



CONTINUOUS LEARNING ASSURANCES DOCUMENT & LOCAL PLAN

As a result of COVID-19 and the closing of schools, superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **Wednesday, April 8, 2020**. The packet contains the following items:

1. Assurances Document
2. Continuous Learning Plan

Submission

- All required documents must be emailed as a single package to CL.Plan@state.nm.us by **Wednesday, April 8, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at Gwen.Warniment@state.nm.us.

To access Continuous Learning guidance documents and resources, visit the PED website at:

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/covid-19-coronavirus/>

ASSURANCES DOCUMENT

Date: April 8, 2020

School District/State Charter Name: Gadsden Independent School District

Name of Person Completing Assurances: Travis Dempsey, Superintendent of Schools

Contact Phone Number: (575) 915-7396 Cell: (505) 220-6918

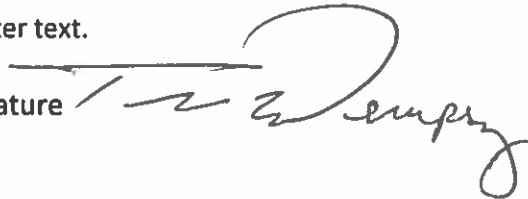
Contact Email: tdempsey@gisd.k12.nm.us

District/State Charter (LEA) identified/named as Gadsden Independent School District hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-20 school year;
2. the LEA will develop a Continuous Learning Plan that meets course and demonstration of competency requirements for high school seniors;
3. the LEA will pay all current hourly employees during the balance of the 2019-20 school year based on the plan developed;
4. the LEA will submit a completed Continuous Learning Plan by Wednesday, April 8, 2020; and
5. the LEA will 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 2019-20 school year.

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Superintendent Signature



Date

4/8/2020

Please print signature or sign electronically

CONTINUOUS LEARNING PLAN

Date April 8, 2020

District/State Charter Name Gadsden Independent School District

High School Senior Continuous Learning Plan

How are you ensuring credit requirements are met?

High school Seniors will be able to use their cumulative year-long grade (as of the end of Q3), as the baseline grade for Q4. Continuous remote learning opportunities for students to build on and improve their earned grade. Students who are not able to fully participate or are struggling with remote learning will not be penalized via grades in Q4. If a student is unable to meet the credit requirements using the method described above they will be provided the opportunity to earn the needed credit by participating in a summer program to recover the missing credits. To assist seniors the Gadsden ISD Board of Education will be considering lowering the number of credits needed for graduation from 26 to 24.

How will you support completion of dual enrollment courses?

The school district will provide necessary technology needed to dual credit students to complete their course work online with NMSU, DACC and ENMU. In addition, the district will also provide access to wireless networks throughout the community while respecting social distancing and stay at home requirements. Counselors and lead administrators will reach out to students to check on progress weekly.

Describe the local demonstrations of competency options which 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.).

To assist Seniors who are unable to meet the standard NMPED assessment requirements for graduation we will implement the previously adopted local demonstration of competency rubric adopted by the Gadsden Independent School District Board of Education. This local demonstration of competency includes review of state assessment data, classroom assessment data and participation in CTE pathways. To assist seniors lacking credits the Gadsden ISD Board of Education will be considering lowering the number of credits needed for graduation from 26 to 24. This reduction in credits allows seniors to focus on engaging in remote learning for the 4th nine weeks to improve their grades only in essential courses needed for graduation.

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors.

Counselors will review any Final Next Step plans already on file for completion. Counselors will conduct "virtual" Senior meetings to update the details of the Final Next Step plans. Target will be a minimum of 2 scheduled virtual meetings with parents and students along with open office hours for student and parent questions. Focus will be ensuring students have completed any admission, registration, and financial planning needs for next year.

Academic Support

Briefly describe the professional development plan for your staff related to continuous learning. What support might you need?

Early Childhood 3Y and 4Y

3Y and 4Y teachers will continue with state mandated online professional development which includes LETRS Online Workbook, Social Emotional Pyramid Framework, ECOT, ECERS and Practice Based Coaching. Teachers will participate in weekly video conference meetings with the Instructional Coaches. The Director and Coordinator of Early Childhood teleconference daily to address concerns and potential needs for adjustment of professional development. SPED 3Y/4Y teachers will receive online professional development by SPED Instructional Specialists and Related Service Providers. At this time, the Director regards local GISD support as sufficient.

Elementary K-6

LETRS Online training will continue for K-2, SPED, Transitional and Intervention teachers. In addition, K-6 teachers will participate in Voyager Sopris Webinars and Podcasts as well as online *Rigor in Planning* by district level Specialists. Teachers will also participate in weekly video conferences with Instructional Coaches and Curriculum Content Specialists through the Google Platform. Elementary Principals conduct weekly online faculty meetings in order to engage all staff members, review responsibilities for student learning, address concerns and possible additional needs for professional development. SPED K-6 teachers will receive online professional development by SPED Instructional Specialists and Related Service Providers. At this time, the Associate Superintendent of Curriculum and Instruction regards local GISD support as sufficient.

Secondary 7-12

Secondary teachers are supported by the district Secondary Content Specialists through twice weekly Google Classroom meetings. A variety of content specific online resources are provided. Continuous coaching is provided by the Instructional Coaches. As with elementary teachers, Secondary Principals conduct weekly online faculty meetings in order to engage all staff members, review responsibilities for student learning, address concerns and possible additional professional development supports needed. SPED 7-12 teachers will receive professional development by SPED Instructional Specialists and Related Service Providers. At this time, the Director for Secondary Instructional Supports, regards local GISD support as sufficient.

Please Describe how you will support continuous learning for PreK- through 11th grade students based on the resources and capacity of your community.

Continuous Learning is supported by instructional content delivery through Google Classroom to student devices. Teachers monitor student participation daily. In addition, teachers are video conferencing with Instructional Coaches and district Content Specialists to ensure fidelity to standards as well as the district Scope and Sequence. District Content Specialists also provide teachers with links to supplemental online resources. District Parent/Student Toolkits are published online to inform parents of instructional sequencing as well as instructional goals. In some instances, activity packets, K-12, have been developed and are distributed to families who, initially are without a device.

Will online learning be used? If so, what tech support will be available for families and teachers?

Online learning will be a major portion of instructional support and monitoring. Families and teachers needing technical support can access several Points of Contact including the Executive Director of Technology, Sam Snoddy at SLSnoddy@gisd.k12.nm.us, Elizabeth Leal at eleal@gisd.k12.nm.us; Leslie Johnson at ljohnson@gisd.k12.nm.us, Denise Maldonado at dpmaldonado@gisd.k12.nm.us, Helen Duran at hduran@gisd.k12.nm.us, Jessica Schaid at jschaid@gisd.k12.nm.us and Carman Sanogo at msanogo@gisd.k12.nm.us Contact information is provided on the district website and communicated through email and video-conferencing. School

If so, how will you ensure that all students have adequate access to devices and the internet? What support might you need?

A survey was taken to determine the number of families with/without an electronic device to support student access to online instruction and monitoring. Families without a device have been provided with a family-use Chromebook. At this time, every family has been issued a family-use Chromebook. With the on-going delivery of Chromebooks, it is estimated that, by the end of April, every student will have a personal-use Chromebook. Hot Spots have been purchased and located in strategic areas of the district to provide adequate internet connections, if needed. At these Hot-Spots, families/students without internet connection may download instructional information on the Chromebook.

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

Academic support will continue for all students as well as services incorporated in student IEPs. SPED student services, including related services such as Speech, Social Work, Counseling, Occupational and Physical Therapies or services for Visually Impaired students will be conducted in Google Classroom with the teacher/related service providers and the students. Please refer to guidance linked at the end of document for information on students requiring initial or annual IEPs for the 2019-20 school year. Migrant Mentors will communicate with currently identified Migrant Students by phone and email to provide needed emotional support. Should the district receive MSIX information on a new Migrant Family in the area, the Director for Federal Support Services will contact the NM Coordinator for MEP for guidance. Federal Social Workers will communicate with identified Homeless students and families through weekly telephone conversations. Both Migrant and Homeless families will receive a Community Resource List and explanations on procedures required to receive community resources such medical assistance through health centers such as La Clinica de Familia. EL students will continue to receive language support instructional services through TESOL and Bilingually certified teachers within the daily instructional service protocols provided to all students.

How will teachers check-in with students? How frequently?

Teachers will check-in with students daily as they provide instruction through Google Classroom. In instances where a student is not participating, instructional staff, Parent Outreach Ambassadors, Social Workers and Attendance Advocates will make phone calls to the home.

Please describe your plan for Career and Technical Education.

The College and Career Readiness Coordinator has published a list of available supports and professional development opportunities for Gadsden CTE teachers to enable on-going professional development. Implementation supports are a result of collaboration with teachers and district coordinator. Two instructional modules for "at home" learning through Google Classroom, facilitated by CTE teacher of record, have been developed and provided to teachers.

Please describe your plan to address electives/specials.

Utilizing Google Classroom, Secondary Music and Art teachers send students simple assignments such as drawing prompts and have them watch YouTube Videos regarding Art History. Band Directors are using Musictheory.net or Smart-Music to send music theory lessons and exercises for students via Google Classroom. Elementary special enrichment activities are provided, through Google Classroom, with support from the District Coordinator for Fine

Arts. Teachers will implement self-paced professional development via the following:

Music: Quaver Music

Art: The Art of Education University

Social and Emotional Supports

How will you utilize counselors and social workers?

Federal Social Workers and SPED Social Workers maintain contact with the families and students on current caseloads. These social workers are able to provide families with lists of available social services as well as a continually updated Community Resource List. School administrators may continue to make social work referrals. District Attendance Advocates continue to serve as home-to-school liaisons by maintaining contact with students on their caseloads. When needed, Attendance Advocates contact campus personnel to discuss additional instructional or emotional support a student may need. District counselors, at each campus, are on call daily. Their phone numbers are published through the school directory and may be used as informal "hot lines" for a student or family member who may wish to have a personal support conversation.

In addition, High School Counselors are also available to assist students with Next Step Plans and Career Cruising.

How will you support students' social-emotional needs?

Teachers daily engagement with students is a first-line support for student SE needs. Working with a familiar teacher and looking forward to the daily communication provides stability in uncertain times. Teachers will also have available the Social Emotional Toolkit provided by the Lead Counselor. The school counselors informal "hot-line" is also available for teachers who may have questions concerning particular students social-emotional reactions. Teachers are also encouraged to refer to the PED Implementation Guide for suggestions to support students' social emotional needs.

Family & Community Communication

The district is providing daily update messages in English and Spanish through the Audio Messenger System. Updates and relevant information are also provided through direct school-to-home communications to parents through the Parent Outreach Ambassadors, Federal and Special Education Social Workers, Family Literacy Center Liaisons and Attendance Advocates. In addition, the district Executive Assistant and Receptionist forward community telephone inquiries, using Google Voice, to the appropriate staff source for information. Public Service Announcements are sent to local radio stations with updated and relevant information concerning the school closures, continuous learning plans and support services for the Gadsden Community.

How will you support families and caregivers as they facilitate learning at home?

Parents are provided with a Parent Resource Guide, Elementary Parent/Student Toolkit in English and Spanish and the Secondary Parent Resource Matrix in English and Spanish. These documents are provided through online links on the district website and through links provided to principals and teachers. These documents are also linked, as related documents, in the district Detailed CLP.

How will you support families and caregivers as they support the social-emotional needs of their children?

The district counselors are providing a Hot Line for parents and students in need of someone with whom to speak. The counselors at each school are available for tele-counseling at the phone numbers in the contact list provided

at the end of this document. In addition, counselors have been provided with a Social-Emotional Toolkit as an additional resource. As teachers, social workers, Attendance Advocates and Parent Outreach Ambassadors and counselors engage with students and families they provide that one-on-one reassurance that each person matters and their district staff members are working to provide for family and student well-being.

Other

How will you reflect, monitor, and evaluate the effectiveness of the implementation of this plan and the results?

First: The district Superintendent has a daily district-wide leadership tele-conference call at 3:00 to review implementation effectiveness. The discussion follows a graph created to outline program implementation assignments. Modifications and adjustments are made as needed by consensus. Second: Department leaders conduct teleconferences M. Tu. Th. (or as requested) with principals, programming, instructional staff, and support staff to review implementation effectiveness. Modifications and adjustments are made as relevant information is received. Third: Programming and Instructional Staff tele-conference Tu. Th. or as needed, with teachers for PD and instructional planning. Fourth: Principals conduct staff meetings every Monday to relay state, district and school advisories, and discuss implementation progress.

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

Please see Documents Linked

- Elementary Parent/Student Toolkit English
https://docs.google.com/document/d/18gdtW-cvrcYhyK3jz628yKf4wYC12hHoPDBIG_YJcoQ/edit?usp=sharing
- Elementary Parent/Student Toolkit Spanish
https://docs.google.com/document/d/1W6o2c58WlzVn9Mx-GW_SMJJbEFb31UPmp1B_pOHSTk/edit?usp=sharing
- Secondary Parent Resource Matrix in English and Spanish
https://docs.google.com/document/d/13QZ46_3EfU_MvSW1dyIPrs0g8N1K0ZC_XAXG925BoHI/edit?usp=sharing
- Parent Resource Guide
<https://docs.google.com/document/d/1V5NhJFwXfg09oGYqz4tDL-WnBLNQczj46TrxcAbVTc/edit?usp=sharing>
- Guidance for IEP Meetings During COVID-19 School Closures
https://drive.google.com/file/d/1A2JtwAe_zDGDjB9_o2NcpSgoBQ3t8Q8v/view?usp=sharing
- COVID-19 School Closure Prior Written Notice Addendum
<https://drive.google.com/file/d/19tfKnkZ-pZwM1292U--4IjXe4nDyqNmK/view?usp=sharing>

Continuous Learning Plan Signature Line

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Superintendent Signature

Date

Please print signature or sign electronically