



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: 7-15-2020

School District/State Charter Name: Cesar Chavez Community School

Name of Person Completing Assurances: Tani Arness

Contact Phone Number: (505)877-0558 or (505)681-1951

Contact Email: tarness@cesarchavezcharter.net

District/State Charter (LEA) identified/named as Cesar Chavez Community School 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.

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Superintendent/Charter Leader

School Board President

Date

Signature

Signature

Please print signature or sign electronically

PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

- 1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year; 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 7-23-2020

District/State Charter Name Cesar Chavez Community School

(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

Tani Arness

7-22-2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

6/25/2020

LOCAL PLAN FOR REMOTE LEARNING

Date 7-15-2020

District/State Charter Name Cesar Chavez Community School

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?

Cesar Chavez Community School has a full-time Guidance counselor who works closely with every potential graduate (usually approximately 40 students). Our school counselor is also tracking credit earning and working to guide our seniors through to their next steps and next step plans. Further, every CCCS student is assigned a staff mentor who meets with them, one-on-one at least 8 times a year, and at least 4 times a year with parents. These meetings are structured to track (in writing) all classes and credit earnings and requirements as well as to document a plan for any student who may be falling behind in a course or on their graduation plan. Together, the counselor, mentors and teachers ensure that all required course credits are completed through our menu of course options in Edgenuity, Google Classroom with Zoom meetings and independent study packets and projects.

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.).

Seniors will select from a menu of credit options that best fit their individual needs and remaining credit requirements. Local Demonstrations of Competency may include passing EOC test scores, a minimum of a 3 score on ACT Work Keys tests, a college level score on Accuplacer or ACT, admittance to a 2 or 4 year institution of higher learning, or a passing course grade including a passing final test or project score for the subject area. Seniors must complete all required course credits, though our Quarter 4 courses will be modified as per state guidelines during this COVID-19 Pandemic.

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

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Each CCCS student will complete their Next Step Plans with their mentors over the phone during their Quarter 1 mentor meetings (unless previously completed with the school counselor). Mentors will email the Next Step Plans to the Counselor. Our full-time counselor will call each senior (usually approximately 40 students) and verify and discuss the plans, offering one-on-one support for students to enroll for post-secondary schools and programs of their choice. Counselor will work with students to give ACT and Accuplacer test prep materials and will schedule times for each senior to take the ACT, SAT or Accuplacer.

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.

CCCS serves grades 9-12. Being a small school (only 200 students and 21 staff) allows us the opportunity to get to know our students on multiple levels and build strong layers of support individualized to particular student needs. Given our unique circumstances, and the dire COVID-19 rising safety risks, particularly for our population of students and families, as well as staff, the CCCS Governance Council voted unanimously on 7-21-2020 that under the guiding principles of safety first and maximizing learning, it is in the best interest of all for CCCS to conduct the first semester of school remotely for our 14-22 year olds. Last year, the majority of our students did not have computers at home. However, this year we are using our CARES Act funds to purchase enough Chromebooks for every student in the school to check out and use from home. This technology allows us to continue with our current, CCSS aligned curricula via Google Classroom and Zoom meetings as well as offer online classes in every subject area through Edgenuity E2020. CCCS is also looking into adding to our menu of choices through NMPED's new LMS options (which hopefully will make resources like Engage NY even more accessible). Academically, most of our students are already familiar with Edgenuity E2020 classes and with Google Classroom as we have been using these platforms in our school for more than a year. We have already expanded our menu of learning options for students to include Read 180 online, Language Tree learning online, GenYes career learning program online, as well as all subject areas offered in Edgenuity, Google Classroom and Zoom options, and independent study packets. Our assigned Edgenuity classroom teachers will support us in making sure all students are assigned to online classes and have the technology necessary to work on that class. For best results in remote learning, we are providing every teacher with over 9 hours of paid, individualized and strategic summer professional development training on top of the 11 in-service days utilized each year for all staff to engage in training and professional development; our summer training this year is specifically focused on strategies and increasing engagement in remote learning situations. Further, every instructional staff will participate in scheduled, weekly professional development including regular Professional Learning Communities attended via Zoom. Staff will engage in guided reflections on cultural learning responsiveness as well as analyzing data to measure the effectiveness of remote learning strategies utilized. Staff will also work collaboratively during weekly meetings to address scope and sequence revisions as necessary. Core subject area teachers will also have access to shape the Edgenuity online platform in order to guide instructional alignment to standards. Every teacher will engage in regularly scheduled face-to-face classes via Zoom every week (with the Remind app as another supporting tool) and will include weekly "extended learning hours" for meeting with students on-on-one or in small groups for individualized coaching. All Educational Assistants will schedule daily support calls and face-to-face tutoring with different students and will respond to referrals for any struggling students. Every staff will be contactable via text, google voice phone and email for students and parents during regular school hours. Students will be scheduled for full instructional hours and will receive regularly scheduled face-to face

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group time via Zoom (with the Remind app as another supporting tool) as well as one-on-one time via Zoom. CCCS has years of experience focused on addressing learning gaps and remedial needs as part of our mission (including learning loss due to prolonged periods out of school). We give a math and reading assessment to every student at registration and track growth through interim assessments three times a year. We provide small classes and educational assistants to work with students via one-on-one coaching as deficits arise in the classroom. We have a strong track record of previously disengaged students showing more than a year's growth. This year will be an extra challenge. Face-to-face classes, conducted via Zoom and Google Classroom (with the Remind app as another supporting tool) will consist of CCSS aligned, engaging content and curriculum developed by Highly Qualified Teachers in their subject areas, with a particular focus on essential standards. Teachers will provide meaningful feedback and assessment through Google Classroom, and will provide formative feedback in Zoom classes held each week. CCCS does not "fail" students but utilizes a mastery-based focus where students are given multiple opportunities to master a concept and satisfactorily complete all requirements to pass a class. By utilizing Google Classroom and Chromebooks, each student will have timely ways to receive assignments and feedback as well as make any revisions, corrections or extended learning needed to show proficiency. Attendance will be taken for each scheduled Zoom class and attendance in online Edgenuity classes will be taken through student log-in data provided through the software each week. Our attendance policies are shared with every family during one-on-one registration meetings with mentors. The implementation of the new Attendance for Success Act will be led by our full-time Attendance Interventionist who will lead our early intervention strategies for offering supports and troubleshooting to improve the attendance of less engaged students. Our Attendance Interventionist runs daily and weekly data reports from Power School and works with all staff on several layers of interventions, including daily texts, letters, social work referrals and student and parent meetings, working to ensure that all students are engaging in our expectation for maximizing learning time now including ten extra days or 2040 hours per year. Teachers and mentors will also work with individual students to create "participation make up time opportunities" as well as independent study opportunities for educational work or volunteer experiences in which students may be engaging remotely. By maximizing choices, relevance of curriculum, differentiation, and face-to face discussion via Zoom, we plan to increase student engagement and also pull students into the discussion about best practices for engaging remotely. Further, as our experience has shown that, particularly for "at-risk" students, the emotional trust and connection is key, every teacher will be trained in new practices for building these connections remotely/via Zoom (and Remind). Our two social workers will provide on-going support in this area. Our three special education teachers and our three EA's will support special education students who need individualized support and/or additional instructional time, and will collaborate with teachers to meet the needs of each student with a disability. Our special education teachers will also work with subject area teachers to support special education students who need individualized learning packets rather than online options. Our special education related services will be offered to students through regularly scheduled phone/zoom meetings. Parent meetings will be planned via Zoom. Our ELL Teacher-specialist will provide ELD Classes online(via Language Tree Learning Software) and in person via Zoom and will collaborate with teachers and mentors as needed and provide modified supports as needed for ELL students who also have a disability. CCCS has a strong structure for personal communication with each of our families through our Mentoring system. Every staff at CCCS is an academic advisor to 7 to 10 students assigned to them that student's entire time at the school. This staff mentor meets one-on-one and face to face with students at least eight times a year and with parents at least four times a year. These meetings cover next step plans as well as credit earning, graduation plans, and trouble-shooting obstacles. Mentors keep written, credit "grid sheets" so they are aware and tracking what classes each student needs in order to graduate. Our mentor-family relationships provide meaningful contact points for this crisis. During remote learning, Mentors call their mentees and parents every week to check on progress and keep a personal connection. Mentors help guide students through their academic requirements as well as help families connect to other

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resources as needed. Mentors are trained in how to help schedule student classes needed as well as how to check in and refer other needs of families to our social workers who are helping families connect to other supports. Mentors will help monitor students' academic progress with weekly check-ins and will help schedule any struggling students for tutoring and/or extra supports.

What technology support will be available for families and teachers?

This year we are using our CARES Act funds to purchase enough Chromebooks for every student in the school to check out and use from home. Currently technology support will be provided through our Technology Assistants on campus. However, the school may seek further funding to be able to hire an additional IT person specifically for supporting Chromebooks and Google Classroom. We have our technology needs assessment from spring of 2020 and will continue to update this assessment with new students regarding any new needs that arise.

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

This year we are using our CARES Act funds to purchase enough Chromebooks for every student in the school to check out and use from home. Chromebooks have already been ordered. Further, we have two social workers available to help students access affordable wifi as needed for home use and to help students locate usable, free nearby hot-spots in Albuquerque including possibly hot spots available on cell phones or school parking lot.

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

Our MLSS/RTI and SAT team will continue to meet for regularly scheduled meetings via Zoom. This team will continue tracking student progress and responding to referrals for any student who is falling behind. This is done as during in-person school year except all meetings will be held via Zoom. Layers of support will be individualized to fit needs of individual students in remote setting. CCCS is a Title I School and serves 100% free lunch students. We work with students who have often become disengaged before they come to us. We have approximately 25% special education population and approximately 34% English Language Learners. We serve a unique and specific at-risk population who ALL need interventions, however students who are not making progress are prioritized for extra layers of support. CCCS has years of experience focused on addressing learning gaps and remedial needs as part of our mission (including learning loss due to prolonged periods out of school). We give a math and reading assessment to every student at registration and track growth through interim assessments three times a year as well as through credit earning tracked by mentors and school counselor. We provide small classes and educational assistants to work with students via one-on-one coaching as deficits arise in the classroom. During regular PLC meetings teachers work collaboratively to identify and address standards that need to be revisited and/or revise scope and sequences. Though we have a strong track record of previously disengaged students showing more than one year's growth in a year, we know this year will be an extra challenge. Face-to-face classes, conducted via Zoom and Google Classroom will consist of CCSS aligned, engaging content and curriculum developed by Highly Qualified Teachers in their subject areas, with a particular focus on essential standards. Teachers will provide meaningful feedback and assessment through Google Classroom, and will provide formative feedback in Zoom classes held each week. CCCS does not "fail" students but utilizes a mastery-based focus where students are given multiple opportunities and one-on-one coaching as needed to master a concept and satisfactorily complete all requirements to pass a class. By utilizing Google Classroom and Chromebooks, each student will have timely ways to receive assignments and feedback as well as make any revisions, corrections or extended learning needed to show proficiency.

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

Our three special education teachers and our three EA's will use phone/Zoom to support special education students in need of individualized support and/or additional instructional time, and will collaborate with teachers

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to provide possible modifications and accommodations to best meet the needs of each student with a disability. Our special education teachers will also work with subject area teachers to support special education students who need individualized learning packets rather than online options. Our special education Related Services will be offered to students through regularly scheduled phone/zoom meetings. Parent meetings will be planned via Zoom. Our ELL Teacher-specialist will collaborate with teachers and mentors as needed and will provide regular weekly office hours to provide extra support for ELL students.

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

N/A Our school does not have enough students to qualify for Title III funds. However, we employ a full-time bilingual ELL specialist teacher who will guide our ELL interventions and professional development for all teachers. Our ELL specialist teacher will teach our English Language Development classes using online curriculum (Language Tree Software) and Zoom and Google Classroom. She will also provide one-on-one coaching to ELL students as needed. Our newly purchased ELD software, provides flexible remote-learning options for every ELL student.

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

CCCS students enrolled in dual credit courses will receive support from Our Dual Credit Teacher, through twice tweekly scheduled support classes via Zoom. Our Dual Credit Teacher, will also check in with every student each week and monitor and guide progress. She will offer one-on-one coaching for any student who is struggling. We also receive progress reports as possible from CNM. Our Dual Credit teacher is available by text, google voice, or email to dual credit students during the school week.

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

CCCS is a Title I School and serves 100% free lunch students. We work with students who have been disengaged from school before they come to us. We have approximately 25% special education population and approximately 34% English Language Learners. We serve a unique and specific at-risk population. In our experience the most effective tool for success is to build trust and relationships with these families. Our mentor system, which we have had in place for many years, goes a long way in this area. As a small school with a strong mentoring system, we know our students and families well and are working to provide as many individualized learning plans and supports as we can. For new students, we are currently working to devise positive “get to know you” protocols that staff can implement using Zoom. Our special education staff works in collaboration with subject area teachers and families to provide possible modifications and accommodations for each student. Our Edgenuity support teachers can modify online classes as per the Special Education Lead Teacher’s individualized requests. Our special education teachers will collaborate with subject area teachers and support special education students who need individualized learning packets rather than online options. All of our special education related services will be offered to students through regularly scheduled phone/Zoom meetings. Our special education team will create IEP Addendums, as deemed necessary, for each student who has an IEP. Addendums will address unique plans in place to support the special education students’ learning through this unusual time. Three educational assistants (two of whom are bilingual) will schedule face-to-face support time for individuals or small groups, offering extra support for students with disabilities and ELL students. Our ELL Teacher will also support professional development and collaboration with teachers and mentors to help meet the needs of each ELL student as needed, and will provide ELD classes both face-to-face via Zoom and through new, flexible online ELD software available to all students..

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

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Every staff member will meet with classroom students four times per week via Zoom (Total of 6 hours per day scheduled for Zoom availability) and with mentees at least once a week either by phone or Zoom (Total of three hours per week scheduled for this). Individual/small group zoom meetings with students are required each week as the extended learning portion of the regularly scheduled zoom classes. Every staff is also required to talk weekly with each one of their mentees to check in and problem solve any issues that may be arising with student's learning plan or other wholistic needs that may need to be referred to a social worker for further resources. Students and parents can contact that staff member by email, text or Google Voice phone directly during regular school hours (10 am to 6 pm, Mon-Thurs and 9 am to 4:30 pm on Fridays). Our list of All Staff contact information will be given to all families as part of registration.

Please describe your plan for Career and Technical Education.

During this time Career classes will be offered through work study options and online career courses. As part of an IT CTE pathway, we have scheduled a teacher to implement GenYes this year including scheduled zoom classes and online options.

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

Elective classes will be offered through online career courses, work study options, independent study options and specific face-to face art, wellness, guitar, and other possible electives will be made available through Google Classroom and Zoom. Extracurricular clubs may meet via Zoom as possible. Edgenuity also has a wide range of E2020 electives classes available online.

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?

CCCS employs 2 social workers who serve our 200 students. These social workers continue to do wellness checks and regular sessions with students via phone each day during remote learning. Our social workers are also planning to offer a wellness elective course built in collaboration with licensed teachers to meet the specific needs we see in our community. Our social workers also take referrals and help students and families connect to community resources. CCCS provides annual trainings for all staff on trauma-informed response, child abuse, suicide prevention, self-care, positive discipline, and boundaries. CCCS also has a strong structure for personal communication with each of our families through our Mentoring system. Every staff at CCCS is an academic advisor to 7 to 10 students assigned to them that student's entire time at the school. This staff mentor meets one-on-one and face to face with student at least eight times a year and with parents at least four times a year. These meetings cover next step plans as well as credit earning, graduation plans, and trouble-shooting obstacles. Mentors keep written, credit "grid sheets" so they are aware and tracking what classes each student needs in order to graduate. Our mentor-family relationships provide meaningful contact points for this crisis. In case of remote learning, Mentors will continue to call their student case load every week making a personal connection and helping guide students through their academic requirements as well as helping families connect to other resources as needed. Mentors are trained in how to help schedule student classes needed as well as referring other needs of families to our social workers who are helping families apply for other aid. Further, this year, CCCS will require all staff to participate in new professional development focused on ways to build trust and connection

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remotely (via Zoom interactions) and ways to integrate check-ins, mindfulness, and social-emotional learning into regular Zoom classes.

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

CCCS employs 2 social workers who serve our 200 students. These social workers continue to do wellness checks and regular sessions with students via phone during remote learning. Our social workers are also planning to offer a wellness elective course built in collaboration with licenses teachers to meet the specific needs we see in our community. Our social workers also take referrals and help students and families connect to community resources. CCCS provides annual trainings for all staff on trauma-informed response, child abuse, suicide prevention, self-care, positive discipline, and boundaries. CCCS also has a strong structure for personal communication with each of our families through our Mentoring system. Every staff at CCCS is an academic advisor to 7 to 10 students assigned to them that student's entire time at the school. During remote learning, the mentors do weekly check-ins by phone with students and parents. Further, the staff mentor meets one-on-one and face to face with student at least eight times a year and with parents at least four times a year (this year via zoom). These meetings cover next step plans as well as credit earning, graduation plans, and trouble-shooting obstacles. Mentors keep written, credit "grid sheets" so they are aware and tracking what classes each student needs in order to graduate. Our mentor-family relationships provide meaningful contact points for this crisis. In case of remote learning, Mentors will continue to call their student case load every week making a personal connection and helping guide students through their academic requirements as well as helping families connect to other resources as needed. Mentors are trained in how to help schedule student classes needed as well as referring other needs of families to our social workers who are helping families apply for other aid. Further, this year, CCCS will require all staff to participate in new professional development focused on ways to build trust and connection remotely (via Zoom interactions) and ways to integrate check-ins, mindfulness, and social-emotional learning into regular Zoom classes.

How will you ensure continued mandatory reporting and wellness checks?

CCCS provides annual trainings for all staff on trauma-informed response, child abuse, suicide prevention, self-care, positive discipline, and boundaries. CCCS staff engages in child-abuse trainings annually and are made continually aware of requirements for mandatory reporting, and will be supported by our social workers on any issues around mandatory reporting and wellness checks. This year our professional development will also include new trainings by social workers focused on ways for staff to build trust and connection remotely (via Zoom interactions) and ways to integrate check-ins, mindfulness, and social-emotional learning into regular Zoom classes.

Family & Community Communication

How will you keep families informed about changing circumstances?

Our best mode of communication is through personalized phone calls and/or texts made by mentors (Most Spanish speaking families are assigned to Spanish speaking mentors, and other Spanish speaking staff have been assigned to help with translation as needed). CCCS has an email, voicemail and texting system utilized through Power School. Families will be informed through text, voicemail, and/or email for time-sensitive issues. Teachers will also use the Remind app for certain group communications. For less time-sensitive communications, USPS mailing may be used. As appropriate, communications and Newsletters will also be posted on our school website

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(beyond other distribution techniques). Our school website also has a long list of community resources listed including behavioral health services. This year, our parent meetings will all be offered via Zoom.

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

Information is given to all families regarding how to contact all CCCS staff via text, google voice and email. Families can reach out to any staff through email, text or phone during regular school hours. Support services as well as academic support is available throughout the week. This year, we are also creating resources to share with families around how to structure at-home learning for best engagement and what to do if your student is not fully engaging in remote learning options. Again, we find that building trust and family relationships are key in keeping two-way communication so that families will reach out and be open to supports. Two social Workers are available to support families as well as connect to community resources. Newsletters are mailed out during the school year and We plan to offer Zoom parent participation meetings, open to all parents throughout the school year. Mentors also help connect families to learning engagement opportunities as well as SEL and trouble-shooting issues.

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

We have several bilingual staff who translate newsletters and schoolwide texts and emails into Spanish. In most cases, we assign Spanish speaking families to work with Spanish speaking mentors. We currently do not require other language translations, though we have hired outside translators in the past in order to provide communications in other languages.

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

Our students are aged 14-22 years old and do not need childcare, however they are, at times, called to provide childcare to other, younger members of their families.

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.

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Local Plan for Remote Learning Signature Line

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Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically