



## 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](mailto: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](mailto:Gwen.Warniment@state.nm.us) or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at [Katarina.Sandoval@state.nm.us](mailto: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: June 30, 2020

School District/State Charter Name: **Cien Aguas International School**

Name of Person Completing Assurances: **Casey Benavidez (Director of School)**

Contact Phone Number: **505-255-0001**

Contact Email: **cbenavidez@cienaguas.org**

District/State Charter (LEA) identified/named as **Cien Aguas International School** 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 12<sup>th</sup> 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.

**Casey Benavidez**

**Lisa Meyer**

**June 30, 2020**

**Superintendent/Charter Leader**

**School Board President**

**Date**

***Signature***

***Signature***

*Please print signature or sign electronically*

## PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

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

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

- 1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;
- (2) a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or
- (3) a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

**Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.**

Date June 30, 2020

District/State Charter Name Cien Aguas International 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

Casey Benavidez

June 30, 2020

Superintendent/Charter Leader Signature

Date

*Please print signature or sign electronically*

## LOCAL PLAN FOR REMOTE LEARNING

Date June 30, 2020

District/State Charter Name **Cien Aguas International 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?

Cien Aguas International School only offers two classes that are credit bearing. Those classes include Algebra I and AP Spanish. Algebra I students will receive an assessment in order to determine if the student have demonstrated competency based off essential common core state standards. Students who pass the assessment will be given a "pass" and receive high school credit. AP Spanish students will take the AP assessment through the National College Board. If students demonstrate competency they will receive college credit as well as high school credit.

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.).

Cien Aguas International School is a K-8 school therefore, this question does not apply.

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

Cien Aguas International School serves students in K-8 therefore, this question does not pertain to us. We will complete Next Step Plans for 8th graders according to NMPED guidelines physically when the students are present at school according to our hybrid model schedule.

#### **Remote Learning Plan: Pre-K through 12<sup>th</sup> Grade**

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

Cien Aguas International School uses the SIS Synergy. We will be using Synergy to take attendance at the beginning of every class for the middle school students and at the beginning of every day and immediately after lunch for the elementary students. We will take attendance for those attending in person as well as those attending virtually through our hybrid schedule. Administration will be in quick communication with parents of students that do not log on for virtual instruction and will resolve any matters with software or hardware issues. For those not attending physically regularly, we will have our administrative secretarial staff make with the parents and try to accommodate the student's needs. Teachers will be required to simultaneously broadcast virtually and conduct in person instruction. Teachers will use a 1-4 Grading rubric that will be set for every assignment, formative and summative. Cien Aguas International School uses a set of strategies created by the Orange County Department of Education called Project GLAD. We use these strategies as a base to design teacher created units that cover all the standards. Each grade has 6 units that they work on throughout the year. Teachers have access to high quality instructional materials that they can use as a resource. They must simply fill out a requisition and have it approved by the instructional leadership team. Once approved, the item is ordered.

What technology support will be available for families and teachers?

Cien Aguas International Schools has a designated IT support provider available via email and phone to support our teacher and students needs. In addition, our IT provider is also able to remote in to any device owned by the school. All teachers are assigned technology that they can use remotely as well as in the classroom. We have already dispersed a technology survey and have studied the data. According to the information we will be dispersing student equipment needed to conduct online learning. We will be using Google Hangouts as our platform for virtual learning. Students and families can email and contact staff at any time to request additional support for their online learning needs. Teachers will also have designated office hours to help support those needs.

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

We have a working plan to distribute laptop computers to all families in need. First we will survey the staff and students and then, according to survey data we will distribute technology. In addition, we have the information from all returning students who required technology during the 2019-2020 social distancing covid-19 period. All teachers have been supplied with the needed technology to work virtually and physically in their classrooms to provide simultaneous physical and virtual instruction. In order to ensure that we meet the need, we are in the process of using our allocated Cares Act funding to purchase additional units as well as wifi hotspots.

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

Ongoing communication is essential for locating individuals, services, and materials to best support the needs of all students equitably. In addition, Special education, support staff, the school social workers and administration will be collaborating weekly in order to develop key planning and high quality teaching strategies that embrace and promote a high quality hybrid model. This approach will provide accessibility to all students including high risk, RTI, and SAT students, regardless of their backgrounds, learning styles and abilities.

Cien Aguas International School will:

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1. Will do a systematic review of all SAT/504/EL status and plans to ensure progress monitoring continues and that all students with educational supports and need have equal access to the general education curriculum.
2. Involve families, general education teachers, administrators, ancillary staff, and related service staff to determine the most appropriate method of delivering services for all students universally.
3. Ensure all students with a SAT/504 and EL status have equal access to general education alongside their peers using a wide range of modalities including, but not limited to; video conferencing, direct phone support, and/or curbside pickup and delivery of curriculum.
4. SAT/504/EL and general education staff will regularly review all accommodations and modifications to determine if there is a need for additional supports.
5. Ensure that all general education teachers, administrators, ancillary staff, and related staff members have a copy of the student accommodation and modification page(s).
6. Differentiate lessons to ensure that they accommodate the needs and abilities of all identified and non-identified students, including those in special education, 504, or EL programs in the online delivery system of learning.
7. Review department curriculum to establish units that will help students meet their year-end goals with the support from the SAT/504 and highly qualified teachers.
8. Due to Covid-19 social distancing measures and the hybrid model for Cien Aguas International School, we will provide supports and resources to all students via video conferencing, telephone or other necessary measures.
9. Through our MOU with Taos Behavioral Health, we are able to provide social work or academic school counseling office hours for students in person, via video conference, home visits, or phone call.
10. Provide direct support for technology to ensure that the school provides equipment that is working correctly and accurately during weekly remote learning.
11. The school will send out timely notices and documents prior to scheduled SAT/504 meeting, conduct SAT/504 meeting during non-traditional times to allow for working families to participate and if necessary virtually or in person to meet each family need.

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

During the virtual instruction period after April 6th we learned that in some instances, Virtual meetings often time worked better than in person instruction. For the 2020-2021 school year, I have hired an additional .5 Special education teacher and an additional .5 gifted teacher. This will enable us to better serve our special education population. We will use a push in model if at all possible and hold sessions virtually on Wednesdays. Contractors that provide such services as OT, PT, SLP, and diagnosticians will be scheduled on days that the student is physically at the school.

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

Cien Aguas International School is a dual language school. We intend to provide simultaneous instruction virtual and in person. We will maintain the target language contact time as described in our NMPED Bilingual Application. All elementary teachers use Project GLAD instructional strategies and their lessons have already been created in the desired target language. We start off with 10% English Language instruction, 90% Spanish Language instruction in Kindergarten and then decrease 10% in Spanish and increase 10% in English yearly until 4th grade where they go 50/50 until the 8th grade

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

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Currently Cien Aguas does not offer dual credit courses. We plan to continue with offering AP Spanish and Algebra to our 8th graders through the hybrid model. Students will meet virtually or in person for a combination of 4 hours per week and have the opportunity to get additional help during office hours on Wednesdays.

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

*Cien Aguas International School (CAIS) is a K - 8 school with a focus on Dual Language Instruction, inquiry, and environmental sustainability. Cien Aguas seeks to develop students who can ask and investigate important questions about the world around them, are committed to a sustainable society, and are working toward cross-cultural competence, bilingualism, and biliteracy in Spanish and English.*

Cien Aguas is committed to equity among all participants and we make every attempt to treat our students with justice and fairness. Our educators use a range of materials that vary in topics from gender equality to multiethnicity. We integrate students' cultural values into the classroom and encourage their families to visit, engage with us, or be guest speakers. Finally, our curriculum engages students in critical thinking and learning.

***How will CAIS support and ensure equity for all student groups?***

**Disciplinary Action:**

Cien Aguas has utilized a positive discipline program K-8th grade. Students in Elementary School keep track of their behavior on the "semáforo" and teachers post behavior targets and repeat our school's three standards of behavior (Solve Problems, Show Respect, and Make Good Decisions) highlighting positive behaviors to nudge students in the right direction. Students take part in this as scouts and they too learn to highlight and complement each other for following the standards of behavior.

At the Middle School, students continue to follow our three standards of behavior and both teachers and administrators are committed to positive behavior support as well as equity among students. When students are having trouble following our standards, they receive a reflection that they then complete along with a teacher who can guide them, help them make better decisions, and encourages them to write an apology to either their peers or students. Students also call home to inform their parents of the reflection and their consequence for their behavioral infraction. All efforts are made to help the student be a positive force within the community.

Once a student is at three reflections, the school collaborates with parents to have them shadow their students for a full school day. The impetus is to help connect the parents, teachers, and students - to show the student that the school and parent are in collaboration to help them improve and ultimately become successful within the community. The school makes every effort to help keep students in the classroom; we communicate and work with parents to help schedule shadow days and avoid suspensions.

**Equity in Access to an Elevated Curriculum:**

Beginning in 6th grade, all students are motivated and encouraged to strive and make an effort to take the AP Spanish class in the 8th grade. Although this is a class for 25 students, students are selected based on STARS Spanish test scores and classroom performance. Parents are informed regarding their students' selection and given information about the AP Test well before 8th grade begins. In addition, all efforts are made to ensure that our students will receive help paying for the AP test.

Cien Aguas follows the same data process for our 8th grade Algebra I course offering. This school year, 2020-21 we will have two students with disabilities taking Algebra I (with proper differentiation and support structures).

**Student Assistance**

Cien Aguas uses the NMPED Student Assistance Team Manual as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

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**Within each Tier of instruction**, teachers support students of all languages by sheltering the content and using specific Project GLAD strategies appropriate for each subject area.

### **Assisting with communication**

During our distance learning period, Cien Aguas administrators often helped serve as a personal wake up service and helped keep communication lines open between parents and teachers by calling parents, students, and homes when needed. This effectively increased student attendance and improved behavior during online instruction. During our equity council meetings and café y plática meetings parents reported that they greatly appreciated this extra help from administrators.

### **Café Y Plática**

Monthly virtual coffee dates in Spanish and English that parents have with a Cien Aguas Administrator to help increase information and communication in both languages. This serves as a way to keep our community engaged, motivated, and informed about school procedures, and happenings.

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

Cien Aguas International School teachers will be required to hold office hours every Wednesday for a minimum of 2 hours. During this time, teachers can check in with students or students may contact teachers via Google Hangouts to receive additional educational support.

Please describe your plan for Career and Technical Education.

As we are a K-8 School, this does not apply.

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

We will have designed times during their in person schedule of the hybrid format for the delivery of instruction of specials. In addition, we have also made it possible to receive remote instruction from some of our specials such as music and art. We have also had the specials teachers create YouTube videos that the classroom teachers will have access to during the time frame of their regular instruction. We are also closely working with our local community center in order to have access to parks, playgrounds and gyms where we can conduct PE classes and have extracurricular activities.

## **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?

Cien Aguas International School has an MOU with the company Taos Behavioral Health. We will be using their resources and supports to conduct student and family visits virtually, physically or by phone. Our contracted school Social Worker will remain in constant communication with our students and their families and will also provide additional social and emotional support as well. All counselors or social workers involved will be able to identify and support students experiencing trauma. The social worker and school counseling intern will work daily to locate/update resources in the community, communicate student needs, and help provide guidance and



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updates to students and families in need. They will give administration updates and any concerns will be addressed accordingly.

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

Cien Aguas International School has a couple of different resources when it comes to meeting the social emotional needs of students. We have an MOU with Taos behavior health and they have consistently been doing home visits and meeting with families by phone or virtually in order to meet the social and emotional needs of our students. In addition, we have a contracted Social Worker who will provide more targeted services to students in different subgroups.

How will you ensure continued mandatory reporting and wellness checks?

Cien Aguas International School will continue mandatory reporting and wellness checks by ensuring that all staff are trained in mandatory state reporting processes and procedures. All staff will be trained in preliminary warning signs or indicators of students. Cien Aguas International School will also utilize designated staff to maintain constant and ongoing communication and check-ins with students and families. Should a home visit be required Cien Agua International School will utilize their mental health team (Taos Behavioral Health) to provide family home visits along with a support staff member(s) or administration. Cien Aguas International School supports the educational and social emotional needs of all students and will continue to do so by implementing the best practices and requirements of all staff that include, but not limited to (1) Scheduled office hours every Wednesday, (2) Weekly phone calls from subject area teachers as frequent and necessary as possible, (3) Continuous and on-going communication and check-ins from the school social worker, mental health team (Taos Behavioral Health) and special education case load managers. Cien Aguas International School's goal is to support the basic needs of all students and focus on self-assurance and self-care during these difficult times.

## **Family & Community Communication**

How will you keep families informed about changing circumstances?

Cien Aguas International School will use various methods in order to effectively communicate to parents. All information will be offered in Spanish and English. We will use the following avenues of communication: School Website- [cienaguas.org](http://cienaguas.org), school Facebook and Twitter accounts, rob calls and mass emails using school messenger, SIS emails using Synergy. In addition to using these platforms as a means of communication, we will also have teachers, educational assistants and secretarial staff contact families by phone if needed.

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

We will be keeping in close communication with our families and caregivers via the different means of communication mentioned. We will use primarily our school messenger and website to send out messages that include but will not be limited to food distributions, technology distributions, materials, and announcements. We have a signed MOU with Taos Behavior health and they along with our own contracted social worker will provide families and students with behavior health and social emotional counseling. We will conduct phone communication, emails, school and home visits as necessary.

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

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As mentioned, Cien Aguas International School is a dual language school and all communication including mass phone messages, newsletters, texts, and letters are translated in Spanish and English. In addition, most staff at the school are bilingual and, should a parent call in, we will have somebody available so that parents can communicate in the language they are most comfortable in (Spanish or English)

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

Cien Aguas has a working relationship with the City of Albuquerque's, Thomas Bell Community Center. We will be working with the director of the site in order to provide child care for our families. We will support the community center with staff and technology if needed in order for our students to have access to our virtual platform. The program will run daily from 7:30am to 6pm. In addition to the resources at the Thomas Bell Community Center, the students will also have access to our after school program which runs daily, at the school, until 6pm.

## Other

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

*Please see next page.*

## **Option B -- No Remote Learning Plan**

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

Click or tap here to enter text.

## **Local Plan for Remote Learning Signature Line**

Casey Benavidez

July 14, 2020

Superintendent/Charter Leader Signature

Date

*Please print signature or sign electronically*