



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: 7-13-20

State Supported School (SSS) Name: New Mexico School for the Blind and Visually Impaired

Name of Person Completing Assurances: Patricia Beecher

Contact Phone Number: 505-859-0031

Contact Email: pbeecher@nmsbvi.k12.nm.us

State Supported School (SSS) identified/named as New Mexico School for the Blind and Visually Impaired hereby assures the New Mexico Public Education Department that:

1. the SSS will follow the requirements for Reentry for the 2020-2021 school year; and
2. the SSS 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 SSS will develop and submit a draft Remote Learning Plan for all students, Pre-K through 12th grade for the 2020-21 school year by July 15, 2020; **OR**
4. the SSS 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

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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 7-13-20

District/State Charter Name New Mexico School for the Blind and Visually Impaired

_____ (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;

___X___ (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.

NMSBVI does not receive funding through this legislation for additional school days. However, NMSBVI will assess all students at the start of the school year in order to measure the amount of learning loss and to determine baselines. Every student at NMSBVI has an Individualized Education Program that details each student's plan for success and will be updated in order to ensure continued success. NMSBVI will review the need for compensatory and/ or recovery Special Education services for each child and offer accordingly. NMSBVI also offers weekend courses, summer learning programs and extended learning for students after school hours in various forms. We offer individual tutoring after school to all K-12 students who need it. For residential students, educational programming extends into the evenings and early mornings, during which time there is an emphasis on the Expanded Core Curriculum as well as Core Curriculum. We have an after-hours Technology and Study Lab that is staffed by one of our Teachers of Students with Visual Impairments, who supports the students in completing homework and projects. We host educational team meetings on a regular basis in order to ensure continued progress of each individual student and to collaborate around embedded programming. NMSBVI will continue to offer a robust educational program regardless of whether it is a Remote Model, Hybrid Model or Traditional Model.

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Plan for Prioritizing Additional Instructional Time Signature Line

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Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date 7-13-20

State Supported School Name: New Mexico School for the Blind and Visually Impaired

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?

Courses will be provided through a distance-learning platform. Distance learning will consist of teachers' lectures using video conferences and class assignments posted on the online platform, e-mailed to the student or sent via mail for students who need paper-based assignments. Students will have the opportunity to discuss class content during video or phone conferences with the teacher during class time or teachers' office hours and will post the responses to assignments on the online platform, e-mail to the teacher, or if needed, send via mail. The Transition Specialist and Principal will keep in contact with each Senior in order to ensure that they are on track for graduation.

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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.).

Seniors will have the opportunity to take the EoC exam corresponding to the course they are taking or have taken. They may also be afforded the opportunity to provide a portfolio of assignments/ projects to represent mastery of competencies.

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

Seniors will follow the course of study and transition plan included in the student's IEP.

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.

NMSBVI plans to begin the school year with a full remote model until at least Sept. 8. We will work with families to ensure they have access to technology and the internet, if possible. We have a supply of notebooks and iPads that we will disseminate to students/ families in need. We will introduce/ reintroduce the students to the online platforms (Microsoft Teams, SeeSaw and Classroom Dojo) and provide online education to supplement the curricula. The students will be required to submit homework remotely and will be provided with a variety of options in which to do so. Students will be graded on the quality of their work and through regular assessments. Younger students will also be provided "grab and go work bags" with supplies. Other students will be sent work packets via mail or through transportation in order to complete work. We have a strict attendance policy and will utilize a tiered approach to ensure attendance. We will offer a variety of online and virtual instruction in order to keep students engaged not only with their academic work, but also with each other. We are utilizing our approved curricula and can easily continue to use those in a virtual format, with supplemental online activities. Staff will host synchronous lessons via Zoom and we will video tape those lessons so that students and parents can view them repeatedly.

What technology support will be available for families and teachers?

NMSBVI has surveyed families and staff about their needs. NMSBVI will provide technology to students in need as well to staff in need. NMSBVI has a supply of iPads, laptops, desk tops and hotspots that will be disseminated. NMSBVI teachers and related services staff will be provided laptops that they will use both at school and for virtual teaching at home.

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

We have surveyed our families and will provide the necessary devices for students to use in their homes. We will provide hotspots and/ or assist families in obtaining internet in their communities where possible.

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

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All NMSBVI students' programming is through IEPs. We hold regular staffings and team meetings either in person or virtually in order to ensure progress of students and to create individualized intervention plans. Students will be assessed at the beginning of the year in order to determine the level of learning loss/ recovery and to identify additional areas of need that may have occurred as a result of the pandemic. Those areas will be addressed through the IEP process.

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

Special education under IDEA is centered on the individual strengths and needs of the student with a disability. All decisions related to the special education programming for each student will be driven by data. NMSBVI will review data on each student when making determinations about whether the IEP in effect is appropriately written (or needs to be amended/ revised), or if the student may be entitled to compensatory education and/or recovery services. NMSBVI will look at data gathered, prior to the extended school closure, during the period of extended school closure, and during the re-opening of schools. Data may take the form of grades, progress reports, classwork, informal/formal assessments, teacher/related service provider observation(s), parent feedback, and comparison to the progress of all students. NMSBVI has identified the assessment tools that will be used for our students in order to determine baseline. NMSBVI will utilize platforms and devices that we have already determined to be accessible to our student population. Printed packets will be provided to some students in braille on a weekly basis as well. For students with multiple disabilities, we will provide iPads that have been preloaded with activities appropriate to each individual child. We will partner with families in order to assist them in engaging their children in the activities. We will provide instruction on specific teaching techniques and ask for feedback on progress. Teaching will be conducted in synchronous and asynchronous methods. Individual students will be brought to school for individualized services as well as assessments, if allowed. Educational teams will videotape lessons with the students, detailing the goals that are being addressed and explaining the desired student response so that families can replicate at home. Related services will be provided using a telehealth model.

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

During remote learning, each student will be provided with bilingual resources, some class activities in student's native language when possible, as well as with the support of a staff or adult that speaks the student's native language, when possible. ESL techniques will be utilized. NMSBVI will choose activities, literature and role models that reflect the diverse cultures represented at NMSBVI.

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

NMSBVI will maintain close relationships with our college and university partners in order to ensure student success for dual enrollment courses. We will have regular communication with the participating student to ensure that he/ she is able to fully access the coursework and stays on track.

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

NMSBVI does not receive funds in these categories. However, students will be assessed to determine their current academic levels upon reentrance to school. Assessments will be provided either as an electronic document, online or in paper. The students will be provided with necessary training, instruction, and support to be successful

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throughout the school year according to the needs found through their assessments and demonstrated performance through the distance learning. Courses needed to complete students' course work will be provided through distance learning. In addition, they will receive the vision related training needed to access class content and materials as well as on how to successfully produce class assignments. Focus on the Expanded Core Curriculum for Students with Blindness and Visual Impairments will also be stressed. NMSBVI serves students from all around the state and has a large minority population, including students from rural areas, pueblos, and reservations. We will continue to provide the same supports during remote learning as we do in person and we celebrate the diversity of our students through projects, mentors, etc.

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

Educators will check-in with students on a daily basis via video or phone conferences as well as during office hours. Students will receive instruction by a teacher through Zoom on a daily basis. Students will participate in therapies through a telehealth model according to their IEPs.

Please describe your plan for Career and Technical Education.

Career and Technical education course will be offered through Life Skills courses that will be offered through distance learning. Life Skills courses will be scheduled along with core academic courses in each student's class schedule. Students will be taking those courses on a weekly basis.

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

Electives will be either offered by NMSBVI distance learning program or will be via the local public school's online program. Students with visual impairments need compensatory courses that teach them to access the environment and the courses provided through NMSBVI distance learning program will fulfill those needs. Students that would like to pursue additional electives can attend public school online classes through the inclusion program. These students will have the support of a teacher for students with visual impairment. NMSBVI will provide an online platform in order to allow students to socialize, play games, dance, participate in art projects, etc.

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?

NMSBVI will stay up to date with recommended trainings and treatment plans, provide training and continued communication with administration and other staff, refer to community resources as necessary. NMSBVI ECP in Albuquerque implemented Second Steps (Pre-K) in 2015 and has modified and adjusted the curriculum to meet the needs of our visually impaired and blind population. The focus is on social emotional regulation and supports for children and offers activities, movements, dialogue, parent supports for follow through at home. We have been training staff on Trauma Informed Care and will continue to embed the relevant findings into our curriculum and practice with students and families. We have acknowledged the value of these programs and will access relevant

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educational supports offered by credible sites, such Zero to Three, Child Mind Institute, and CDC among others. We will communicate with families through phone calls, communication with teams and media platform options. NMSBVI Main Campus (Alamogordo) will implement Choose Love as the social and emotional curriculum, as well as multiple resources from American Printing House for the Blind (APH) and other vision-impairment specific services to ensure we are meeting the specific needs of students with visual impairments. We will also continue to team with our school psychologist/diagnostician to provide scheduled and “counseling” services, whether in person or via a telehealth model. NMSBVI staff receive training on understanding trauma and are able to make referrals to the school psychologist or school social worker when they see a student exhibiting signs of trauma or difficulty coping. Students will be assessed for trauma and risk factors if any concerns for the child's wellbeing is identified. These services provided by the school psychologist will also be supplemented by the school social worker. Further, students on behavior plans have specific strategies identified to help the students develop positive coping strategies to handle stressors. Staff are provided access to trainings and resources to help teachers integrate SEL (Social-emotional learning) into classroom learning. The school social worker will also provide resources to staff to help support their mental health and will help facilitate referrals to school EAP, as needed. Finally, the human resources department will send out periodic resources that support staff wellness so staff are in a healthy state of mind to focus on and support student wellbeing.

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

NMSBVI will provide continued open communication with students and their families, checking in with them regularly and assessing for any needs/changes, and providing community resources as necessary. We will utilize the multi-disciplinary approach in order to communicate with families about the myriad of concerns that they may have. We will communicate with families directly, supporting them in the process of access to community social services, mental health agencies, and individual relevant resources. Our program has a strong history of communicating with families directly and working with the agencies that support them (medical services, therapy providers and CYFD). We will continue to assess the family dynamics and offer relevant programs when they are needed or requested by the families. We will acknowledge the complex nature of our return to work and include families in the conversation about their needs. We will offer supports that are easily accessible to families via email, text, social media and school-based media platforms.

(<https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>). NMSBVI Alamogordo will implement the Choose Love Curriculum in both individual and group counseling settings, as well as integrating into classroom instruction. Students also will receive social skills instruction specific to visual impairments within the Life Skills programming. NMSBVI will coordinate online social opportunities to allow students to have meaningful social contact and stay connected, even if they are participating remotely. NMSBVI also has a crisis response team that provides preventative support to help a student either prior to an escalation or as quickly as possible after a student begins to escalate to help a student return to baseline and be able to participate in programming. This team also looks for ways to help students develop skills to handle stressors so that they can remain engaged in learning.

How will you ensure continued mandatory reporting and wellness checks?

NMSBVI will check in with staff, students, and their families regularly, document every interaction/communication, and routinely review staff notes to ensure proper documentation/reporting as required. NMSBVI continues to follow the state mandates for child abuse and neglect. We will provide training and supports to our multi-disciplinary staff on the requirements of mandatory reporting and child abuse and neglect. We will be in contact with CYFD when a child is in their custody in order to provide support to the family. We will remain current and advised of the most useful supports within CYFD, DOH, and city and county programs.

(<https://cyfd.org/news/news/lujan-grisham-administration-releases-additional-summer-resources-for-families>) The school social worker is available to support staff reporting, and aid in CYFD investigations when they occur.

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NMSBVI will screen staff and students daily for COVID19 exposure and symptoms using the Dr. Owl app. An emergency plan has been created.

Family & Community Communication

How will you keep families informed about changing circumstances?

NMSBVI uses email, mail, phone calls and REMIND101 to inform families. We also post on our website and social media sites. The primary contact for each family will be the student's teacher, who will coordinate with all other educational team members

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

NMSBVI will remain in close contact with families by doing wellness calls on a regular basis. Our social worker, psychologist and health services staff will conduct those calls.

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

NMSBVI will provide information to families in their home languages either in written form or through phone translation.

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

NMSBVI will provide a list of childcare providers in students' communities and will work with families to assist with individual needs.

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