in current high school classes.

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

Our online education program for secondary students is focused on core coursework, but does include some electives and Fridays are focused on our mission specific goals of STEAM, SEL, and Community Connections. Due to our extended learning grant, our juniors and seniors have already met their elective requirements. As we move forward with the online learning platform, extracurricular activities will continue to be developed virtually, potentially including book clubs, yearbook teams, crafting groups, problem-solving games etc.

At the Elementary level, the music teacher provides weekly learning for students by adding her lessons directly to each teacher's google classroom. Art and PE lessons that will be included into google classrooms on a regular basis are also under development. Again, Fridays will be project-based and focused on our mission specific goals of STEAM and Community Connections, integrating science and social studies standards throughout.

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?

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The Solution Group, our employee assistance partner, offers training and information on recognizing trauma and supporting students. We have utilized their services in the spring to provide Growth Mindset training and are requesting their assistance in facilitating professional development staff during our orientation days on August 3-5th. We plan to address staff trauma first and then provide teachers and staff with strategies for assisting students as they cope with the COVID related trauma they continue to experience. Our employee assistance program with the Solutions Group also offers six sessions with a counselor for free on one topic to every staff member and their immediate family. ECRA staff will be encouraged to utilize these services as needed.

ECRA's expectations of teachers to provide live, interactive experiences with students while they learn at home is also designed to support our students' social-emotional needs, by providing consistency and maintaining contact with their teacher and peers.

Our SELC (Social Emotional Learning Classroom) teacher provides specific SEL lessons and activities that are included into classroom teachers' google classrooms and are very popular with the students. We include social-emotional learning assignments in the google classrooms using materials such as Mindup, Growth Mindset, SafeSchools, Brainpop, Friendly Schools, and Brainology. This year we have also purchased Zones of Regulation and Brainology materials that are provide concrete and online activities across the grades. Lessons on empathy, art projects about how they feel, live lessons, and interactions with other children, are crafted by our SEL and classroom teachers to support the emotional health and well-being of our students.

Frequent contact and accessibility also drive our teachers and program. Our SEL teacher meets with students throughout the week, offers fun activities, check ins, social emotional activities related to kindness and helping their families.

We have a team of staff that continue to make wellness checks through phone calls to families to determine any additional needs and offer community resources that are available for support.

We are hiring a full-time social worker for the upcoming year who will assist families in coping with the pandemic and offering resources available in the community to meet needs as they arise. Tele-therapy sessions allow for direct contact and support with students and families on a regular basis.

ECRA Teachers will be doing regular check-ins with students and we are drafting a google form that will make the data collection simple and easy to review to see if extra attention is needed.

Finally, our Dean of Students will continue to reach out to students and families – especially if there are any engagement challenges or families need individualized educational components for their children.

Integration of the culturally and linguistically responsive approach into our school program and culture is being managed by administration and our CLR team. Training of the remainder of the staff will occur this fall and be implemented across our program through the work of the CLR team and overseen by the Equity Council.

How will you ensure continued mandatory reporting and wellness checks?

Wellness checks are completed by an established team of office personnel and include checking for our students and family's wellness, student success, resources needed, online access and equipment success. If there are issues, they are redirected to the teacher or technology department. Teachers have also referred the names of any students that have not engaged in the Google Classroom, so administration can follow up with the families. Teachers also refer students or families to administration for specific wellness checks or if concerns arise.

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The Wellness Calls follow a script and are tracked in a google sheet for documentation purposes and validation. The schedule of wellness checks includes one call per quarter to each family, with more frequent checks if referrals are received from teachers, ancillary staff, or other school personnel.

Family & Community Communication

How will you keep families informed about changing circumstances?

Communication with ECRA families is occurring on several levels. School-wide messages are sent once or twice weekly through a weekly newsletter, with updates in the interim when necessary. These are sent as emails, with a robocall to family cell phones encouraging them to look at the email and attachments. After it is sent, the information is then posted on our website. Communications are sent in both English and Spanish.

Teachers utilize Google Classroom, email, Google Voice, and text messaging to communicate will families, which often occurs daily. Many elementary teachers will continue to use ClassDojo as well. All of these are two-way communication systems.

The ECRA Website has an updates section, where all communications and appropriate resources are listed, including pertinent links to helpful documents and information. We have continued to upload COVID related materials and resources to parents and family on our website for their ease of use.

We also maintain an Instagram account and will post items for families of ECRA events and important information reminders of news that has already been distributed via another of our modes of communication. Finally, direct phone calls are made for wellness checks and sharing targeted information.

When public health orders allow, our school office is also staffed eight hours a day for families that need to pick up or drop off any information, materials, devices, etc.

We make regular efforts to engage families in our program, through interactions of with teachers in google classrooms, during office hours, text messages and google voice. We recently began using Google Forms as the collection tool for their Re-Entry feedback and received a strong response and some great feedback. We will continue to utilize and maintain multiple modes of communication and feedback systems with our school families and community.

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

We are creating virtual libraries of short instructional videos that will assist families with learning to use the technology as well as offer support in instruction. Several teachers have created private Youtube channels and ECRA is now creating its own private Youtube channel to house this bank of videos designed intentionally to support students and parents as our partners in the learning process.

Teachers will work directly with families to answer questions and provide guidance. Parent letters with directions have been sent home and even short instructional videos describing how to log in or maneuver through google classroom and other platforms. Screen presentations, posting videos on class dojo, and targeted discussions about technology in parent conferences are all been tools provided to our families during remote learning.

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In our tiered approach, our technology department works both with teachers supporting families and directly with family members as well, to answer questions and offer specific troubleshooting advice.

In order to support families and caregivers as they support their children, we are providing resources through our school communications from CDC, Safe Schools, and other reputable and appropriate organizations. Our desire is to assist families in sharing about COVID-19 information with the children.   Brain Pop offers developmentally appropriate videos about coronavirus and the pandemic, and many agencies are developing a bank of resources to support students socially and emotionally during this difficult time. We are monitoring their progress to be able to offer them to our families as they continue to be developed and then are included as resources in our weekly newsletters to families and placed in our website resources.

Our school team has implemented wellness checks of families.   Teachers refer students that are struggling or demonstrate a lack of engagement, which is then transferred to our Dean of Students who further investigates the situation to determine the circumstances and how the school can assist.   We also support families and caregivers by helping them create family routines, maintaining relationships, and use social stories when appropriate. Families have been provided several avenues to reach out to us with their questions, including school office phone calls, google voice messages, text messages, email, and video conferencing.

Our Employee Assistance Program, The Solution Group, has also provided us with a comprehensive list of educational resources for parents/family use at home which we have shared and posted on our website. We will continue to utilize their expertise and resources in our endeavors to support students and families in the best ways possible during this pandemic.

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

Our communication with families is translated and distributed in both English and Spanish. The majority of our office staff and several of the instructional staff are bilingual and provide translations for written documentation and often serve as interpreters for virtual meetings.   G-Suite offers translation capabilities inside their apps which is helpful to teachers and families in their communications.   We also utilize contractors at times to translate larger documents, such as our parent handbook.   Finally, our parent liaison, who is the frontline of the school, is completely bilingual and a comfortable contact for our families, when they need to reach out to us.

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

We are currently researching available childcare centers within a ten-mile radius of our school, in order to offer potential resources to our families. NM Kids and CYFD are also on our contact list and we continue to receive information daily.   All opportunities are relayed to families via robocalls and our weekly parent newsletter. Our Re-Entry team is working on an action plan that includes continuing to collect information on local providers, and monitoring updates from the city and state level as changed occur.   We currently partner with YDI, as their Pre-K program is housed inside our building.

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.   Click or tap here to enter text.

Superintendent/Charter Leader Signature   Date

Please print signature or sign electronically