

6/25/2020

Revised submitted on 8/28/20

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/>
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Date: 7/22/2020

School District/State Charter Name: Six Directions Indigenous School-SDIS

Name of Person Completing Assurances: Tamara Allison, Head Administrator

Contact Phone: 505.863.1900

Contact Email: tamara@sixdirectionsschool.org,

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

1. the LEA will follow the requirements for Reentry for the 2020-2021 school year; and
2. the LEA will continue to enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2020-21 school year regardless of status of instructional model; and
3. the LEA will develop and submit a Remote Learning Plan for all students, Pre-K through 12th grade for the 2020-21 school year by July 15, 2020; **OR**
4. the LEA will choose to make up potential lost instructional hours in-person should physical school closure be required.

Tamara Allison, July 22, 2020

Lane Towery, 7-22-2020



**Superintendent/Charter Leader
Signature**

**School Board President Date
Signature**

Date

Please print signature or sign electronically

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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 July 22, 2020 District/State Charter

Name: SDIS

(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.

SDIS will update our school calendar to reflect 160 days for a four day school week. The calendar will be available on the school website.

Plan for Prioritizing Additional Instructional Time Signature Line

Tamara Allison, July 22, 2020



Superintendent/Charter Leader Signature

Date

Date July 22, 2020

District/State Charter Name SDIS Charter

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?

SDIS will conduct a graduation audit for grades 9-11 and a Next Step Plan will be completed for each student. This will identify courses completed and ones that still need to be completed to meet requirements. Courses needed to meet graduation requirements will be delivered through SDIS teachers, including through the use of the Edgenuity program. For the latter, the teacher will guide students through the Edgenuity course and video conference with students during Outreach/Instructional Support time to provide further support and assistance. Students who failed courses needed for graduation will also recover credit through Edgenuity.

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.).

SDIS will provide culturally relevant and project based experiences, which are the heart of it's charter mission. The school has been phasing in grades each year. This school year, SDIS will have grades 6-11. In the 2021-22 SY, however, we will have seniors.

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

Time will be designated and provided for SDIS staff to work on and complete graduation audits. Teacher advisors will work with high school students once a week during a set time where the Next Plan, graduation tracking, and other College and Career Readiness tasks will be completed. Additional time for completing graduation and CCR tasks will be provided during high school ELA courses, where students will complete tasks in addition to engaging in ELA activities of reading, writing, speaking, and listening that are aligned to standards.

A Google Meets meeting will be held once a month for students and their families, in which stakeholders like parents/guardians and community leaders are invited. The topics to be discussed are graduation needs and progress, important deadlines and dates (PSAT, ACT), and online learning and problem solving.

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.

A survey was sent to parents/guardians and instructional staff where they were able to provide suggestions for needed actions to take to ensure more successful online learning. The information will be used to improve instruction and support for online learning.

Grading: Teachers will develop lesson plans aligned to standards and the charter mission as well as assessments. Head administrator will review plans and assessments and provide input and coaching. Teachers will keep up with the entering of grades. Parents will be shown how to check their students' grades and encouraged to check weekly. A progress report will go out each quarter before the end of the quarter report card. Teachers will check in with students on grades and other areas once a week during advisement period. They will also contact parents as needed each week, maintaining a contact log, and provide additional instructional help during Outreach/Instructional Support times, which is the last hour of their contract day on Monday to Thursday and for set times on Fridays.

Attendance: The laptop contract form and online learning expectations will be reviewed and completed when the parent/guardian and student pick up the assigned laptop and wifi hotspot. The expectations regarding grading, attendance, and participation will be listed on the expectations form. A virtual open-house/orientation will be held in August to clarify and answer questions regarding expectations. Students will be expected to log in and remain logged in during virtual class to be counted present.

Engagement and participation: Online learning expectations will be discussed at the start of the school year during the virtual open-house/orientation. Afterward, there will be a monthly virtual meeting for students and families to present information about, obtain input from, and suggest solutions regarding

academic/online learning, college and career readiness tasks, and student socio-emotional needs. One of these topics to be discussed will be progress made on engagement and participation in online learning. Students will be loaned a laptop and will be provided with a CellularOne jetpack/wifi hotspot. Students will be given access to their online class and coursework. Lesson directions and needed resources will be provided within the online learning management system, which is Google Classroom and Google Meets..

Using high quality materials: Teachers will be provided with professional development in using a learning management system and will be provided work time for developing curriculum maps and developing and setting up lessons on the system. The head administrator will continually review maps, lesson plans, and assessments and provide feedback and coaching. Areas to be reviewed are rigor of learning activities and assessments as well alignment to standards and charter mission of culturally relevant and project based learning. The head administrator will also complete Classroom Walkthroughs by scheduling time periodically to participate in teacher instructional sessions with students and conduct feedback conferences.

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What technology support will be available for families and teachers?

All teachers will be provided with laptops for which to provide online-based instruction. Professional development will be provided to train teachers in utilizing a learning management system, Google Classroom and Google Meets. Teachers have access to school resources including phones, printers, and Wi-Fi to assist them in performing online instruction and maintaining consistent communication with students and families.

Families will have opportunities for technical support during monthly student/family virtual meetings to address concerns and available resources for online-learning like tutorials needed to learn how to navigate Google Classroom and Edgenuity. Parents/guardians will have access to student grading via the Tyler School information System and Edgenuity.

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

SDIS will provide all students with Chromebooks and CellularOne jetpacks for internet access. Surveys are being completed to determine which student households are in need of laptops and internet access. All technological equipment will be distributed to students at the start of the school year. Students who are not able to access the internet through the jetpacks will be provided paper-based assignments as the school searches for an alternative cellular/internet service.

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

Teachers will progress monitor students and provide additional assistance to those in need during whole class virtual instructional times. Teachers will check student work, identify gap areas, and schedule time during Outreach/Instructional support time to provide more individualized instruction to address learning

gap areas.

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

SDIS has contracted with Christiana Baca to coordinate special education services. Ms. Baca will run virtual special education meetings and assist in program compliance. She has provided teachers with information as to who is receiving special education services in their classes as well as pertinent information like students' designation, strengths, IEP goals, areas of need, IEP accommodations and modifications, and IEP commitments. This information is to be used by teachers as they plan and provide accommodations and modifications to students in their classes. She will also provide teacher training in these two areas and other needed areas. Ms. Baca will have access to the students' Google Classrooms to check on students' assignments and class work turned in and will have access to teacher lesson plans.

Teachers and an education assistant will provide instruction that addresses the IEP goals. The information and training provided by Ms. Baca will assist them in doing so. Ms. Baca will also review lesson plans and course work contained in Google Classroom and meet with teachers monthly via Google Meets to discuss accommodation and modifications being provided and student performance and progress.

The head administrator will conduct CWTs during Google Meet sessions and provide feedback, including that of support being provided to special education students.

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

SDIS will continue to provide Indigenous language classes in the Navajo and Zuni language. Indigenous language instructors will provide lessons aimed towards language acquisition and learning more about the history and culture. Like other teachers, language teachers will deliver instruction through the online learning management system..

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

SDIS currently does not provide dual enrollment courses since the high school grades have been phased in each year. This year, the 11th grade will be phased in. The head administrator will be working on a MOU with San Juan College to set up dual enrollment classes for the 2021-22 school year.

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

Currently all our students are Native American students. Some of our students have challenges of having

no laptop and no wifi and living 15 or more miles away from Gallup, NM, the town the school is located in. Action was taken, so that all students will be able to participate in instruction, for they will be provided a laptop Chromebook and CellularOne jetpack/wifi hotspot. We are working on a plan to make meals accessible. However, there will be challenges with getting meals out to students due to the school not providing transportation, not owning school vehicles and having drivers, not having food service staff, and with many students living a far distance away from the school. We will continue to enroll students whose families do not have their own place to live and who live with other family members. They are able to use the address of those they live with along with verification. SDIS will find ways to assist in purchasing other needed supplies for online learning like classroom supplies. Wifi hotspots are quite expensive, but SDIS will do all it can to purchase them.

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

Instructional staff will provide instructions and more individualized help during Outreach/Instructional Support times. These times are available for one hour Monday-Thursday, Mon. and Tues. for middle school students and Wednesday and Thursday for high school students. Time is designated on Friday's as well. This time is also used for Outreach, which involves contacting and meeting with parents via phone calls and/or Google Meets.

In addition, teachers will check in with students every week during advisement period as they lead students through the topic lesson and in completing a weekly reflection form. The contact log will be shared with the head administrator.

Checks in will also occur through a virtual open-house/orientation, monthly student/family virtual meetings, and parent-teacher conferences.

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Please describe your plan for Career and Technical Education.

The head administrator is in contact with the Alexandra Lutz of the College and Career Readiness Bureau in regards to the Carl Perkins and Next Generation grant. Though the award is a lower amount and SDIS does not have the FTE for complete programs of study for high school students (offering a 3 course sequence for a career cluster), SDIS is interested in using the Next Generation grant to provide career exploration activities for middle school students through an online CCR software program. Another grant, NYCP, can be utilized as well. The head administrator did not develop the plan for this year; it will be revised under the direction of the grant's coordinator, Aaron Billie, so that CCR opportunities can be provided to high school students as well like purchasing a CCR software program, an online learning program, and student school supplies. The head administrator will work with advisors to plan and implement CCR activities during advisement period. Activities will include completing Next Step Plans, engaging in college and career research and exploration, setting and working toward CCR goals, and in the future when an MOU is established with SJC, taking one or more dual enrollment classes related to their career interest area.

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

Elective classes will continue to be offered this school year. Elective classes will be modified for online instruction. No extracurricular activities will be planned or offered for student and staff safety. A MOU will be worked on with SJC to offer dual credit/elective classes to students in the future.

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?

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

Students will be scheduled into an advisory class, which will be led by an instructor and will meet one time a week on Fridays. During this time, instructors lead students through a weekly reflection and will identify and address student social and emotional needs. This time will also be used for colleague and career readiness learning activities.

How will you ensure continued mandatory reporting and wellness checks?

Teachers will maintain a contact log for all their classes, including for advisement class. Issues and concerns regarding student social-emotional needs will be discussed and acted on as part of staff professional development.

How will you ensure continued mandatory reporting and wellness checks?

An advisory class schedule will be developed, and students placed in these classes. Teachers and the head administrator will collaborate develop a quarterly curriculum map for advisement class. During the staff weekly PD, time will be designated for discussing, planning, and following-up on student needs. Teachers will also keep a log/notes as documentation.

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Family & Community Communication

How will you keep families informed about changing circumstances?

SDIS will ensure changing circumstances are communicated to families through the school website, Remind messaging service, and the school Facebook page. We will seek to keep updated phone numbers and email addresses of our parents as well, so that they can be contacted by the school and information emailed as needed. There will also be a monthly zoom meeting for students/families where information can be exchanged and questions asked and answered. Information can also be delivered through radio and newspaper announcements as needed. In addition to the other communication methods listed, hard copies of information will also be made available in the office and mailed out as needed. A survey conducted in July showed that the majority of parents use email and the Remind App. We will be encouraging families to regularly check Facebook and the school Website for information as well.

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

Resources and monthly virtual meetings will be provided for students and families where various topics will be presented, discussed, and addressed. Topics will include online learning progress and strategies and social-emotional needs of students. SDIS will work on a resource guide for students/families that lists services providers and organizations that can be of assistance. Information on resources will be made available on the school website and in printed form at the office and be suggested as needed.

SDIS will provide virtual monthly meeting where part of what is discussed is online learning tips and solutions for more successful online learning. A survey will be taken of plus/deltas and questions before and after the monthly virtual meetings and placed on the school website.

SDIS scheduled in time for teachers to provide Outreach and Instructional Support during the last hour of their contract day on Monday to Thursday and on early release Friday's. This time is for teachers to schedule extra help sessions to small groups, so that students can receive more individualized help. It is also time for teachers to call and speak with parents to inform them of any concerns and student progress. Students and parents are also encouraged to request extra help and meetings via phone or video calls.

In addition, identifying needs and providing support occurs during the weekly advisory period on Friday's. Topics related social-emotional supports and CCR are mapped out each quarter. Teachers co-write the maps, listing suggested activities and resources. During advisory, teachers will also lead students in a reflection by having them complete a weekly reflection form, which asks students about assignments completed and still missing, what help and support they need, and next step actions that can be taken by themselves and their teachers.

SDIS will identify funds to pay for other needed school supplies needed for virtual learning and

suggest resources that could assist students and families with various needs. School supplies were given out along with laptops and wifi hotspots before school started. Additional supplies will be ordered and given out as well throughout the year as needed.

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

Indigenous language instructors will help provide translations in Navajo and Zuni language for communication with families as provided through the outlets mentioned above.

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

This year grades will be for 6-11, and our students will be taking classes online for quarter 1. Therefore, our students will not be in need of childcare to participate in online classes. SDIS will be understanding of home situations, however, as teachers develop class work expectations.

SDIS head administrator is taking steps to identify child care services that are provided in Gallup and nearby communities, which families can utilize. Contact was made with Sandra Houston, NMRECA Coordinator, and a survey regarding child care was completed by the head administrator, which will assist Ms. Houston in assisting in identifying area child care providers for our families. Once they are identified, information regarding child care providers will be placed on the school website and a post made on the school Facebook page. Hardcopies will be printed out and be made available in the office as well. The head administrator has asked Ms. Houston what common school budgets and grants beyond the 21st Century grant could be used to pay for child care costs for families.

Other

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

We will continue to review health reports and data of the areas in which our students reside. Our school is located in Gallup, NM, which is located 30 miles from AZ and near the Navajo Nation and Zuni Pueblo. The infection rate has been high among Native Americans and has impacted family members of our students and staff. Due to the past and current infection rate and known challenges our students face (lack of computers and wifi, limited transportation, living a long distance from the school, abiding by curfew hours and weekend lockdowns, and etc.), we have

prepared for online instruction, ensuring all our students can be issued a Chromebook and wifi hotspot. However, we will need to put forth much time in helping our teachers prepare for and utilize an online learning system, which will likely be Canvas provided by PED. Cost to provide wifi hotspots are expensive, but we will do what we can to make this happen. There are additional challenges SDIS will face as well as we have no health aid, no school liaison, no school vehicles or drivers, and no food service staff, which will pose a challenge in getting meals out to the different areas in which our students reside. We will also hope to receive our full allocation of the CARES funds to purchase needed PPE. We are moving forward with planning and making adjustments but realize the specifics of the re-entry plan will continue to adjust and evolve with the needs of students, families, and staff.

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.

Signature Line

Click or tap here to enter text.

Local Plan for Remote Learning

Tamara Allison, July 22, 2020



Superintendent/Charter Leader Signature Date

Please print signature or sign electronically

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