



## CONTINUOUS LEARNING ASSURANCES DOCUMENT & LOCAL PLAN

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

1. *Assurances Document*
2. *Continuous Learning Plan*

### **Submission**

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

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

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

## ASSURANCES DOCUMENT

Date: April 6, 2020

School District/State Charter Name: Health Leadership High School

Name of Person Completing Assurances: Leticia Archuleta

Contact Phone Number: (505) 328-4105

Contact Email: Leticia@healthleadershiphighschool.org

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

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-20 school year;
2. the LEA will develop a Continuous Learning Plan that meets course and demonstration of competency requirements for high school seniors;
3. the LEA will pay all current hourly employees during the balance of the 2019-20 school year based on the plan developed;
4. the LEA will submit a completed Continuous Learning Plan by Wednesday, April 8, 2020; and
5. the LEA will enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2019-20 school year.



Superintendent Signature

April 6, 2020

Date

Please print signature or sign electronically



## CONTINUOUS LEARNING PLAN

Date April 6,, 2020

District/State Charter Name Health Leadership High School

Health Leadership High School Has developed a Comprehensive online learning plan as well as a modified schedule to meet the needs of our students and community. We took the approach of learning through a lense of equity and authenticity. Please see the link below to view our online/virtual learning schedule.

[Online Learning Schedule English / Spanish](#)

### High School Senior Continuous Learning Plan

How are you ensuring credit requirements are met?

Health Leadership High School will continue to provide academic instruction through Google Classroom and virtual platforms that allow for face-to-face meetings (i.e., Zoom, Loom). Independent assignments and projects will be encouraged of students to complete during online instruction.

How will you support completion of dual enrollment courses?

We will provide weekly check in with students via Zoom, phone or Facetime. Office hours will be held weekly for any additional support by Transition Coach. Zoom classes will be held twice weekly to ensure students can ask questions regarding the assigned work. This will also allow the class to complete some discussions regarding the modules specifically for Financial Literacy.

Describe the local demonstrations of competency options which will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

Throughout the year seniors have been engaging in developing a service learning project to help our community in some capacity and they will still do so given the current circumstances. Seniors will demonstrate their needed competencies through the community project by producing a plethora of products and authentic artifacts that pertain to their topic. To begin, seniors will develop a digital media marketing plan to spread the ideas of their community project and build a basis to engage with the community since they will not be able to go out and serve in person. In addition, seniors are also writing a college-level thesis paper that is based on their community project

topic. They will present their findings within the paper, as well as in a final presentation that will summarize their research and explain their impact they had made through their community project. Also, these virtual presentations will serve as a space for the seniors to reflect on their learning throughout high school and explain their next steps beyond graduation. Along with the presentations, the seniors will also submit their portfolios of work that they had been keeping since the beginning of the year and include multiple assignments and products.

HLHS will use the Graduate Profile to provide a holistic assessment of student needs. Our Senior staff instructors will assure that the local demonstration of competency for HLHS addresses the following:

1. Students continue to have the opportunity to build on their strengths
2. Students have the opportunity to plan for their future and have access to staff for support
3. Students have the opportunity to work independently and in groups through virtual platforms
4. Students have ongoing access to maintain caring relationships with adults
5. Students still have a modality to apply their knowledge in real-world settings (This will be done through the continuation of collaboration with community and industry partners)

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

NMPED is not requiring Seniors to take assessments the remainder of the year. However, Schools can use Local Demonstration of Competency matrix to graduate Seniors. In addition, *Next Step Plans* will be completed electronically and stored in their digital portfolios.

## Academic Support

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

Professional Development has continued through Zoom conferencing. Staff meetings will remain weekly as well as ongoing staff PD to support implementation of online education. In addition, ongoing contract service support will be in place to provide staff with ongoing PBL guidance as it relates to online learning. Our staff will be receiving mentorship from an expert on virtual PBL including webinars for SREB and iEarn.

Please describe how you will support continuous learning for Pre-K through 11<sup>th</sup> grade students based on the resources and capacity of your community.

(Refer to link below for full description)

[Continuous Learning Supports-PBL](#)

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

**Online learning will be provided via Google Classroom, Zoom, newsela, Acellus, Go to meeting and other modalities to support PBL instruction. All instructors will be required to maintain office hours. This will provide an opportunity to assist students with support needed to learn how to access Zoom. All of our classes at HLHS use Google Classroom on a regular basis and our students are familiar with this platform to complete assignments. Our student support team will also be holding office hours for additional supports needed to assist students to maintain academic success.**

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

Advisors have obtained information from their advisees about what technology advisees and their families have in their homes. The information advisors obtained included what main form of technology the students use for school at home, how many people in the home use that one piece of technology and if the student has access to the Internet. From there, we were able to determine who needs laptops from the school and who needs assistance with obtaining free Internet resources. Starting Tuesday, March 31st, students will be able to start picking up laptops at the school. For our HLHS community members who may not have access to Wi-Fi/internet, families can apply for no cost or low cost internet if they do not have it: <https://www.internetessentials.com/> There are also two dedicated phone numbers 1-855-846-8376 for English and 1-855-765-6995 for Spanish.

**Laptop Distribution Schedule:**

<b>Tuesday 3/31</b>	<b>Wednesday 4/1</b>	<b>Thursday 4/2</b>	<b>* Tuesday, 4/6</b>
11am-2pm	9am-12pm	10am-1pm	11am-2pm (must be on list)

\*Final distribution for any additional students in need of a device

The students will need to pick up the laptops from the school. If the student is under the age of 18, the student will need a parent or guardian with them to be able to sign the check-out form. In our efforts of maintaining social distancing we will be ready to drive vehicles through. Students will be checking those laptops out which means that they will have to sign the form taking responsibility for the device. Each laptop will be assigned to them and will be expected to be returned at the end of the school year.

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

Student support needs for students with disabilities, who are at-risk, and/or under Title Programs will be staffed during weekly Lead Team meetings that facilitate the strong, cross-pillar collaboration inherent in our school's 360-degree support model.

[Requirements and Recommendations to Support Homeless Students](#)

CURRICULUM DEPARTMENT: (Refer to link below)

[PBL Instruction to support students with disabilities, at-risk and under Title programs](#)

## SPECIAL EDUCATION DEPARTMENT:

Our school's special education teachers will maintain connection with families and students who may have an IEP. We will continue to provide as many supports through our online learning and teacher/family collaboration to maintain learning in the home environment. In addition, students' IEPs will be completed accordingly and we will ensure that students are receiving their special education services as IDEA outlines them. The special education director will also be in collaboration for any ancillary services and will be in contact with CES, our ancillary provider for speech and diagnostic testing, as well as our in-house social work team. As a team will maintain students files and continue to monitor progress in their classes with all teachers involved, and will staff students accordingly during special education meetings that will happen on a weekly basis.

Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. Special education administrators will work with individual teams if IEP meetings are going to be held via phone or in another video conferencing format such as Zoom or Google Hangouts. We will also continue to:

- Document communication with parents/students as attempts to make progress (notes section of the learning management or IEP system, communication log, etc.)
- Adjust students' plans to meet needs in home or blended learning environments
- Investigate and determine whether newly introduced apps/platforms are accessible to a child based on the child's unique needs
- Modify information for persons with exceptional needs. Information and materials must be provided, as appropriate, in alternate formats to facilitate effective communication for individuals with disabilities (such as students who are deaf or blind).

Most special education students will require a combination of direct instruction in both general and special education settings spread across their day, and during this time they will receive a combination curriculum delivery via 1-on-1 direct virtual learning, guided independent learning, and video learning. Within this time students will also receive their accommodations such as extended time, frequent check-ins and feedback, differentiation, etc.

Listed below are some of our strategies to support and help students with disabilities learn:

- Virtual/online education/e-learning when appropriate; keeping the principles of Universal Design for Learning in mind
- Independent study
- Blended learning (virtual/online/e-learning)
- Telehealth (related services)
- Learning packets
- Ensure students have required assistive technology needs met
- Provide services at home when appropriate in accordance with CDC guidance and relevant New Mexico health orders. If you chose to do learning packets, consider: Adjusted reading levels, adjusted math levels, focused work for specific classes clarity of written instructions, shorter assignments and

the ability of parent/ guardian /family to support student learning and sanitation

**COMMUNITY ENGAGEMENT DEPARTMENT:**

Our Community Engagement Director works closely with students and families to provide support connected with the community, based on their needs. The Community Engagement Director works along with the Instructional Coach, Special Education Director and the Director of Student Support to ensure that all students receive the services they need. The Director of Community Engagement will be available to provide support to our students and families and will also participate in academic instruction to also support students in all areas. The Community Engagement Director will check in regularly with students in support of the academics, social well being and community needs in addition to the Student Support Team and Academic Support. The Community Engagement Director will also ensure the scheduling of interpreters and the availability at all times to ensure students and families receive the access they need at any given time.

**STUDENT SUPPORT DEPARTMENT:**

Our school social workers have always been, and will continue to be strong advocates for our students, especially those who are most vulnerable. Check-ins and updates will take place regularly (during Lead Team, Staffing, and Advisory) regarding how Special Education, vulnerable, and at-risk students are coping socially and emotionally. Social workers will step in to provide additional support where needed.

Social workers will continue to meet individually (virtually) with the students that have ancillary services on their IEPs and require social work services. Social workers will create a weekly schedule for the students that they serve and they will continue to document the time spent with the students. The Student Support Team has also requested all advisors be prepared to bring any student concerns you may have to our weekly student staffing so additional support can be provided by the social work team as needed. The Student Support Team will collaborate with Spanish speaking school-based interpreters to provide equitable access to ongoing social-emotional support and resources.

**How will teachers check-in with students? How frequently? (Refer to link below)**

[Ongoing Check-in / Advisor supports](#)

Teachers and staff of HLHS will be checking in on students on a weekly basis. Any students who are unable to be reached or contacted will be staffed at our weekly meeting and efforts will be made to connect with the student. A Google spreadsheet will be shared with all staff. Advisors will share out the list with students to make further attempts to check on the well-being of students.

Individual and group sessions will be provided by the Student Support team in addition to Advisory and Google Classroom check ins.

**Please describe your plan for Career and Technical Education.**

Students have been receiving certifications in FERPA/HIPAA, Shaken Baby Syndrome, CPR/First Aid, Bloodborne Pathogens, Community Health Workers (CHW) Certification, Certified Nursing Assistant (CNA), Future Focused Education (FFE) internships, and FACES for the Future internship.

Staff will be in contact with program specialists for completion of certifications and internships. Students will have the opportunity to complete some of these courses via a virtual platform. The deadline to disenroll for CNM and dual credit courses was extended and allowed students to opt out of the course at no penalty to their transcript credits or college level transcripts. All continuation of courses will adhere to CDC guidelines for the protection and safety of our students and community.

**Please describe your plan to address electives/specials.**

Electives and Specials will be offered through their classes. Students will have the opportunity to submit video evidence of physical activities that connect to physical education curriculum, Early childhood Activities (ECAP) will be provided through online instruction for students to develop skills to work with younger siblings to create structured playtime. Students are creating sanitary solution guides and cleaning instructions for play areas. Students will be provided with an elective for Community Health Workers. Students will be creating Google earth presentations on specific zip codes and analysis of the health of the community within that zip code based on assets and deficits. They will be instructed to provide a community health presentation on a specific aspect of choice on ways to support making the community healthier. A community health elective will be offered as a self-directed passion project on a health issue. It will be set up as a genius hour where students can pick a topic of concern that impacts the community and create awareness about the issue to a target population.

Please see link below to view our ECAP project:

[ECAP Project](#)

## **Social and Emotional Supports**

**How will you utilize counselors and social workers?**

### POSITIVE YOUTH DEVELOPMENT

In the face of this health crisis, the Student Support Team recognizes the need to operate from a trauma-informed lens. As such, the Student Support Team will continue to utilize trauma-informed practices to prioritize Positive Youth Development (PYD) by teaching and modeling Social-Emotional Literacy (SEL) competencies such as teamwork, problem solving, empathy, self-care, and coping skills to students and families. The Student Support Team is encouraging teachers to embed SEL competencies into their cross-curricular lessons. Teachers are encouraged to utilize any SEL curriculum that they previously used. The Student Support Team will provide ongoing professional development and resources to support teacher's integration of SEL and trauma-informed education components into their lessons.

### ADVISORY COLLABORATION

Advisory needs to continue to be a place where all of our students are able to have at least one trusting adult with whom they have a close relationship with. An advisor must be the student's go to person for any needs that they may have. In addition to advisors, our students also have a team of social workers to assist when the advisors have students with other needs such as mental health needs, need of community resources or just feel they need some extra support. Advisors must ensure they are checking in with our students not only with their academic needs but also their emotional needs. If an advisor feels they may need extra support for one of their students they will



contact the Student Support team through our online referral system and a social worker will provide additional assistance. The Student Support team will also be consolidating and listing “Teacher & Staff Resources” on the Student Support website. The Student Support team has also requested all advisors be prepared to bring any student concerns you may have to our weekly student staffing.

## RESOURCES

Additionally, the Student Support Team will serve the HLHS community by identifying and sharing essential resources on its website (i.e., access to food, basic needs, internet services, health/mental health services, etc.). The Student Support team will leverage multiple communication platforms (i.e., a Student Support Website, Remind App, Social Media, Email, and physical handouts) to ensure information regarding resources and student support services are accessible to all students, families, and staff.

## CONTINUED ACCESS TO SOCIAL WORKERS

As has always been the case, any student, parent, or community member is welcome to visit with the Student Support Team should they have additional support needs or concerns. Student/Parent visits with Student Support will be conducted via Zoom, a HIPAA compliant telecommunication platform. Should the Zoom platform not be accessible to a student/parent, the Student Support team will work to overcome barriers to its use. In the event these barriers cannot be overcome, the team will utilize alternative communication methods, FaceTime, phone, or E-mail. E-mail will only be used as appropriate (i.e., to share resources) and will not be used to address critical clinical needs.

## COMPREHENSIVE REFERRAL SYSTEM

The Student Support Team will continue to work collaboratively with teachers, advisors, and administrators to identify student/parent needs and will address them to our fullest capacity. Staff, students and their parents/guardians will be able to submit a referral for additional social work services through our web-based referral form or by contacting the Director of Student support by phone or email.

### **How will you support students’ social-emotional needs?**

The HLHS Student Support team will take the following actions to ensure we are supporting students’ social-emotional needs:

- The Student Support team will inform students and their parents/guardians of established office hours. Students and their parents/guardians can contact the student support team during these office hours for social-emotional support or support accessing essential resources. Student and their parents will be given instruction on how to schedule a meeting with Student Support. Teachers, advisors, and staff will utilize a referral form to request support services. Resources will be distributed to inform students and their parents of additional supports they can access in case of emergency or if a critical need arises outside of office hours.

- The Student Support Team will perform regular check-ins with all students/parents/guardians identified as high-risk or high needs. The Director of Student Support will organize regular staffing sessions with the Student Support Team to ensure the Team is doing everything possible to support students and address identified needs. Social workers will continue to meet individually (virtually) with the students that have ancillary services on their IEPs and require social work services. Social workers will create a weekly schedule for the students that they serve and they will continue to document the time spent with the students.
- The Student Support Team will work with HLHS staff to provide culturally and linguistically relevant resources and support to students and their families. The Student Support Team will work in collaboration with Spanish speaking staff for translation support as needed. All resources and notices distributed to students and families will be provided in both English and Spanish.
- In the face of this health crisis, the Student Support Team recognizes the need to operate from a trauma-informed lens. The Student Support Team will continue to prioritize PYD by teaching and modeling SEL competencies such as teamwork, problem solving, empathy, self-care, and coping skills to students and families. The team has identified resources the school was providing students and their families prior to the pandemic and will work to maintain that support. In addition, the team will provide parents with lists of outside mental health resources.
- The Student Support Team will ask staff members to make a list of their “most vulnerable” students. That list will be shared with the Student Support Team during weekly staffing. The team will utilize this list to conduct regular check-ins with students. Check-ins will be conducted via Zoom, phone, or in-person if absolutely necessary. Just like in the school setting, if a teacher/staff member feels like a student needs counseling services, the Student Support Team should be contacted.
- The Student Support Team is encouraging teachers to embed SEL competencies into their cross-curricular lessons. Teachers are encouraged to utilize any SEL curriculum that they previously used. The Student Support Team will provide ongoing professional development and resources to support teacher’s integration of SEL components into their lessons.
- The Student Support Team will provide additional outreach to Seniors by attending advisory and senior cohort meetings to ensure they have the social-emotional support needed to cope with the stress of completing their remaining graduation requirements.

(Please refer to link below to view the quick reference for referral process for students in need)

[Student Support Quick Reference for Staff](#)

## **Family & Community Communication**

**How will you keep families informed about changing circumstances?**

HLHS uses the Remind Application as well as email to maintain communication with our families. A weekly memo is sent out to the families throughout the school year, even during these times with updates and information regarding our school and community. If additional information needs to be communicated to our families, our

advisors connect directly and individually with our families to inform them of what is happening. Information is always provided in English and Spanish to ensure that all of our families have access. We also use interpreters to communicate with families when needed.

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

We will support our families and caregivers by providing resources (laptops for the students that don't have them) as well as information about what they can do if they don't have access to the internet. We have a list of resources available for our families. If families are not able to be successful in that way, we can also print out information and distribute it to our families. Our advisors are in communication with our families to figure out the best way to support them. We will also make sure that we have a calendar where parents can see what the available times are to speak to someone regarding their needs. The following dates are scheduled for laptop pick up times for students. Tuesday, March 31st from 11-2pm, Wednesday, April 1st from 9am-12 and Thursday, April 2nd from 10-1:00. An additional day for any students still in need of a device will be available on Tuesday April 7th from 11-2. If students are not able to pick up laptops during those times, appointments will be scheduled to allow those still in need to pick one up. Our school staff is also available for any questions or concerns students and families might have during the process of virtual learning.

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

*Our Student Support team has created a Resource Page where families can fill out and request support with social-emotional needs of their children. The Resource Page will allow our Student Support Team to know what supports need to be put in place.*

At this time, Student Support's primary mission is to inspire safety, connectedness, and hope by maintaining strong relationships while prioritizing the health and well-being of our students and their families.

### **HOW STUDENTS & FAMILIES CAN ACCESS SUPPORT**

The Student Support team has developed a website where families can access a list of current resources related to school information, food and other essentials, income support, Internet access, mental health, On-Line & At-Home Learning, etc. The website also displays social work office hours and a referral form for requesting support. If a student or family is aware of any helpful resources not listed on our website, we encourage them to share these resources with our team so we can share them with others. There is a link at the bottom of the web page to submit a resource.

Social work office hours will be listed on the website on our Student Support Team Calendar. Students or families who need additional social work support should utilize the "HLHS Student Support Referral Form" to request services. The referral form is available in both English and Spanish.

Social workers will continue to meet individually (virtually) with the students that have ancillary services on their IEPs and require social work services. Social workers will create a weekly schedule for the students that they serve and they will continue to document the time spent with the students.

The Student Support website can be accessed here:

<https://sites.google.com/healthleadershiphighschool.org/socialwork/>

#### WHAT HAPPENS WHEN A STUDENT OR FAMILY SUBMITS A REFERRAL?

Once a student or family has submitted a HLHS Student Support Referral Form it will be sent directly to the HLHS Student Support Team who will contact them as soon as possible. The information provided in the referral form is only accessible to those who require access. If a student or family is unable to access the referral form for any reason and would like to speak to any HLHS staff member directly they can contact the Student Support Director by phone at (505) 750-4547 x.130.

If the reason for a referral is an emergency situation that is occurring outside of normal school hours we advise students and families to call the New Mexico Crisis and Access Line 24/7/365 at 1-855-NMCRISIS (663-7474). If they are experiencing a life-threatening emergency, (a situation where any person is in immediate danger/has an immediate risk to their health or safety, either because of their own actions or the actions of others) we advise they call 911 immediately.

## Other

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

As a staff we will monitor the effectiveness of instruction, social emotional support and community engagement services ongoing. Our staff will meet twice weekly to discuss fine tuning our projects in a virtual platform. Staff will receive mentorship from PBL coaches who have knowledge and expertise in providing online and virtual PBL instruction. This will support our evaluation on effectiveness of implementation and provide opportunity to amend as needed to meet student needs and assure positive youth outcomes.

Instructors will be using Google Classroom. This platform for instruction provides instructors and students with:

**Accessibility-** All files uploaded by teachers and students are stored in a Classroom folder on Google Drive. These files allow teachers and students to access their Classroom(s) anytime, anywhere.

**Communication-** Google Classroom has built-in tools to support communication with students and parents.. Teachers and students can send emails, post to the stream, send private comments on assignments, and provide feedback on work. Teachers have the ability to communicate with parents through individual emails or through Classroom. All information is documented in the system. In addition, students will receive ongoing information on class announcements as well as due dates to support completion of projects.

**Collaboration-** Instructors can facilitate online discussions with students. Check on work completion and discuss needed supports.

**Interactive / Engagement-** Instructors have access to imbed collaborative assignments, groups, and curriculum that is engaging for students.

**Differentiation-** Instructors have the ability to differentiate class lessons to meet the needs of students.

Google Classroom is used regularly for our students at HLHS. Because our students are familiar with this tool, moving into virtual online learning will help make the transition smooth. As a staff we meet to review, evaluate and assess learning and mastery assessment on a weekly basis. The pedagogy of our work and assessment will not change except that it will not be conducted face-to-face. We will develop creative and innovative ways to carry out our mission and vision to assure students continue to receive quality instruction that supports curriculum, community engagement, and social emotional wellbeing.

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

[Online Learning Schedule English / Spanish](#)

[Continuous Learning Supports-PBL by Instructor](#)

[FAQ CLP](#)

[FERPA and Virtual Learning](#)

[Internship Performance Review FFE](#)

[Search Institute Checklist](#)

**Continuous Learning Plan Signature Line**



**April 6, 2020**

Superintendent Signature

Date

*Please print signature or sign electronically*