



REENTRY ASSURANCES DOCUMENT, PLAN F OR
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: July 21, 2020

School District/State Charter Name: Eunice Public Schools

Name of Person Completing Assurances: Dwain L. Haynes, Superintendent

Contact Phone Number: 575-394-2524

Contact Email: dhaynes@eunice.org

District/State Charter (LEA) identified/named as Eunice Public Schools 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.

Dwain L. Haynes

Ashley Davis

July 21, 2020

Superintendent/Charter Leader

School Board Vice President

Date

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.

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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 21,, 2020

District/State Charter Name Eunice Public Schools

_____ (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.

The Eunice Public Schools (EPS) will recover lost instructional time by offering a variety of high-quality student-centered opportunities.

Beginning June 15, 2020, EPS offered face to face summer opportunities following the guidelines put into place by the New Mexico Athletics Association, the New Mexico Public Education Department, the New Mexico Department of Health and the CDC. All classes and athletic pods were staffed using a 5:1 student to staff ratio, masks were required of all staff members, temperature of staff and students was monitored daily upon arrival, 6 ft social distancing was required at all times and enhanced sanitation practices were established. EPS was able to successfully complete the program with no health related concerns.

During summer school, Caton Middle School and Mettie Jordan Elementary Staff focused on critical Language Arts and Math skills needed in order to mitigate the loss of skills over the extended school closure.

Eunice High School students were given the opportunity to use Edgenuity along with blended learning interventions with staff support to regain lost credits and to earn initial credits needed for high school graduation. Utilizing the same guidelines as above, a night program was offered in which students worked with CTE staff and were able to earn Construction Trades or Welding Credit while continuing to develop a diverse set of learned construction skills, which they were unable to complete in an optimal educational setting as a result of the school closure in March 2020.

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Efforts to recover lost instructional time will be accelerated as we start the 2020-2021 school year.

Eunice Public Schools are fortunate that school size, staffing, and resources will allow our hybrid plan to include 4 days of in school instruction and 1 day of virtual learning for all students. We are able to meet the requirements of 6 ft of social distancing and 50% classroom capacity and serve all students.

In addition to the loss of instructional skills, the social and emotional health of our students will be a focus. Caton Middle School has successfully utilized the Character Strong Curriculum in their advisory classes for the past two years. Mettie Jordan Elementary and Eunice High School will add this program into their home room requirements. This program will focus on creating and maintaining healthy, caring relationships and is practical, relevant and research-based.

All district schools will offer tutoring immediately after school from 3:15-4:00 where students will receive additional support in all content areas individually or in socially distant small groups if health orders allow or remotely if needed. Caton Middle School and Eunice High School will also provide tutoring and support during Night Library from 5 pm to 7 pm two nights a week or more if needed. Students will receive individual or small group support and access to a learning environment that is optimal for student learning.

Opportunities for additional support will be provided to all students including, Special Education, ELL, and at-risk students. Interventions and academic support will be provided by certified teachers, special education and bilingual teachers.

EPS values the partnership with our parents, other family members and the community of Eunice. As a result, when school closures hit in March, we were able to leverage the strong relationships and gain the continued support of the community. Through various communication tools, it is evident that the majority of the community supports having our students back to school as much as possible. Communication with our families and students will continue to be of utmost importance. Students will be offered the option to choose virtual learning opportunities. Every student will be assigned a staff advisor who along with building counselors and administrators will check in with students weekly and ensure that all academic and non-academic needs are considered.

EPS does not have a childcare program. The City of Eunice does not have a childcare center. The lack of child care in the community reinforces the importance of maximizing in school opportunities to support families who rely on our school to provide instruction while also providing a safe environment for our students so that their parents can work to provide for their families.

Plan for Prioritizing Additional Instructional Time Signature Line

Dwain L. Haynes

July 21, 2020

Superintendent Signature

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date July 21, 2020

District/State Charter Name Eunice Public Schools

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?

Teachers will provide instruction through Google Classroom. Google Classroom will be an integral component of each classroom when we begin school following our Hybrid model. Teachers will also have the ability to use Edgenuity in a blended classroom approach. Virtual Learning opportunities will be practiced and in place in the event of another school closure. If we must transition to a fully remote learning environment, instruction will continue through Google Meets or Zoom. All standards will be taught and assessed. Teachers will assess work that is submitted to them electronically. Students will be given every opportunity to complete each course and receive 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.).

Students will be able to submit essays, PPT presentations, and EOCs as needed through Google Classroom. We will identify all seniors who need to meet competency requirements and will inform them and their parents of the pathway they need to show demonstration of competency.

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

Seniors have a faculty advisor who will check on them each 9 weeks. Support and guidance will be given to students regarding scheduling and test preparation for the ACT and/or SAT as needed for college admission. The counselor and the principal will also monitor those at risk. During the 4th 9 weeks, weekly checks will be initiated

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for those seniors in danger of not meeting graduation requirements. Virtual meetings using Zoom or Google will be held if necessary to complete Next Step Plans.

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.

Grading: EPS requires teachers to take a minimum of two grades per week in each subject area. Assessments will be given 4 times within a grading period. Teachers will continue to monitor daily assignments and progress through remote learning. Grades will be recorded in Skyward. Through the use of Google Classroom/Seesaw Platforms, teachers will use the documentation submitted by students to determine grades.

Attendance: EPS teachers will take attendance daily in Skyward. During online class meetings, students will be required to check into their online learning platforms (Google Classroom and Seesaw). Attendance expectations and procedures will be detailed in each school's student handbook. Each school will follow the guidelines set forth in the Attendance for Success Act. Parents of a student who struggles meeting attendance requirements will be notified. Phone calls are initiated for each unexcused absence. Parents of students who continue to accumulate unexcused absences will be contacted either a virtual or face to face meeting will be scheduled to create an individualized Student Attendance Contract. If a student continues to accumulate unexcused absences, referrals to the appropriate Children Youth and Families Department or the Juvenile Probation Department will be initiated.

Ensuring Student Engagement and Participation: Teachers will use best practices to engage students in high-quality learning activities. Teacher's will check on students' homework within their online learning platforms. Students will receive regular and constructive feedback on assignments. Teachers will provide active learning opportunities with lessons being presented using different content delivery methods such as video conferencing, text audio, and slideshow presentations.

High Quality Instructional Materials: Eunice Public Schools (EPS) uses grade level specific, high quality instructional materials in all curricular areas. The instructional materials adopted by EPS goes through a rigorous, year-long committee process that includes teachers, parents, community members and administrators. The adopted curriculum aligns with Common Core State Standards and New Mexico adopted standards. EPS will be using the online platforms of Google Classroom and Seesaw for remote learning.

Teachers will have ample time to use instructional materials as they plan lessons and units. Preparation time and professional development will be provided on Fridays. Teachers will work together to implement best practices in both remote and in-person learning situations while focusing on the use of high-quality instructional materials. They will also be able to identify needs of students and any other concerns that may arise during this time.

Instructional Schedules:

Schools will be in session as per guidelines Monday through Thursday on our regular scheduled time frames. On Friday we will be providing online instruction to all students on this day. The district plans on focusing this time on ELA and Math programs to help build skills.

If we are unable to meet in person and are online instruction only we will move to a completely virtual classroom.

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Daily requirements for home and online learning environments:

Grade Level	Daily Online Minutes	Daily Offline Minutes at Home	Total Daily Instructional Minutes
Preschool and PreK	15+	15 minutes each; math and literacy, plus 15 minutes being read to	60
Kinder and 1st	30+	20 minutes each; math and literacy, plus 20-30 minutes of reading	90-120
2nd and 3rd	45+	20 minutes each; math, reading, and writing, plus 20-30 minutes of reading	120-150
4th and 5th	60+	20 minutes each (or combinations): math, reading, writing, science, and social studies, plus 20-30 minutes of reading	150-180
Middle School	75+	30 minutes per class	180-210
High School	90 max	30 minutes per class	210

Additional support for students in reading and math will be provided individually and in small groups as needed. This support will be provided both online and during at-home learning time and during in-person class time.

Learning Loss: EPS will facilitate vertical alignment meetings between grade level teachers who will analyze student academic data and prepare a plan to address standards that may not have been mastered due to the school closure in March. Each teacher will start the beginning of the 2020-2021 school year building a bridge from what should have been mastered to what needs to be covered. The teachers will be laser-focused on key standards needed for success in each course.

Intervention: ELA and math remediation and intervention times are embedded into the daily schedules in grades K-8. Students in grade 9-12 will participate in short-cycle assessments to identify those students who need additional support. In the event of a more restrictive learning environment, K-3rd grade students, special education, bilingual and at-risk students will be allowed to participate in face to face learning opportunities following 5:1 student to staff ratios.

Teachers will spend the first few weeks of the year evaluating each student's learning needs. Teachers will monitor student progress. Students who make little progress will enter the SAT process.

What technology support will be available for families and teachers?

EPS has done a needs assessment survey of the students' parents and based off of the results the decision was made to purchase a computer for every teacher and student in the district. Devices will be checked out to individuals as they are ready for usage throughout the district. Utilizing Title I funding the district has purchased KAJEET technology, which can be checked out by families in order to allow their children to log onto the internet and perform their studies. These devices are mobile hotspots that will enable students access to the online

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learning and curriculum. SPED staff will be able to access students via ZOOM technology. In order for this technology to perform optimally the district will have to invest in upgrading its internet backbone at a cost of one-half million dollars.

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

The district is purchasing computers for all staff and students. Coupled with KAJEET technology, students will be able to access their studies through the Google Doc environment. Teachers will be able to conduct parent and staff meetings via ZOOM technology. A needs assessment will be done to ensure that all students are able to have access and we will ensure our At Risk students are first to receive the computers to meet their needs.

When an issue arises with the technology there will be a staff member who is able to help troubleshoot and support the students. There will be intensive learning and communication done for all staff and students to help ensure that basic troubleshooting and technical issues can be addressed as we move towards a more virtual learning environment.

All devices will be equipped with the EPS web filter which will help ensure that students are unable to access off topic sites and keep students on- task.

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

Students who are not making the expected progress are submitted into our SAT program to receive targeted interventions in core curriculum and instruction and evidence-based interventions. Teachers may administer short cycle assessments to the children via computer, which can be instantly scored, provide instant data for analysis, and allow interventions to be developed and administered to the children in a more efficient manner. Teachers analyze the data from their classroom assessments, as well as the data from short cycle assessments and progress monitoring to help students by providing them interventions based on their needs. Students can receive social or behavior contracts to help guide them behaviorally if needed and for academic interventions such as small group and peer tutoring can be in place. The information from these assessments will also allow the teacher to differentiate instruction to ensure the delivery of quality instruction through individualized teaching. Technology allows for individualized instruction at different times throughout the day and week. Teachers will monitor students on these interventions on a weekly basis to determine if the interventions are needing to be continued, reviewed and changed if no improvement has been made. If students are still showing no progress, then interventions become more intense based on the SAT recommendations from the SAT team. If a student is receiving intensive interventions, they will be monitored on a daily basis with reports given to parents and the SAT team for further evaluation. If continued interventions are needed, the SAT team will meet with teachers, parents, and students to discuss further needs and assessments.

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

Eunice Public Schools (EPS) strive to make all of our classes a place where all students have an opportunity to learn. Our staff members understand that all students learn in many different ways so we make sure to provide flexibility and multiple ways for lessons and instruction to reach all of our special education students. Our plan is to establish regularly scheduled connections between each special education student and staff member via live (Zoom or Google sessions) so that each student continually sees and connects with staff. We want to reinforce social connections as well as learning opportunities. We want to give each student time to practice learning skills whether these are academic, social and/or behavioral as needed. We will provide various technologies (Edgenuity/Pathblazers, Seesaw, & Google Classroom) based on the needs of each of our individual students. Additionally, special education students who need more one-on-one or small group instruction will be offered a 5:1 ratio at school based on IEP goals and service. All of our special education students will have access to all

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curriculum from our publishers at school or when at home. Across the district, interventions and academic support will be provided by certified teachers based on student goals. Goals will be followed or set by each student's IEP using assessments and progress monitoring results.

We have been communicating with each of our families and will continue to have ongoing communication to find out what is the best educational plan for their child. We will continue to strive to have consistency in routines and expectations and open collaboration between our parents and staff. We want to continue to provide options for delivery of instruction and services as well as opportunities for the student to engage with staff and peers to increase learning outcomes. Our therapists will provide tele-therapy using zoom sessions based on each student's IEP.

Child Find Responsibilities: Staff will continue to gather information related to student needs and child find responsibilities will continue to be met. Child find evaluations will be completed using triangulation of available data in addition to in-person assessments.

Special Education Services: IEP meetings will be scheduled to meet required timelines and will be held virtually to limit the number of additional persons in the school. If there is a reason why a virtual meeting would negatively impact parent participation, accommodations will be made to ensure that the parent/guardian can meaningfully participate.

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

The District will provide support for Bilingual Education K-12 by offering virtual instruction to all Bilingual students with appropriate grade-level resources and offer language support based on students English Language proficiency levels. A time schedule will be available for English language skills and for home/heritage language arts instruction.

- K-1st grades: 30 minutes per week
- 2nd-3rd grades: 45 minutes per week
- 4th-5th grades: 30 minutes every other day
- 6th-12th grades: 30 minutes per day.

Students will be able to provide on-going feedback at all times. Students who are not able to participate in a remote learning environment will be offered a 5:1 student to staff ratio. There are at least 3 Bilingual staff members who would be able to work within the 5:1 ratio environment.

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

We work closely with New Mexico Junior College Staff. We will ensure that all students enrolled in a Dual Enrollment Course will have a device and access to the internet at home. These students all have a faculty advisor who will be checking with them each week.

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

The district will utilize the SAT process: Students who are not making the expected progress are submitted into our SAT program to receive targeted interventions in core curriculum and instruction and evidence-based interventions. Teachers may administer short cycle assessments to the children via computer, which can be instantly scored, provide instant data for analysis, and allow interventions to be developed and administered to the children in a more efficient manner. Teachers analyze the data from their classroom assessments, as well as the data from short cycle assessments and progress monitoring to help students by providing them interventions

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based on their needs. Students can receive social or behavior contracts to help guide them behaviorally if needed and for academic interventions such as small group and peer tutoring can be in place. The information from these assessments will also allow the teacher to differentiate instruction to ensure the delivery of quality instruction through individualized teaching. Technology allows for individualized instruction at different times throughout the day and week. Teachers will monitor students on these interventions on a weekly basis to determine if the interventions are needing to be continued, reviewed and changed if no improvement has been made. If students are still showing no progress, then interventions become more intense based on the SAT recommendations from the SAT team. If a student is receiving intensive interventions, they will be monitored on a daily basis with reports given to parents and the SAT team for further evaluation. If continued interventions are needed, the SAT team will meet with teachers, parents, and students to discuss further needs and assessments.

Students will also be encouraged to attend school in person under the 1:5 NM PED prescribed teacher/student ratio. In fact, the district will work to make this process as consistent as possible. Finally, each child will be provided a computer and KAJEET technology if needed.

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

Educators staff will check in with students on a daily basis using Google Classroom, Edgenuity, and daily assignments. Educators will reach out to students by email or phone calls if there is no active participation. This will continue throughout the time we are in remote learning. Parents have access to progress of grades and attendance through the online portal of Skyward.

Please describe your plan for Career and Technical Education.

The Eunice High School CTE teachers will be utilizing the Google Classroom environment. They will devise lessons within this platform and supplement with the online components of their curriculum, YouTube videos and other virtual learning experiences to complete course objectives.

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

In grades K-5, specials will be incorporated into the classroom instruction. The specials teachers provide support to the classroom teachers.

In grades 6-12 elective teachers will be utilizing the Google Classroom environment. They will devise lessons within this platform and supplement with the online components of their curriculum, Edgenuity, YouTube videos and other virtual learning experiences to complete course objectives.

Extracurricular activities will be offered under the guidance of the NMPED and NMAA in accordance with the current health orders in place by the Governor of NM, the NM Department of Health and the CDC.

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?

In developing a plan for social and emotional supports for students in Eunice Public Schools it will be very important for our counseling team to be aware that reentry into the school environment at a modified level may be challenging for some students. It will be vital that we are very patient with students because they have not

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been in a physical classroom academic environment for at least five months. Students will need to be reminded of classroom procedures and expectations many times before a new habit develops. It will be also important to be mindful that some of the students may have acquired additional fears due to the seriousness of the Covid-19 virus. Encouraging students to have a clear-understanding of what we know about Covid-19 will be important. It will be also important for school teachers, staff and counselors to remember that some behavior around cleanliness and sanitation that may have been viewed previously as an indication of a mental health concern is now considered the norm for a child. Encouraging students to social distance, wear masks when appropriate and wash or sterilize hands will need to be reinforced with consistency.

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

The Eunice Public Schools realizes that during times of crisis, social and emotional needs are a priority. COVID-19 has added additional stress to students and staff and we are committed to providing support as all stakeholders begin to engage in rigorous academic opportunities in either remote learning or more traditional learning environments. We believe that when students and staff are physically and psychologically safe, they are able to engage in formal rigorous teaching and learning. Counselors will be checking in regularly with students on their caseloads. All students will be given information on how to reach out if needed. Teachers will be on alert for any student who may need additional support.

- Relationships are a first priority. A focus on creating and maintaining healthy, caring relationships among and between students and staff will be emphasized.
- Character Strong Curriculum will be utilized across the district. This curriculum is practical, relevant, and research-based and will focus on 3 main categories of critical, cultural need:
 - Community and Relationship Building
 - Stress, Coping, and Resilience:
 - Empathy, Equity, and Compassion:
- Each child in grades kindergarten through fifth will receive weekly in-class counselor-designed curriculum for social-emotional learning, career exploration, and academic support. Each classroom teacher will attend these lessons to support the counselor instruction. Homework will be assigned weekly which may be reviewed by classroom teachers and integrated into the general classroom curriculum. This will be a school-wide curriculum impacting each child. This instruction will be provided during the days that students are physically present in the building. Students in grades sixth and seventh will have the opportunity to meet with the school counselor or school counseling interns for responsive school counseling. They will be supported with career resources, academic supports and social/emotional skills to improve relationships and minimize discipline challenges. Students will be trained in time-management skills and anxiety reduction skills for testing situations. The counseling team will assist in assessing trauma and crisis mental-health concerns for referral to experts outside of the school environment. The counseling team may provide short-term solution-focused school counseling on an as-needed basis. Long-term, insight-focused, psychotherapeutic counseling will not be provided by the counseling team. Referrals will be made to clinical mental health counselors, psychologists, psychiatrists, in-patient psychological treatment centers or the psychological ward of a local hospital.
- Each High School student will be assigned a faculty advisor. This advisor will complete a check-in of the student at least twice each nine weeks, more often if needed. The advisor will assist the school counselor in ensuring that each Next Step Plan is up to date, offer guidance in regards to future scheduling, and be an additional adult support person to assist with both in person and virtual learning challenges.

How will you ensure continued mandatory reporting and wellness checks?

- Students demonstrating serious mental health concerns will be referred for treatment. Students demonstrating suicidal or homicidal ideation will be referred for mental health treatment and their parents or guardians will be informed of these ideations. Students presenting with child abuse concerns will be referred to local police, the sheriff's office, state police, or child protective services depending upon the concern.

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- During training days, teachers and paraprofessionals will be provided with training in social/emotional responsiveness, mandated reporting, and referrals to the school counselor. They will also be trained to have a basic understanding of how to identify at-risk students and students who may be experiencing trauma.
- Dr. Cleveland, the school counselor, will be supervising two new mental health graduate students. One is training to become an additional school counselor for the district and the other is training to become a school psychologist who can provide clinical counseling and psychological assessment for students with more profound mental health needs. Both master's level interns will be providing school counseling for students under the supervision of the licensed school counselor. Both interns will shadow the school counselor in his work with individual students, small groups, and with classroom counseling instruction.
- Due to a rise in unemployment in our school community, sensitivity to limited resources by our families will be necessary. Students in need of food or clothing will be referred to two local churches who provide a food bank and a clothing shelter. It will be important to not confuse limited resources with suspected neglect.
- Dr. Cleveland will provide his cell telephone number to families so that they may contact him during the school day if they have concerns about their child or need referrals for professional clinical counseling. This will increase his availability as he transitions between two different school buildings. Students will also be reminded consistently that they may reach out to any of the three school counselors for any social/emotional, academic, or career needs that they may have.
- Group counseling experiences will be provided by the counseling team for students who are identified by classroom teachers as needing additional support.
- The school counseling team will provide support for the administration in developing mental health strategies to minimize recidivism in behavioral acting-out and relationship conflict. They will advocate for the least restrictive environment for students with disabilities and special needs. The school counselors will encourage teachers and staff in implementing positive behavior intervention supports and response to interventions at the Tier 1, 2, and 3 level.

Family & Community Communication

How will you keep families informed about changing circumstances?

The district will provide timely and relevant information to families to keep them informed as innovative learning techniques are developed and implemented and in order to provide updates and request feedback. The Eunice Public Schools website will be regularly updated with important news relevant to the changing circumstances. Other means of communication such as social media, one call system, letters home, and personal phone calls to families who need additional support will be utilized as well. School Administration will have regular contact with students and families via one call messenger and school social media sites. Communication can be provided in print if requested and will be available for reference on the district website.

Families have multiple avenues of communication with the district in order to request information and assistance; assist with planning and implementation, provide input and feedback, offer constructive criticism, and resolve conflict including but not limited to: direct telephone and email contact, and in-person meetings as allowed, utilizing Zoom meetings.

Emergency communications will be composed by the EPS Administration. School administrators will maintain templates of emergency response communications as needed. School messenger allows for a number of pre-composed templates for rapid response communications. Families are enrolled into school messenger when the students are registered for school.

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Teachers will document two way communication with each student (or family) weekly throughout the school year (whether remote or in-school learning). School principals and counselors will follow up with any students who the teachers are unable to reach. Various methods of contact including but not limited to; are phone calls, emails, and US postal mail services.

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

Counselors will be available for support in the learning and social-emotional learning to meet the needs of every student and family in the district. We will have staff available to answer questions and provide feedback and support for students throughout this time.

We will support families by providing links for innovative learning and social-emotional support through our websites, social media and written communication as appropriate. Families will be guided through communications on how to set up appropriate spaces and structures for learning, how to access and utilize the technology tools and learning platforms, how to monitor and support their students' well - being and how to reach out for additional assistance as needed

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

Each school has translators for the families who are in need of support through language translation between the families and the teachers. Letters and messages will be translated into the home language requested during registration. Translators will be available to help with communication during school hours in the offices and online.

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

EPS does not have a childcare program. The City of Eunice does not have a childcare center. The lack of child care in the community reinforces the importance of maximizing in school opportunities to support families who rely on our school to provide instruction while also providing a safe environment for our students so that their parents can work to provide for their families.

If the district has to move to a remote learning environment, arrangements will be made for staff members who have children in need of care.

Other

The Eunice Public School District has developed a comprehensive Reentry Plan for the 2020-2021 school year (See Attached).

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.

Not Applicable

Local Plan for Remote Learning Signature Line

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[Click or tap here to enter text.](#)

[Click or tap here to enter text.](#)

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically