Bloomfield School District

Remote Learning Guidance for Students, Parents, and Staff

2020-2021 SY

Introduction/Purpose

Bloomfield School District Remote Learning provides an opportunity for all students to attend school in a remote learning environment. Learning content virtually requires students and teachers to be dedicated, self-motivated and aware of learning needs. To be successful in remote learning, students should understand the following characteristics as that will help create successful learning opportunities:

- I need to be self-directed, highly motivated, and self-disciplined.
- I need to set a personal schedule and complete assigned work by the required dates.
- I need to advocate for myself, or communicate with an advocate (parent guardian, counselor, etc.), I need to use my voice so that others can understand me and my needs.
- I will try to solve problems and work through difficulties independently.
- I will read and follow detailed instructions on my own.
- I will ask for help from my teacher or a reliable person when needed
- I need to know how to contact and interact with my teacher virtually for support, initial instruction and assignments.
- I will invest in my "today" everyday so that I can have a better "tomorrow".

All students taking online classes are expected to conduct their communications in a professional, respectful manner. The proper use of Internet etiquette, or netiquette, is expected at all times. Students are expected to follow the Bloomfield School District Intimidation, Harassment, and Hazing, Sexual Harassment, and Nondiscrimination policies that are in the board policy and site handbooks.

Parent Guardian Responsibilities

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected from parent to teacher, and teacher to parent. Parents/Teachers are expected to maintain responsiveness to email, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged. Parents are expected to be an advocate for their students and partner with teachers to help ensure student success.

Parent/Student Responsibilities and Suggestions

Beginning of year
- Get materials from school which may include: technology, textbooks, and other supplies during designated time
- Report any changes in phone, email, mailing address or shipping address information
- Set up teaching/learning space and organize materials

Daily
- Check emails and Google Classroom and respond as needed/communicate with teachers
- Follow and complete the scheduled daily lessons and assignments
- Monitor attendance at daily scheduled online, synchronous class sessions
- Review lessons for next day and gather all necessary materials
- Contact teacher with any questions or concerns

Weekly
- Review student progress
- Note any topics to discuss with teacher

As Required
- Attend conferences with teacher, counselor, advisor and/or administrator
- Collect and submit work samples for assessment and grading
- Implement, review and revise Individualized Learning Plan (ILP) with teacher
- Attend SPED/504 conferences: IEP/504 placement meetings (if your child is identified with special needs) and report any changes/meetings to your teacher immediately.
- Report contact information changes immediately (address, Email, phone) to your teacher

End of Year
- Return learning materials and technology to school site during designated time

Transportation

It is the goal and mission of the Transportation Department to ensure that Bloomfield Schools students are safely transported to and from school and district related activities. We are following the New Mexico Public Health Emergency Order Mandates, OSHA, New Mexico Public Education Department, and the CDC guidelines for a safe transportation for all students and staff.

Each of our staff is required to wear a cloth or vented mask when around other people. We will maintain social distancing guidelines. Additionally, employees will engage in COVID safe practices of hand washing, hand sanitizing, and wearing disposable gloves during work hours.

To best support our students and staff we have established the following guidelines as we transport them:

Face Coverings
Students must arrive at the bus stop with a face covering available to wear and wear it at the bus stop if others are present as well as the entire time on the bus. There will be limited exceptions for students who have medical reasons for not being able to wear a mask or face shield and that information has been provided to Transportation in advance (*New Mexico Public Education Department - Reentry Guidance* pg. 5 #5).

Face coverings may be requested directly from the state at www.emailmeform.com/builder/form/97frS9fahq292waAbVbl0B or by calling 1-833-51-0518.

Bus Stops
Students must practice social distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing)* while waiting.   Parents must be present at the bus stop and remain there until the student has boarded the bus. Each student will be prescreened prior to boarding the bus and will not be permitted to board the bus if they have a temperature ≥ 100.4∘F.

Loading/Unloading/Seating
Parents are the first line of protection for their children and others. If a child is ill, please keep them at home. Parents should not send a sick child to the bus stop especially if they have a temperature of 100.4F or greater, if they have been exposed to COVID-19, or if they have contracted COVID-19. The goal is to not spread the virus and to minimize any potential opportunities to spread the virus.
Otherwise and for the morning route:

> Before boarding the school bus in the morning, each student must have their temperature taken and respond to COVID-19 symptom screening question(s) (*Centers for Disease Control and Prevention – Symptoms of Coronavirus)* by the school bus driver or assistant. If the prescreen result presents a temperature of 100.4 degrees Fahrenheit or more, the information will be forwarded to the school site.

> a. If a student has a temperature of 100.4 degrees Fahrenheit or more (*Centers for Disease Control and Prevention – Definitions of Symptoms for Reportable Illnesses*) or presents with symptoms of COVID-19, the parent will need to take the student home. That means there is an expectation of a parent being at the school bus stop.
> b. The student will be required to have and wear a face covering at the bus stop and during the entire bus ride. Failure to wear a mask during the entire ride may result that the student will not be allowed to ride the bus in the future and transportation to and from school will become the parent's responsibility. We ask that parents speak with their children regarding wearing a mask and keeping it on.

> c. If it is determined that a student could be ill (presents with symptoms or temperature) and there is no parent at the stop, the child will be allowed to board the school bus but sit in a seat where they will be isolated from

other students as best as possible – in the front behind the driver. The school bus driver will radio Transportation to contact a parent. The parent will need to meet the bus either while the bus is driving the route or at the school to pick up their child. If the child has not been picked up by a parent and had to remain on the bus, when the bus arrives at the school, the other students will unload, and the child will be transferred to the school quarantine area until the child's parent arrives. The student may not be able to ride the bus the following day unless they have been cleared by a physician or school nurse.

Students that are five years of age and older (*New Mexico Public Education Department - Reentry Taskforce Recommendations (June 2020)* and *American Association of Poison Control*) must appropriately apply and use the available hand sanitizer on the school bus when boarding.

Students must load onto the bus and sit in available seats starting at the back of the bus. In an effort to provide some distance, seats have had tape applied on the backs to indicate that the seat is not available for use and there should not be an occupant in the seat unless otherwise directed by the school bus driver or assistant. Two students may sit together on one bus seat (*New Mexico Public Education Department - Reentry Guidance, page 5*).

For the afternoon route home:
Before boarding the school bus in the afternoon, students that are required to wear a face covering must have it on and wear it the entire time on the bus.

Students must practice social-distancing by staying at least six feet from others (*Centers for Disease Control and Prevention – Social Distancing)* while waiting.

Students that are five years of age and older must appropriately use hand sanitizer when boarding the school bus. Students that unload last on the route should board first starting from the back sitting in available seats.

Attendance and Student Compliance

The district will continue and adhere to current attendance practices outlined in board policy and in accordance with the New Mexico Attendance for Success Act 2019. During this fluid time, it is possible that the New Mexico Public Education Department may provide further guidance which may cause for further changes or make possible amendments to the New Mexico Attendance for Success Act 2019.

Attendance Requirements
Attendance is defined as a student logging into the district's approved learning platform and completing discussion posts, collaborative sessions, class meetings and/or

assignments. Sufficient progress will be determined by any combination of course-work submitted, class connect attendance and/or physical attendance.

To this end, students participating in the Google Classroom Learning Management System will be required to respond to a daily discussion post in each of their classes for attendance reporting purposes, regardless of their completion of assignments and/or participation in online video direct instruction. Official attendance is recorded in PowerSchool by the classroom teacher based on the completion of these daily discussion posts. Attendance for students in a paper-based learning environment (e.g., no access to either internet or an internet-connected device) will be recorded through daily teacher contact in conjunction with the submission of assignments per each campus' submission system.

District Addendum to Attendance Policy

Below is an addendum that will identify attendance expectations that will be applied to the current district attendance policy to adapt to unique environments that have been created in a COVID-19 learning environment:

Attendance Expectations

Learning Environment	Student Expectation	Teacher Expectation
In Person	Physically attend school	Take Attendance in PowerSchool
Hybrid	**Cohort Physical Days:** 1. Physically attend school on assigned cohort days. **On online asynchronous days:** Only 2 options for attendance include: 1. **Present** = Student completes daily Google-based task between 7:00AM-11:00PM 2.**Absent** = student does not comply with option 1.	**Cohort Physical Days:** Take Attendance in PowerSchool **On online asynchronous days:** Take Attendance in PowerSchool based on Google based activity. Only 2 options for attendance include: 1. **Present** = Student completes daily Google-based task between 7:00AM-11:00PM. 2. **Absent** = student does not comply with option 1.
Online Only	Make pre-determined weekly percent of progress in online learning platform. Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations.	Check for pre-determined percent of progress made in online learning platform. Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations. Take Attendance in

		PowerSchool.
Paper Based	One of two attendance options in that will count a student as being present: 1.Daily teacher-student contact/conference via phone, email, etc. 2.Submission of student paper-based assignments, per the campus' paper-based assignment submission system. Absent = All other instances	Check for assigned work turn-in. Make contact with student/parent via some effective and agreed upon method to communicate & align with the minimum number of contact expectations. Take attendance for the week in PowerSchool.

Attendance Protocols

1. **Students Attending Remotely Via Google Classroom LMS**
   a. All teachers will be required to post a daily discussion post/question within their Google Classroom each day *(we have Bloomfield-specific PD for this process)*. It is the expectation that students are to respond to this question/discussion post at any time between the hours of 7:00AM to 11:00PM each day *(this will need to be communicated out to students & guardians by your site/teachers)*.
   b. The next day, teachers will enter attendance into PowerSchool for the following day, based on the responses received the previous day to the daily question/discussion post, as follows:
      i. Students who posted their response to the teacher's daily question between 7:00AM and 11:00PM will be considered "present".
      ii. Students who posted their response to the question before 7:00AM or after 11:00PM, will be considered "absent".
      iii. In this scenario (Remote Instruction via Google Classroom *LMS), there is no option for "tardy". A student is either present or absent.
      (*Learning Management System)

2. **Students Completing Paper-Based Learning**
   a. It is important to note that students should only participate in paper-based learning if they fit into one or more of the following categories:
      i. Student (K-2) does not have regular and reliable access to an internet-connected device.
      ii. Student (K-12) does not have regular and reliable access to personal internet **or** a district-provided or public hotspot.
      iii. Student (K-12) has a documented reason for receiving the paper-based learning modality (e.g., IEP, 504, AIP, etc.)
   b. Students who are participating in paper-based learning during this period of remote-instruction will have attendance taken in a combination of the following ways:

i. Daily teacher-student contact/conference via phone, email, etc.
ii. Submission of student paper-based assignments, per the campus' paper-based assignment submission system.

NOTE: PowerSchool only allows for a 5-day window for which teachers can enter attendance, therefore sites should be conscious of this fact when relying on the submission of paper-based assignments for attendance purposes. For example, if attendance for a Monday will be determined by the submission of student assignments, but the assignments are not submitted until Friday and subsequently not distributed to the teacher until the following week, the teacher will not be able to enter the attendance on Monday, as more than 5 days would have elapsed. As a further example, the site may choose to take attendance as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
call	call	assignment	assignment	assignment

In the above example, Wednesday's attendance **MUST** be entered into PowerSchool by the teacher no later than the following Monday. Thursday's attendance must be entered into PowerSchool no later than Tuesday. Friday's attendance must be entered into PowerSchool no later than Wednesday (see table below)

Monday	Tuesday	Wednesday	Thursday	Friday
The Following Thursday	The Following Friday	The Following Monday	The Following Tuesday	The Following Wednesday

Teacher/Student Check-ins

It is recommended that, as stated in the Hybrid/Remote Expectations framework, that teachers be required to make direct contact with all students (not just those completing paper-based learning) a minimum of two times per week during a remote instructional model. As such, these two contacts can be used for attendance reporting purposes on the days in which students completing paper-based learning are contacted by the teacher. The remaining three days worth of attendance should be noted through the submission of student assignments.

Additionally, sites can require that students are directly contacted more than the minimum of twice per week, thereby creating multiple scenarios wherein attendance for paper-based learning is conducted by phone 3 or more days per week. Regardless of the scenario constructed by the site, teachers should be mindful of students' home situations.

Attendance Outcomes for Student Absence

FIRST ABSENCE OCCURRENCE

- Students will be marked absent in the school attendance records.

<u>SECOND ABSENCE</u>

- Teachers will contact family and remind students and parents of attendance requirements and discuss consequences (i.e. intervention possibilities, attendance contract, or possible referral to youth probation office for excessive absences). A student may be denied course credit if additional days in the semester are missed. The goal is that students miss less than 5% of school days (whether the absence is excused or unexcused).

<u>THIRD ABSENCE</u>

- The student/parent will be required to attend an in-person meeting with an administrator from the school or an appointed designee who is in charge of tracking student absences. This meeting will be scheduled by the administrative office. During this meeting the student's continued enrollment will be re-assessed, an attendance plan will be created, and interventions will be given to assist the student/parent in improving student attendance. Student/Parent will be reminded that excessive absences may result in a referral to the youth probation office.

Teacher Expectations

- Continue to offer a rigorous program of learning and assessment
    - provide a high level of detail for all learning experiences
    - specify formative and summative assessments submission procedures (practice only, no submission; submission to Google Classroom, etc)
    - continue to assess via projects and exams (exams can be posted at a specific time with the expectation to complete within 90 minutes)
- Assignments can be assigned through our online subscriptions and textbooks and communicated through email, or Google Classroom.
- Additional Fine Arts supports can also be found in the Fine Arts Guidance Document
- Be flexible, responsive and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times.
- If a student has difficulty accessing Google Classroom, the teacher or technology support staff will need to support the student/family via email.
- Where possible encourage online group conversations (e.g., Google Classroom, Zoom) for students and PLCs to collaborate and meet the needs of students.
- Attend monthly meetings and professional development opportunities.
- Maintain frequent and regular communication with families (eg email, Google Classroom, PowerSchool, School Messenger, school websites).
- Counselors and social workers should try to maintain weekly contact with at-risk students.
- Limit screen time, keep computer-based assignments reasonable.
- Teachers will:
    - Have twice a week minimum check-ins with students

- ○ Hold daily virtual office hours
- ○ Provide virtual direct instruction opportunities through Zoom or Google Classroom Conferences (see Instructional Time guidance)
- ○ Provide whole class and small group discussion opportunities in breakout rooms in Zoom and/or Google Classroom 1x per week minimum
- ○ Set class norms for interacting in a virtual classroom
- Set up an appropriate and adequate work environment (students and teachers)
- Model digital etiquette including:
  - ○ Muting the mic before entering a session
  - ○ Keeping the background clutter free
  - ○ Pay attention to lighting
  - ○ Minimize background noise
- Follow all district expectations around Code of Ethics and Policies & Procedures

Curriculum and Pacing Guides

During remote learning, teachers will continue to follow the district pacing guides and curriculum, using Google Classroom to report progress of learning specific to Learning Goals in Proficiency Scales and Measurement Topics.   All pacing guides and topics are in the District Curriculum and Instruction Shared Drive.

Assessment

The purpose of assessment, regardless of the learning setting, is to monitor growth and adjust instruction accordingly and effectively. In order to promote, monitor, and improve learning outcomes, Bloomfield School District commits to a balanced assessment system aligned to state standards for the 20-21 School Year, as directed by and in accordance with NM PED's recent guidance https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_FormativePracticeIdentifyLearningNeeds.pdf

BSD will continue to align formative assessments to content and attempt to better predict student performance on summative assessments. BSD will align its practices with the new suite of assessments that have been provided by the Public Education Department. These tools, in addition to graded assignments and tasks, will be used to understand student performance. This year will be a first for many of the assessments students will take. These new assessments were slated to start last Spring but were postponed due to the COVID-19 pandemic.

All schools will analyze, interpret, and use data regularly to monitor progress toward student achievement goals through a combination of informal and formal assessments. Common formative assessments (CFAs), Literacy and numeracy inventories (Istation math and reading), Cognia Formative Item Sets, Cognia Interims, and the NMPED summative assessments will be used to measure learning. More information on the balanced assessment system and how it differs from prior year interim expectations can be found below.

This work will occur at the individual, PLC, building and district levels. Item analysis, action planning and alignment to school site 90 Day action step planning.

BSD Formative and Interim Assessment Inventory

<u>CIAs (all grades)</u>
- Teacher created
- Used in PLCs

<u>Istation Math and Reading (k-5)</u>
- Istation Indicators or Progress (ISIP) used for determining interventions
- State/district expectation
- https://www.istation.com
  - o Informs 95%/Do the Math interventions

<u>Cognia Formative Item Sets (3-8)</u>
- Math, Reading and Science
- District expectation
  - o Used for item analysis and action planning for corrective instruction
  - o Rolling basis by grade and content, aligned to topic scales
  - o https://newmexico.onlinehelp.cognia.org/formative-assessments/

<u>Cognia Interims (i-MSSA) (3-8)</u>
- Math and Reading predictive assessments scheduled for BOY, MOY, and EOY.
- District expectation
  - o Used for 1-1 data meetings with building leadership
- https://newmexico.onlinehelp.cognia.org/imssa/
- Prior year interims grades 1-8 are discontinued.

<u>Students with IEPs (3-High School)</u>
- Dynamic Learning Maps
- https://dynamiclearningmaps.org/newmexico

Note to High School:
To support expectations in the Every Student Succeeds Act and to align with NMPED summative assessments, prior year interims (grades 9-11) are discontinued. For the 2020-21 school year, high school Core Teams will align annual goals from their 90-Day plans toward increasing graduation rates. HS teacher PLCs and HS principals will determine DDI implementation strategies and construct benchmark goals toward early warning systems and SAT in collaboration with leadership coaches. Formative assessments and official SAT practice tests are available from SAT Suite Question Bank (SSQB) at https://collegereadiness.collegeboard.org/educators/k-12/sat-suite-question-bank.

The tools listed above are available in multiple delivery formats (paper and online) and with flexible administration to be adaptable to all reentry options: remote, hybrid, or in-person.
The current NMPED Assessment calendar can be found at
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/2020-21-NM-Assessment-Program-Calendar-7.22.2020.pdf

Student Feedback and Tracking Progress

Targeted feedback is defined as suggestions, comments, or examples that enhance, strengthen or build on a student's current level of understanding. Feedback is provided through Google Classroom (Messenger, Conference, etc.), Google (Hangout, Email, etc.), and online curriculum platforms approved by the district.   All teachers (including SPED, ELD, Bilingual, Specials/Elective) will provide targeted feedback to students on a weekly basis, minimum.

In order to ensure students are meeting or moving towards defined academic goals, teachers and students track progress of learning. Examples include grades with multiple opportunities for learning where growth is tracked and updated, assessing and identifying progress towards mastery of identified skills and content, and rubric scores showing growth areas and areas of strength.

The goal of feedback and tracking is to develop metacognition within students where they are able to: explain their proficiency (grades); recognize how lessons address content; explain how they have progressed in their learning (including strategies used to progress); and what they need to do to improve to the next level of performance/proficiency.

Special Education Services

Public school programs are required to abide by all federal education statutes, including the *Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA).*

The IEP team will determine if the student can be successful in the remote environment, with or without accommodations. All IEPs will be held virtually to determine services and hours that can be provided, to the greatest extent possible, for all students with disabilities. Parents have the right to revoke consent for all special education services; however, revoking consent discontinues all services and removes all protections under IDEA.

During remote learning, all Special Education staff should maintain best practices that would have been expected during at school learning, such as:

- ○ Creating at-home supports based on IEPs and share with families
- ○ Sending at-home supports to children, or provide training to parents and/or students through online platforms such as Google Hangouts
- ○ Designating call-in office hours for students to receive support, develop and post on-line lessons for student review, post recommended sites that reinforce learning, such as Khan Academy, Scholastic, etc.
- ○ Scheduling IEPs, which will include documentation during e-learning timelines (some students might need to have a revision IEP outlining services)

- Maintaining documentation (spreadsheet) around supports being provided and provides services to the greatest extent possible during closure.
- Preparing for and conducting IEP meetings that are coming due via Google, Google Classroom Conference, etc.
- Reviewing individual child data and create instructional plans based on data, determine if IEP goals need to be adjusted based on data and available supports
- Updating contact logs for services provided.
- Reviewing/updating IEPs for e-learning environment and revisit accommodations appropriate for this setting
- Holding IEP meetings for review of goals and services, and evaluations/reevaluations, could include virtual meetings and/or phone conferences.

Social & Emotional Learning and Support

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions and choices. Social emotional learning is relevant to all instructional practice because it targets concrete, specific, observable, and teachable skills and competencies. The benefits of social and emotional learning are improved social-emotional skills; improved attitudes about self, others, and school; positive classroom behavior; and, improved student performance. In our district, some schools use PAX Good Behavior Game and PBIS to support the social and emotional learning of all students.

For those students who need additional social and emotional support, the following school personnel are available to assist and/or provide students and families with additional community resources, as needed:

- School Social Worker
- School Counselor
- Mental Health Advisor
- School Psychologist

English Language Learner & Bilingual Services

English Language Learners (ELL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff as per the *Every Student Succeeds Act (ESSA) Section 8101[20].* Students new to public education complete a Language Usage Survey during registration. This includes all incoming kindergarten students. If the Language Usage Survey indicates an influence of a language other than

English, the student will be screened using the NMPED approved W-APT or WIDA Screener when students are back in school buildings. Parents/Guardians will be notified of all screening results and placement into English Learner services. Parents/Guardians have a right to revoke English Learner services, however the student remains an English Learner and English language (EL) proficiency will continue to be monitored.

Bloomfield School District is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students. English Language Development services are provided for K-5 through the Imagine Learning Language and Literacy program and 6-8 through the Imagine Learning Reading program. English Learners in grades 9-12 are provided EL services through direct instructional support.   Translated materials ensure communication to accommodate parents. Translated forms can be provided upon request. ELL students are required to take the ACCESS WIDA assessment annually in the spring. The results from this assessment are monitored by schools to best serve student's needs and exit students from ELL status when state exit criteria is met.

Bilingual Spanish and Navajo classes will be available and taught for students who are qualified to be in the bilingual setting. Google Classroom and remote teaching from bilingual staff will occur as each site develops schedules and times for this service to students.

School and Administrator Monitoring

BSD will continue to collect anecdotal feedback and perception data from students, staff and parents to include but not limited to:
- Designated office hours and weekly learning schedule
- Emails to staff and families for feedback
- Weekly newsletters/call outs with updated information and access to resources to families
- Websites with emails and contact information for questions, concerns and celebrations
- Communication through Google Classroom, FB, and School Messenger to families
- Weekly Teacher PLCs
    - Teachers will monitor achievement of learning targets for students throughout the remainder of the year.
    - Monitoring perception data, from students and families, on instructional time and support being provided.
- Staff Meetings
    - Principals and teachers will monitor engagement/attendance and follow district Attendance and Outreach Process to ensure the well being of families, staff and students.
    - Principals should design a monitoring system to check in on well being and productivity of all staff.

Observation and Feedback

Principals will engage in observation rounds with feedback to teachers during virtual learning sessions for each teacher. Teachers will need to add principals to their Google Classroom courses in order for admin to engage in Google Classroom Conferences. Zoom and/or Google Meet links will need to be added in Google Classroom for administration to have access to enter into Zoom and/or Google Meet meetings/instruction.

Professional Learning Communities (PLCs)

Collaborative teams must reflect and determine their effectiveness in meeting the goal of student learning/achievement. The below questions should be used as a guide to monitor actions that increase capacity of the instructors and develop knowledge and skills.

BSD will expect that school site collaboration teams will regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students routinely as a Professional Learning Community and ensure that:

1. A PLC process is in place in our school/grade level/content area
2. Our PLC team has written goals
3. School leaders regularly examine PLC teams progress towards goals
4. Our PLC team creates common assessments
5. Our PLC team analyzes student achievement and growth
6. School leaders collect and review notes/minutes from PLC teams and provide feedback to ensure that teams are focusing on student achievement

District Monitoring and Support Strategies

The Bloomfield School District will continue to collect anecdotal feedback from administrators and district staff to include but not limited to:
- Instructional and District Facilitators school/teacher support
- District Mentoring Program for new to the profession teachers
- District Leadership Coaches support/monitor principal expectations
- Monthly Principal PLCs
- Monthly District All Administrators meetings
- Technology PD and instructional support for use of tech during remote learning

Academic Integrity Policy

Bloomfield Schools holds students accountable for doing their own work. Students who submit work as their own when it is not wholly and completely their own are guilty of cheating and/or plagiarism. Plagiarism is the deliberate representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of

academic work, whether graded or otherwise. Cheating can be defined as claiming credit for any assignment or assessment without putting forth the academic effort required for the assignment or assessment. Assisting other students in cheating or plagiarism is also considered academic dishonesty.

Here are some clear examples of what can be considered plagiarism and cheating:
- Having a friend or parent help you on a test, even if the friend/parent just explains words or questions to you.
- Copying the words of another source (person or print) without putting those words in quotation marks.
- Using the ideas of another source without giving credit to the source, even if you are using your own words.
- Using books, websites, smartphones, notes, or assistance from other people on tests or quizzes unless your teacher has specifically stated outside material may be used.
- Copying your assignments/tests (in part or in whole) and posting them on help websites like Yahoo Answers or Wiki Answers for assistance with the assignment.
- Talking with others (family, friends, acquaintances, online help sites, etc.) during a test.

After an initial warning and explanation by the teacher, students who are guilty of cheating or plagiarizing will be referred to school administration for breach of the school's Academic Integrity Policy and the school's Progressive Discipline Plan will be followed.

Unless otherwise instructed by your teacher or by a specific assessment, students are expected to honor the following principles while taking assessments:
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- Your answers will represent your work and only your work, free of any outside assistance.
- You will not plagiarize in any way.
- You will not repeatedly attempt the same test multiple times in one sitting in order to reach a passing grade.

Online Accounts

Bloomfield Schools utilizes the Google Suite to manage student's learning plans, assessments, progress and attendance (tracked in PowerSchool). All students have a google school account, which students must login to in order to view, access and submit within Google Classroom. If parent/student needs tutorials on Google Classroom, please visit the following web site to access how-to videos: https://sites.google.com/bsin.k12.nm.us/gc4parents-students

Google Classroom will be the learning management system for all students. Google Classroom provides:

- a communication loop
  - student to student (collaborative groups)
  - student to teacher
  - teacher to student
  - teacher to parent
  - parent to teacher
- evidence tracking and mastery
- course/unit content
  - tasks
  - videos
  - assessments
  - dialog/collaboration

For grades PreK-12 Google Classroom, Google Meet, and Zoom will be used to provide direct instruction videos along with assignments, assessments, projects and tracking student progress. Specialist and program teachers will also post work through Google Classroom. For support and more information specific to Google Classroom/Google Drive please visit https://sites.google.com/bsin.k12.nm.us/gc4parents-students.

The remote learning plan is designed to collect and record data that substantiates academic progress and serves as the primary tool for determining advancement into subsequent course levels. It is mandatory that daily attendance and assessment data reflect the standing of the student.

Computer and Technical Issues

Bloomfield Schools students should go to the following website for FAQs and support/help links. This website will include information on who/when/where to contact should they have any technical issues related to their district-owned, checked out device.

Website: http://bfsd.ss19.sharpschool.com/cms/One.aspx?portalId=138310&pageId=27391566

Students can also request technical support through a Student IT Ticket System located here:

Student IT Helpdesk Ticket System: https://forms.gle/8miiuDENJoLpTmcy5

If you are in need of internet access, visit the link below to find hot spot location maps:
https://www.bsin.k12.nm.us/cms/One.aspx?portalId=138310&pageId=27607811

Parent Resource

Supporting Families in Remote and Hybrid Learning Models

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By Ms. Marquez

INTRODUCTION

Bloomfield School District is looking forward to a positive start to a new exciting school year. We are working to support a fluid learning environment that will transition through remote learning to the hybrid model and ideally to full reentry into school in the upcoming months. During this time of uncertainty, your outlook towards online learning is the most important thing. Keep an open mind and a positive attitude and your student will do the same. This parent's guide will help students learn both effectively and remotely.

How to create a Home-Learning Environment

1. Create a Designated Learning Space
Create a designated workspace at home. Associate that area with learning only for the time being. Try talking with your child about how this is their "work from home" space! Just like their desk at school but at home. You may want to partner with your child on how they want their background to look when they are in a GOOGLE classroom. You might even want to add a back to school theme. You can try to set this area up like their school desk by removing any home clutter. Consider adding items to the area that the student might need like a pencil case, calculator, or extra paper. Students should feel comfortable and have a sense of ownership to their home learning space.

2. Choose the Right Learning Space
It is easy to want to let your child learn from their bedroom, playroom, or the couch while you also work from home. However, choose a designated learning space that allows your child to feel a sense of ownership and empowerment when they sit down to learn. You can try having them work alongside you at the kitchen table so they can see how you work from home. It is important to find a neutral space with limited distractions where you can check in periodically. This allows parents to feel secure that their children are being supervised when they go to school at home. Now that our parent role has turned into a combination of parent and teacher, the responsibility lies on us to make sure they are engaged and learning.

Technological Needs for Online Learning

1. **In Home Wi-Fi- Hotspot (Cellphone) Bloomfield School District Designated Areas**

   Remote learning has one major requirement: in-home Wi-Fi. Not everyone has access to in-home Wi-Fi which creates a major barrier between your student and their teacher. If you find yourself in this position, make sure you communicate with your school district administrators to come up with a solution.

2. **Web Accessible Device**

   Bloomfield School District will work with 1:1 technology grades 4th -12th to ensure all students have access to a Chromebook.

3. **Chromebook Support :**

   Bloomfield School District has 5 Technology Support Coaches at each site. This person will provide technological support and guidance to ensure your child will have access during our remote learning time. If any problems with the device occur please contact the school site and make arrangements or an appointment to meet with the technology coach.
   Software Links Staff and Students
   https://www.bsin.k12.nm.us/cms/one.aspx?pageId=280992

   Paper Format Distribution and Download Options

   Pre-K will be working with paper pencil formats. 1st-3rd will work in packets that will be handed out in designated areas such as School Sites in Bloomfield, the Huerfano Chapter House, and the Nageezi Chapter House. Parents may also download assignments if needed and students may work on assignments. When completed, the parent needs to take a picture of completed work and email the work to the teachers.

Maintaining an Environment and Time for Learning

1. **Minimize Distractions**
   It is inevitable that your student will get distracted while at home. Prepare for distractions before they happen. Create a sign or door hanger to let others know CLASS IS IN SESSION. Other ways you can minimize distractions is to make sure that all toys, games, and activities are tucked away during learning hours. Practice the "out of sight, out of mind" mentality. If your student is having trouble focusing due to other distractions in the house, try noise cancelling headphones or moving their learning space to a quieter area. Take it day by day, if something isn't working, try something new. Do not get discouraged when routines solidify, as you will see that students easily adapt.

2. **Set a Schedule**
   Our students are used to being on school schedules so try to keep their schedule the same at home. There are pillars in the school day that you can mimic at home. Things like start-time, lunch, recess, and end times are good starting points for setting a schedule. Talk with your teacher about learning times and how they typically set the student's day. Having consistency in the schedule will instill your student with a sense of comfort. Let them know that this is how it is going to be for a little while but learning at home can be just as fun as learning in school.

A calendar in the learning area will help students focus and a weekly agenda from the teacher will also help. You may need to make adjustments in your day to compliment your child's at home schedule. This is a time of empathy and employers understand that without school, children will be at home. Try to block times off your calendar that align with your child's new home-learning schedule. Take breaks as well. If your child is feeling frustrated take a break but try to be positive and supportive in maintaining the schedule.

3. **Communicate**

Communication is key when it comes to remote learning. Make sure to keep open lines of communication with both your child and their teacher. During this time, teachers are quickly adapting to online learning that frankly, most teachers have never had to do before. This is an unexpected learning experience for students, parents, teachers, and school administrators. Try keeping open lines of communication with your students' teachers and give them feedback. Help them understand what they can do better to deliver the best educational experience. Positive feedback goes a long way every day, but especially during these times.

4. **Check-In**

Begin and end the day by checking-in in the morning, you might ask:
• What classes/subject do you have today?
• Do you have any assessments?
• How will you spend your time?
• What resources do you need?
• What can I do to help?
At the end of the day, you might ask:
• How far did you get in your learning tasks today?
• What did you discover? What was hard?
• What could we do to make tomorrow better?

Actively check-in with your child on their progress both educationally through PowerSchool, teacher communication and when turning in packets.   This can be a difficult scenario for students who are used to being in social settings. Make sure that your student feels empowered and comfortable at all times. See how their day is going and help them keep on track with their assignments. Most teachers will give you a due date schedule to manage at home assignments. If your student is falling behind or struggling, make sure to keep open lines of communication with your teacher and administrator – you are all on the same team.

At-Home Breakfast and Lunch considerations:
Bloomfield Schools will distribute food to students until August 31st. Depending on the Governor's next steps we will send out communication on a possible Hybrid schedule of feeding. For example students in a Monday -Tuesday (A) Hybrid Option will come to school and then take home 'grab and go' meals for Wednesday-Friday and (B) Hybrid Option will have meals at a designated pick-up location for Monday distribution and then they will be fed Thursday and Friday

at school. It is crucial that you monitor your child's nutritional needs, which is provided by meals supplied by the school district.

Resources

https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryGuide_Hybrid.pdf