

**EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY**

**PART A: CERTIFICATION AND AGREEMENT COVER SHEET
(CFDA No. 84.425A)**

State Educational Agency:

DUNS Number:

CNMI Public School System

854854544

Legal Name:

CNMI Public School System

Chief State School Officer:

Alfred B. Ada, Commissioner of Education

SEA Contact for the Education Stabilization Fund:

Tim Thornburgh

Position and Office:

Federal Programs Officer
Office of Federal Programs

Mailing Address:

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To the best of my knowledge and belief, all of the information and data in this Certification and Agreement are true and correct. I acknowledge and agree that the failure to comply with all assurances and certifications in this document, all relevant provisions and requirements of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Chief State School Officer or Authorized Representative (Typed Name):

Alfred B. Ada, Commissioner of Education

Telephone:

(670) 237-3061

Signature of Chief State School Officer or Authorized Representative:



Date:

5/8/2020

**EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY**

PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The Chief State School Officer (or his/her authorized representative) assures the following:

1. The ESF-SEA funds will be used as follows:
 - By the SEA and, where applicable, LEAs, for no more than what is reasonable and necessary for administrative costs;
 - By the SEA for emergency needs to address issues responding to COVID-19; and
 - By the SEA and, where applicable, LEAs, for one or more of the purposes listed in section 18003(d) of the CARES Act (see Appendix A).
2. Equitable services, as determined through timely and meaningful consultation with non-public school officials, will be provided to students and teachers in non-public elementary and secondary schools in the same manner as provided under section 8501 of the ESEA.
 - The SEA will ensure that a public agency will maintain control of ESF-SEA funds for services and assistance provided to a non-public school.
 - The SEA will ensure that a public agency will have title to materials, equipment, and property purchased with ESF-SEA funds.
 - The SEA will ensure that services to a non-public school with ESF-SEA funds will be provided by a public agency directly, or through contract with another public or private entity.
3. The Outlying Area will comply with the maintenance-of-effort requirements in section 18008 of the CARES Act.
4. The SEA and, where applicable, an LEA and any other entity that receives ESF-SEA funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in accordance with section 18006 of the CARES Act. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
5. The SEA will comply with all reporting requirements, including those in section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting, including: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools; demonstration of compliance by the LEAs or other entities with the use of funds requirements referenced in paragraph 1 of this part; and the specific uses of funds by the LEAs or other entities, such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices and related issues in supporting remote learning for all students, including disadvantaged populations.
6. The SEA will submit to the Department, within 60 days of receiving ESF-SEA funds, a report that will include:

- A budget for the SEA's uses of funds for administration and for emergency needs to address issues related to COVID-19; and
 - An Internal Control and Subrecipient Monitoring Plan to ensure that funds are used for allowable purposes in accordance with cash management principles.
7. The SEA will ensure that every recipient and subrecipient of ESF-SEA funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other Federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Chief State School Officer or Authorized Representative (Typed Name):

Alfred B. Ada, Commissioner of Education

Signature of Chief State School Officer or Authorized Representative:



Date:

5/8/2020

**EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY**

PART C: USES OF ESF-SEA FUNDS

The Department is interested in learning how and to what extent ESF-SEA funds will be used to support the ability of elementary and secondary schools to continue to provide educational services to their students. The Department requests the following:

1. A description of how the SEA will:

- Determine its most important educational needs as a result of COVID-19.
- Establish a timeline for providing services and assistance to students and staff in both public and non-public schools.
- Use ESF-SEA funds to promote remote learning.
- Assess and address student learning gaps resulting from the disruption in educational services.

Please see attached narrative that describes how we will utilize Education Stabilization funds to grow our remote learning plan through our seven goals, objectives and timeline of activities. The learning gaps have been created by Super Typhoons Soudelor and Yutu which destroyed many classrooms and resulted in double sessions- AM classes and PM classes that resulted in 3.5 hours of classroom instruction instead of six hours. Also, with the closure of schools in March as a result of the corona virus, we had to expand our distance education programs at the high school level and learning packets for our elementary and middle school students.

2. The extent to which the SEA intends to support:

- Technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning. If so, please describe the strategies the SEA intends to use to serve disadvantaged populations listed in section 18003(d)(4) of the CARES Act; and
- Remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators.

Please see attached narrative. We have provided every classroom in every school with one device (ipad or laptop) per student. Now we need to allocate these devices to our students, upload with digital versions of their textbooks and provide at home connectivity to those students from low income families that cannot afford the monthly cost of connectivity.

**EDUCATION STABILIZATION FUND
OUTLYING AREAS-STATE EDUCATIONAL AGENCY**

PART D: OTHER ASSURANCES AND CERTIFICATIONS

The Chief State School Officer (or his/her authorized representative) assures or certifies the following:

- The SEA acknowledges that ESF-SEA funds awarded to the Outlying Area are subject to the fiscal year 2019 Department-wide Specific Conditions incorporated in the Grant Award Notification and will also be subject to fiscal year 2020 Department-wide Specific Conditions.
- The SEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the Outlying Area will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the Outlying Area will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will comply with the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- To the extent applicable, entities that receive funding will comply with the requirements of section 427 of GEPA, 20 U.S.C. 1228a.
- The SEA and other recipients will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR 200.300-345) and Subpart E—Cost Principles (2 CFR 200.400-475) to ensure that ESF-SEA funds are being used for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The SEA and other recipients will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the

Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Chief State School Officer or Authorized Representative (Printed Name):

Alfred B. Ada, Commissioner of Education

Chief State School Officer or Authorized Representative
Signature:

Date:

A Ada

5/8/2020

Appendix A: Relevant Excerpts from Title VIII of Division B of the CARES Act, the Emergency Appropriations for Coronavirus Health Response and Agency Operations

DEPARTMENT OF EDUCATION EDUCATION STABILIZATION FUND

For an additional amount for “Education Stabilization Fund”, \$30,750,000,000, to remain available through September 30, 2021, to prevent, prepare for, and respond to coronavirus, domestically or internationally: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

GENERAL PROVISIONS EDUCATION STABILIZATION FUND

SEC. 18001. (a) ALLOCATIONS.—From the amount made available under this heading in this Act to carry out the Education Stabilization Fund, the Secretary shall first allocate—

- (1) not more than 1/2 of 1 percent to the outlying areas on the basis of their respective needs, as determined by the Secretary, in consultation with the Secretary of the Interior;
- (2) one-half of 1 percent for the Secretary of Interior, in consultation with the Secretary of Education, for programs operated or funded by the Bureau of Indian Education; and
- (3) 1 percent for grants to States with the highest coronavirus burden to support activities under this heading in this Act, for which the Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) RESERVATIONS.—After carrying out subsection (a), the Secretary shall reserve the remaining funds made available as follows:

- (1) 9.8 percent to carry out section 18002 of this title.
- (2) 43.9 percent to carry out section 18003 of this title.
- (3) 46.3 percent to carry out section 18004 of this title.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

SEC. 18003. (a) GRANTS.—From funds reserved under section 18001(b)(2) of this title, the Secretary shall make elementary and secondary school emergency relief grants to each State educational agency with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) ALLOCATIONS TO STATES.—The amount of each grant under subsection (a) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(d) USES OF FUNDS.—A local educational agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
 - (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
 - (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
 - (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
 - (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
 - (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
 - (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
 - (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
 - (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
 - (10) Providing mental health services and supports.
 - (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
 - (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
- (e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than 1/2 of 1 percent for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.
- (f) REALLOCATION.—A State shall return to the Secretary any funds received under this section that the State does not award within 1 year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

ASSISTANCE TO NON-PUBLIC SCHOOLS

SEC. 18005. (a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

DEFINITIONS

SEC. 18007. Except as otherwise provided in sections 18001– 18006 of this title, as used in such sections—

(1) the terms “elementary education” and “secondary education” have the meaning given such terms under State law;

(2) the term “institution of higher education” has the meaning given such term in title I of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);

(3) the term “Secretary” means the Secretary of Education;

(4) the term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico;

(5) the term “cost of attendance” has the meaning given such term in section 472 of the Higher Education Act of 1965.

(6) the term “Non-public school” means a non-public elementary and secondary school that (A) is accredited, licensed, or otherwise operates in accordance with State law; and

(B) was in existence prior to the date of the qualifying emergency for which grants are awarded under this section;

(7) the term “public school” means a public elementary or secondary school; and

(8) any other term used that is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) shall have the meaning given the term in such section.

MAINTENANCE OF EFFORT

SEC. 18008. (a) A State’s application for funds to carry out sections 18002 or 18003 of this title shall include assurances that the State will maintain support for elementary and secondary education, and State support for higher education (which shall include State funding to institutions of higher education and state need based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students) in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such State’s support for elementary and secondary education and for higher education provided in the 3 fiscal years preceding the date of enactment of this Act.

(b) The secretary may waive the requirement in subsection

(a) for the purpose of relieving fiscal burdens on States that have experienced a precipitous decline in financial resources.

**Appendix B: Outlying Areas Allocation Data
ESF-SEA Fund**

OUTLYING AREA	ALLOCATION²
TOTAL	\$123,000,000
AMERICAN SAMOA	\$38,321,932
GUAM	\$41,521,997
NORTHERN MARIANA ISLANDS	\$23,163,734
VIRGIN ISLANDS	\$19,992,337

² The allocation to the SEA of each Outlying Area is based on the formula used under the Elementary and Secondary School Emergency Relief (ESSER) Fund (based on the same proportion as each Outlying Area received under part A of title I of the ESEA in the most recent fiscal year)



CNMI Public School System

Plans for Use of Education Stabilization Funds Allocated to the CNMI PSS, the SEA for the CNMI, To Support Remote Learning

Submitted: May 06, 2020

Purpose

To ensure continuity of public and nonpublic educational services for students in grades Pre K-12.

Proposed use Education Stabilization Funds

Funding will be used to support the purchase of grade-level appropriate Learning Management System licenses, supplemental digital curricular resources, additional operational costs, training for school administrators, teachers, counselors, and support staff, supplemental infrastructure and network support, and enhancement of student and family home connectivity.

Goals

Goal 1: Develop and uphold mitigation strategies and practices in light of COVID-19 to protect the welfare of students and staff.

Goal 2: Ensure that educators from K-12 public and nonpublic schools are trained to provide pedagogically sound asynchronous and synchronous remote learning.

Goal 3: Create a plan to provide equity and access for students with varying learning needs and home contexts.

Goal 4: Enhance student support services to effectively support remote learning.

Goal 5: Ensure the continuity of learning through implementation and continuous monitoring of the remote learning instructional framework.

Goal 6: Address learning gaps resulting from the disruption of educational services.

Goal 7: Ensure that stakeholders are informed regarding the remote learning approach.

Objectives

Objective 1: By August 2020, 100% of identified teachers and staff will be trained on SOPs for school-based COVID-19 mitigation strategies and safe practices as measured by the training participation data.

Objective 2: By August 2020, 100% of identified teachers and staff will undergo training for remote learning instruction as measured by the training participation data.

Objective 3: By September 2020, 100% of students will be assessed to determine individual student accommodation for home connectivity access and remote learning needs as measured by student screener data.

Objective 4: By August 2020, 100% of identified school counselors will be trained on providing remote social-emotional and educational support services as measured by training participation data.

Objective 5: By December 2020, 100% of schools will conduct at least two progress monitoring assessments on the fidelity of the implementation of the remote learning instructional framework as measured by the assessment completion rate.

Objective 6: By October 2020, 100% of students will be assessed to determine learning needs as measured by STAR Reading and Math assessment data.

Objective 7: By August 2020, 75% stakeholders will be informed about the remote learning instructional approach as measured by 2 monthly press releases using a variety of media.

TIMELINE OF ACTIVITIES			
<p>Timeline Key: School Principals (SP), Infrastructure Team (IT), Instructional Technology & Distance Education Program (ITDE), Office of Curriculum & Instruction (OCI), Assessment, Research, & Evaluation Office (ARE), Teacher Representative (TR), Ed Tech Trainers (ETT), Student & Support Services (SSS), Federal Programs Office (FPO).</p>			
Objective	Implementation Activity	Staff	Timeline
Obj 2	Identify appropriate learning management systems for grade level clusters, create instructional framework for Remote Learning	ITDE, OCI, SP, TR	06/2020
Obj 6	Inventory of Digital Resources, Develop Curricular Scope and Sequence for each grade level to address learning gaps	OCI, SP	07/2020
Obj 2, 4	Develop remote learning training plan for teachers and support services; develop standard operating	ITDE, SP, SSS, OCI, FPO	07/2020

	procedures for remote learning support services,		
Obj 4, 6	Develop and implement Early Warning System	ARE, SP, SSS	06/202 0
Obj 2, 5	Modify teacher evaluation system for remote learning framework	ITDE, ARE, SP	06/202 0
Obj 7	Public Information will be published through a variety of media	ITDE, ARE, FPO	06/202 0 - 08/202 0
Obj 1, 2, 4	Implement Teacher and Support Service Training Plan: Training topics to include LMS-specific training, asynchronous and synchronous teaching strategies, remote learning intervention strategies, responding to needs of all learners remotely, assessments and student engagement for remote learning	ITDE, SP, ETT, SSS, OCI	07/202 0- 08/202 0
Obj 3	Screening Measure for Student Home Internet & Device Accessibility; Screening Measure for Student Ability for Remote Learning	SP	08/202 0 - 09/202 0
Obj 3	Procurement & distribution of student devices and instructional resources for remote learning	ITDE,IT, SP, OCI, FPO	9/2020

Obj 3, 5,6	Implementation & Monitoring of Remote Learning Framework & Home Support	ITDE, SP, ARE, OCI, SSS, FPO	09/202 0 - 06/202 1
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Implementation

Remote Learning Instructional Resources: As the system shifts from the traditional mode of face-to-face instruction to integrate remote learning, digital curricular resources will be critical. The system will need to conduct an inventory of curricular resources to identify digital content for the cloud-based migration. The content must ensure adequate scope, sequencing, and alignment to the curricular standards and benchmarks. Additionally, the inventory will show the gaps in available digital resources which will be mitigated by procurement. Given the school closures resulting from COVID-19, the curricular scope and sequencing must account for learning loss.

Learning Management System: The remote learning framework depends upon the cloud-based migration and organization of digital content and performance tasks in an online platform or learning management system. Selection will account for platforms that protect data privacy, security and integrate developmentally appropriate technology tools to support learning.

Remote Learning Instructional Framework: The Remote Learning Instructional Framework will address the varying developmental stages of students, student engagement, family involvement, and assessment modifications. The instructional framework will factor in differing levels of home technology resources, services for students with special needs, home support, and social-emotional learning. The following are grade-level appropriate considerations:

- **Pre-K - 2nd Grade:** To support student engagement, educators will focus on strengthening the existing relationship with families. Students will be engaged in play-based family learning experiences. Educators will provide students and families with project/choice boards for flexibility of engagement activities, including technology and non-technology based options, as well as provide a consistent daily routine. Assessment at the Pre-K through second grade level will focus on children's learning processes and progress, rather than on assignment completion and due dates. The use of artifacts that demonstrate evidence of learning will enable educators to provide relevant feedback for learning (ex: photos of artifacts, family phone calls, video of child's skills).
- **3rd - 5th Grade:** Educators will focus on providing students with cross-curricular experiences that include multiple subject areas. Teachers will make regular contact with students through a variety of methods that are appropriate to the needs and accessibility of each family and child. In addition to online learning activities, educators will provide indoor and outdoor opportunities for learning that may include journaling, academic activities, social engagement activities, and

hands-on activities. Assessment will focus on the continuation of learning.

Educators and families will focus on learning goals and emphasis will be placed on feedback rather than assignment of grades. Examples of appropriate assessments include performance-based tasks, STAR reading & STAR Math, Accelerated reading & Accelerated math, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts.

- **6th - 8th Grade:** To ensure equal access, educators will provide technology-based instructional activities with low-technology options that ensure that IEP accommodations are met. Outreach to all families will be conducted to help families support their children. Educators will take into consideration best practices for student engagement with recommendation that the combined daily instructional task(s) for students in grades 6-12 not exceed 2-3 hours a day in total. Educators can embed Content Area Days where certain days specific subjects such as Math and ELA on Monday and Science and Social Studies on Tuesday, thus asking students to sharpen their skills and knowledge in focused content areas per day. The framework will include Virtual Collaborative Planning days for teachers to meet virtually as grade-level teams for instructional planning and intervention. Assessment activities will focus on the continuation of learning and addressing any gaps in learning. Educators and families will focus on learning goals and emphasis will be placed on feedback rather than assignment of grades. Examples of appropriate assessments include STAR reading & STAR math, performance-based tasks, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts.

- **9th - 12th Grade:** To ensure equal access, educators will provide technology-based instructional activities with low-technology options that ensure that IEP accommodations are met. Outreach to all families will be conducted to help families support their children. Educators will take into consideration best practices for student engagement with recommendation that the combined daily instructional task(s) for students in grades 6-12 not exceed 2-3 hours a day in total. Educators can embed Content Area Days where certain days specific subjects such as Math and ELA on Monday and Science and Social Studies on Tuesday, thus asking students to sharpen their skills and knowledge in focused content areas per day. The framework will include Virtual Collaborative Planning days for teachers to meet virtually as grade-level teams for instructional planning and intervention. Assessment activities will focus on the continuation of learning and addressing learning gaps. Educators and families will focus on learning goals and emphasis will be placed on feedback rather than assignment of grades. Examples of appropriate assessments include performance-based tasks, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts. Emphasis will be placed on aligning learning targets with college and career goals to create pathways for post-secondary transition readiness.

Special Education: Using the IEP as a guide, delivering remote learning instruction to students with special needs will require educators to employ thoughtful approaches,

conduct responsive interactions, and perform critical and creative thinking to ensure students continue to grow academically, socially, and emotionally. Educators will maintain regular communication with families to identify appropriate instructional mode of delivery. Thoughtful collaboration between contact teachers and general education teachers will ensure appropriate instruction is provided to students with special needs. Many disability-related modifications and services may be effectively provided online. These may include extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing. If feasible, schools may choose to provide face-to-face services such as hands-on physical therapy, occupational therapy, or tactile sign language educational services.

Remote Learning Training Plan: Training is an essential component in preparing educators to successfully make the shift towards remote learning with the integration of technology. Teachers and staff will need to be prepared to make the fundamental transition to support remote learning as a deep extension to the face-to-face instruction.

- **Teacher Training:** Educators will undergo a training program with the goal of training teachers to effectively use instructional strategies and pedagogies to deliver remote learning by facilitating instruction that integrates technology and online learning as key parts of the instructional framework. Additionally, the need to recalibrate, identify and decide on most critical learning standards that are important for learning. The program will be conducted by highly skilled instructors in using instructional technology and the learning management system through a

framework that incorporates both synchronous and asynchronous learning. Live online sessions will be facilitated by educators to allow for high levels of engagement with participants and direct assistance. The training course will also have content provided that will allow for participants to learn at their own pace by still providing opportunities to engage others through tools such as discussion boards, wikis, other online forums. Instructors will guide learning through detailed feedback to the participants' work on a routine basis. This instructional framework serves as an exemplar for remote learning for teachers to model in their classroom.

- **Support Services Standard Operating Procedures & Training:** Training of school administrators, counselors, support personnel, and infrastructure technology technicians will be conducted on the remote learning framework and COVID-19 mitigation plan.

Teacher Evaluation System Modification: The teacher evaluation system must be modified to account for the resulting shift in instructional approach. The existing evaluation tool only addresses face-to-face instruction, so the tool must be altered to reflect the remote learning pedagogy and appropriate support services. The teacher evaluation is critical in gathering data and evidence to determine teacher effectiveness in a remote learning environment. These benchmarks and subsequent data will drive teacher improvement as well as serve as an artifact to assess the quality of remote learning.

Screening Measures: The transition to a remote learning system will require the identification of students who do not have computer or Internet access at home. In addition to home technology access, the CNMI PSS will measure student ability to complete remote learning online. Identifying student needs will allow for educators to provide appropriate supports for the home learning environment and student learning needs.

Home Support: It is critical to provide home support for families with the transition to a remote learning framework. Educators will factor in the varying family and home contexts in their instructional planning. A special emphasis will be placed on supporting parents as they shift into the role of facilitating their child(ren)'s learning at home.

Social Emotional Support: Counseling services will continue to provide critical social emotional support to students during these challenging times. The health and mental-well being of students will be prioritized through continued school-based services and access to community resources. School counselors will adhere to the same legal and ethical guidelines as when they are working face-to-face with students. Emergency protocols are in place to deal with students who may be in serious and foreseeable harm to themselves or others.

Early Warning System: The CNMI PSS will develop and implement an Early Warning System that uses research-based indicators to identify students at risk of failing to meet

key milestones. The early identification and resulting targeted interventions will address student readiness and achievement to address student readiness and achievement and learning gaps created or exacerbated by the current pandemic. EWS is implemented to track students in an effort to increase persistence to graduate, also to be able to address learning gaps and risk factors so that interventions can be provided in a timely manner and increase students' ability to thrive both academically and social-emotionally.

Stakeholder Engagement: To inform the public of the continuity of learning plans and remote learning instructional framework, the CNMI PSS will produce a variety of media in the form of press releases, public service announcements, and social media campaigns.

Performance Measures: A quarterly review of objectives will be conducted to monitor the implementation of activities.