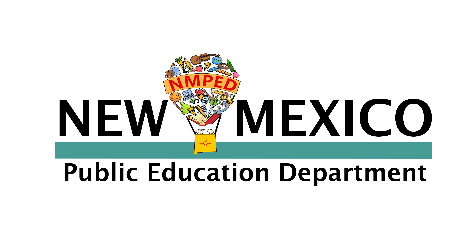
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Reentry Assurances Document, Plan for prioritizing additional Instructional Time, and LOCAL PLAN for Remote Learning

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020.** The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

**Submission**

* **All required documents must be emailed** as a single package to: [Back.ToSchool@state.nm.us](mailto:Back.ToSchool@state.nm.us) by **July 15, 2020**.
* Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at [Gwen.Warniment@state.nm.us](mailto:Gwen.Warniment@state.nm.us) or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at [Katarina.Sandoval@state.nm.us](mailto:Katarina.Sandoval@state.nm.us).

To access Reentry guidance documents and resources, visit the PED website at <https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

**Assurances Document**

Date: July 15, 2020

School District/State Charter Name: La Academia de Esperanza

Name of Person Completing Assurances: Steve Wood

Contact Phone Number: 505 239-5939

Contact Email: swood@esperanza-pride.org

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

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

Steve Wood Kay Wade July 15, 2020

**Superintendent/Charter Leader School Board President Date**

***Signature Signature***

***Steve Wood Katherine Wade 7/15/2020***

*Please print signature or sign electronically*

**Plan for PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME**

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

1) ten additional instructional days beyond the number of regular instructional days provided in the

2018-2019 school year;

(2) a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or

(3) a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

**Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.**

Date July 15, 2020 District/State Charter Name La Academia de Esperanza

\_\_ X\_ (1) ten additional instructional days beyond the number of regular instructional days provided in the

2018-2019 school year provided to **all students district-wide**;

\_\_\_\_\_ (2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

\_\_\_\_ (3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

Click or tap here to enter text.

**Plan for Prioritizing Additional Instructional Time Signature Line**

Steve Wood July 15, 2020

Superintendent/Charter Leader Signature Date

*Please print signature or sign electronicall*y

**Local Plan for Remote Learning**

Date July 15, 2020

District/State Charter Name La Academia de Esperanza

**Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.**

**A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital devices and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.**

***Option A-- Local Plan for Remote Learning***

**Remote Learning Plan: High School Seniors’ Graduation Requirements**

How are you ensuring credit requirements will continue to be met in a remote learning environment?

The licensed school counselor will meet with each individual senior and the student’s advisor teacher via Zoom, completing a transcript analysis to ensure graduation requirements are being addressed. Senior Advisor teachers and the Parent Liaison will follow up the transcript analysis with parent contact and conferences. All conferences will be documented. Students will be given the opportunity to complete on-line courses as well as the Remote Learning classes offered by La Academia de Esperanza’s Highly Qualified teachers through Google Classroom. Students will be provided with a laptop and a hot spot on campus to complete online work if needed. Coursework will be monitored weekly by Senior Advisory teachers and individual classroom teachers. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*The LADE Seniors Student School to Independence Team (LSSIT) has procured 2 ACT waivers per student for all students in the economic needs category. The LSSSIT will hold one practice test session prep during the 3 weeks leading to each ACT date. The LSSSIT will hold Bimonthly ACT Prep sessions for all students through the LSSSIT Advisory weekly meetings. During the Remote option these meetings will be held on zoom, during the hybrid model ½ of these meetings will be held on Zoom and ½ of these meetings will be in person based in accordance with the CDC/NMPED directed student to teacher ratios within the student rotation schedule set by the LADE Charter Administration. When the Hybrid model transition into Full in-person Instruction these meetings will be held in the school-house and available to all students and will also be simulcast via zoom for any students opting for continued at-home education delivery if approved by NMPED. During the Remote and Hybrid models, the LSSSIT will also hold weekly one-on-one conversations via zoom, phone, and in person (based on student preference) with all seniors to support, monitor, and promote a May 2021 graduation target. The LSSSIT will provide monthly updates to all senior teachers, and all senior supporting administration during the Remote, Hybrid, and In-person modules. In addition to providing targeted and consistent communication and support the LSSSIT will also provide Home visits to all seniors (and other registered students) that are not responding to the educational deliveries provided by the schoolhouse. These home visits will primarily focus on providing the weekly 5 days of food meal boxes for students and their families, but these home visits will also provide an opportunity to reengage the non-responsive or unengaged students and support their food, educational, and social emotional needs. These home visits will be provided through the Remote and Hybrid learning modules and may be extended into the In-person learning depending on their efficacy.

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

Alternative Demonstrations of Competency (ADC) at La Academia de Esperanza in the English Department provides proof of competency for both reading and writing sections of the EOC. The English ADC is aligned with at least 20 ELA 11/12 Common Core State Standards. Students must earn a grade of B or higher on an ADC. ADC projects can be assigned in several forms: 1. A large ADC project that is aligned with at least 20 11/12 ELA CCSS. 2. Two small ADC projects that are aligned with ten 11/12 standards per project. The English Department will provide at least one ADC project opportunity per year. ADC papers will be filed by the English Department. ADC evaluations will be turned in to and filed with the school counselor. Economics Final Presentation ADC: Pick 8 topics below to discuss in an 8-16 slide PowerPoint. You need to pick from at least two topics from each of the different categories. Each topic selected needs to cover: a basic definition of the concepts involved, an original example (or original explanations), and an image. Category # 1 - Key Concepts (pick two topics from this category). Opportunity costs The three major divisions of economics: macro-, micro- and consumer. How businesses are organized (e.g., sole proprietorships, partnerships, corporations, franchises) in the United States economy. Different types of taxes (e.g., progressive, regressive, proportional). Category #2 - Show Technical Understanding (pick two topics from this category) Uses of data to analyze economic information. Investment strategies. The basis of supply and demand and marginal productivity. Personal financing (e.g., banking, credit, debit, lending institutions). Category #3 - Economic Systems (pick two topics from this category). The historic origins of the economic systems of capitalism, socialism and communism. The relationships between two or more current countries with differing economic systems. Economic systems (free market, mixed market, and command) and what broad societal goals they try to achieve (examples: fairness, freedom, equality, stability). Category #4 - Show Analysis (pick two topics from this category) the supply and demand relationship between wages people are paid and skill) How to measure the general economic "health" of the national economy. The economic ramifications of entrepreneurship. The comparative advantage of a nation producing a product at a “lower opportunity cost" than its trading partner. Extra Credit - 20% boost to your grade on this assignment if you make this your 9th topic. Foreign and domestic issues related to United States economic growth since1900. (This will likely take more than one slide!)  Economics Final Presentation ADC Checklist \*To get ADC credit for this class you will need: To meet 8 checks on this checklist for the final presentation project AND Earn an "A" on your Home Buying Project OR Earn an "A" on your Who Wants to be a Millionaire Portfolio. My presentation analyzes "opportunity costs" as a factor resulting from the process of decision-making. NMPED Economics-9-12 BENCHMARK 4-A: My presentation describes and analyzes the three major divisions of economics: macro-, micro- and consumer. NMPED Economics 9-12 BENCHMARK 4-A: 8 My presentation explores the supply and demand relationship between wages people are paid and skill level acquired through experience/education. NM PED.Economics-9-12 BENCHMARK 4-A: 9 My presentation uses quantitative data to analyze economic information. NM PED Economics-9-12 BENCHMARK 4-A: 10 My presentation analyzes various investment strategies available when meeting personal and business goals. NM PED.Economics-9-12 BENCHMARK 4-A:II My presentation shows that I understand the basis of supply and demand and marginal productivity. NM PED.Economlcs-9-12 BENCHMARK 4-A: 12L) My presentation shows that I understand personal financing (e.g., banking, credit, debit, lending institutions). NM PED.Economics-9-12 BENCHMARK 4-A: 13 My presentation analyzes the historic origins of the economic systems of capitalism, socialism and communism. NM PED.Economics-9-12 BENCHMARK 4-B:I My presentation compares the relationships between two or more current countries with differing economic systems. NM PED Economics-9-12 BENCHMARK 4-B: 2 My presentation compares, analyzes and evaluates the positive and negative aspects of American capitalism in relationship to other economic systems. NMPED Economics-9-12 BENCHMARK 4-B: 14 My presentation evaluates economic systems (free market, mixed market, and command) and what broad societal goals they try to achieve (examples: fairness, freedom, equality, stability). NM PED.Economics-9-12 BENCHMARK 4-B: My presentation explains how businesses are organized (e.g., sole proprietorships, partnerships, corporations, franchises) and financed in the United States economy. NM PED.Economics-9-12 BENCHMARK 4B:9 My presentation explains ways to measure the general economic "health" of the national economy. NM PED.Economics-9-12 BENCHMARK 4B: 10 My presentation compares and contrasts different types of taxes (e.g., progressive, regressive, proportional). NM PED.Economics-9-12 BENCHMARK 4-B: 12 My presentation analyzes the economic ramifications of entrepreneurship. NMPED Economics-9-12 BENCHMARK 4B: My presentation analyzes foreign and domestic issues related to United States economic growth since 1900. NM PED Economics-9-12 BENCHMARK 4- 2, & 3 My presentation explains the comparative advantage of a nation when it can produce a product at a lower "opportunity cost" than its trading partner. NMPED Economics-9-12 BENCHMARK 4-C:6

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

The certified school counselor will work with Senior Advisory teachers to ensure that the Next Step Plans will be completed in a timely manner (end of the first month of school). Google classroom will be utilized to ensure completion of Next Step Plans. Bi-weekly advisory meetings between the senior student and advisory teacher will include documented parent contact. All Next-Step plans will include taking the CNM entrance exam (Accuplacer) providing academic options for post-secondary education. Individualized Learning Plans will be developed throughout the school year and seniors will lead two parent conferences regarding progress towards goals.

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**Remote Learning Plan: Pre-K through 12th Grade**

Please describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

**Reentry Guidelines: (Source Credit for tables below- APS REENTRY charts page 7/64 and 8/64 with minor LADE modifications)**

|  |  |  |
| --- | --- | --- |
| **REMOTE LEARNING** | **HYBRID LEARNING** | **TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES** |
| Students engage in remote learning. • Limited small groups eligible for inperson instruction if feasible.  Each student provided a digital device and support for connectivity in the home in order to be able to provide a robust online learning program in the event of a closure. | The number of students in the building at any time is capped by the number that can be accommodated while adhering to at least six feet of social distancing or 50% classroom capacity level. • Students not in the building engage in remote learning.  Combination of some in-person days and some online days. Traditional learning can occur if six-foot social distancing is strictly adhered to. | All students eligible to return five days per week. |

**LADE Instructional Model**: **Source Credit for tables below- APS REENTRY charts page 7/64 and 8/64 with minor LADE modifications**

|  |  |  |
| --- | --- | --- |
| **REMOTE LEARNING**  Smaller Required Groups 6-12:  Students engage with content teacher online 2 days/week Similar to A/B face to face schedule K-12:  Creative collaboration Reinforce learning Computer Based Instruction with additional resources | **HYBRID LEARNING**  Combination of some in-person days and some online days. Traditional learning can occur if six-foot social distancing is strictly adhered to.  Students will be grouped into two groups for weekly rotation. Group A, students with last names A-L will attend the first week of hybrid instruction. Group B, students with last names beginning with M-Z will attend the second week.  Groups A and B will rotate in-person attendance on a weekly basis.  Transportation is not applicable for LADE  Schools will distribute devices prior to first day of online instruction Virtual Integrated Learning during at home learning time Focused in-person learning 4 full days  Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID19 symptoms | **TRADITIONAL LEARNING WITH ENHANCED PREVENTATIVE MEASURES**  All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Buses run all regular routes all days with sanitation processes in place.  All students are eligible to return to the building. Social distancing is practiced to the greatest extent possible. Preventative measures, including masks and temperature screenings, are recommended. Group activities are minimized  Students and teachers required to: Wear masks and adhere to social distance guidelines, Classrooms will be supplied with safety, cleaning tote with necessary supplies. Proper cleaning and sanitizing procedures in place Screening process in place for COVID-19 symptoms |

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**LADE Focused & Essential Instruction based on the following CCSS Standards/ by subject**

|  |  |
| --- | --- |
| Math | [CCSS.MATH.CONTENT.HSF.BF.A.1](http://www.corestandards.org/Math/Content/HSF/BF/A/1/) Write a function that describes a relationship between two quantities.\*  [CCSS.MATH.CONTENT.HSF.BF.A.1.A](http://www.corestandards.org/Math/Content/HSF/BF/A/1/a/) Determine an explicit expression, a recursive process, or steps for calculation from a context.  [CCSS.MATH.CONTENT.HSF.BF.A.1.B](http://www.corestandards.org/Math/Content/HSF/BF/A/1/b/) Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model*.  [CCSS.MATH.CONTENT.HSF.BF.A.1.C](http://www.corestandards.org/Math/Content/HSF/BF/A/1/c/) (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time*.  [CCSS.MATH.CONTENT.HSF.BF.A.2](http://www.corestandards.org/Math/Content/HSF/BF/A/2/) Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*  [CCSS.MATH.CONTENT.HSF.BF.B.3](http://www.corestandards.org/Math/Content/HSF/BF/B/3/) Identify the effect on the graph of replacing *f*(*x*) by *f*(*x*) + *k*,*k* *f*(*x*), *f*(*kx*), and *f*(*x* + *k*) for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.  [CCSS.MATH.CONTENT.HSF.BF.B.4](http://www.corestandards.org/Math/Content/HSF/BF/B/4/) Find inverse functions.  [CCSS.MATH.CONTENT.HSF.BF.B.4.A](http://www.corestandards.org/Math/Content/HSF/BF/B/4/a/) Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. *For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1*.  [CCSS.MATH.CONTENT.HSF.BF.B.4.B](http://www.corestandards.org/Math/Content/HSF/BF/B/4/b/) (+) Verify by composition that one function is the inverse of another.  [CCSS.MATH.CONTENT.HSF.BF.B.4.C](http://www.corestandards.org/Math/Content/HSF/BF/B/4/c/) (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.  [CCSS.MATH.CONTENT.HSF.BF.B.4.D](http://www.corestandards.org/Math/Content/HSF/BF/B/4/d/) (+) Produce an invertible function from a non-invertible function by restricting the domain.  [CCSS.MATH.CONTENT.HSF.BF.B.5](http://www.corestandards.org/Math/Content/HSF/BF/B/5/) (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. [CCSS.MATH.CONTENT.HSG.CO.A.1](http://www.corestandards.org/Math/Content/HSG/CO/A/1/) Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.  [CCSS.MATH.CONTENT.HSG.CO.A.2](http://www.corestandards.org/Math/Content/HSG/CO/A/2/) Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).  [CCSS.MATH.CONTENT.HSG.CO.A.3](http://www.corestandards.org/Math/Content/HSG/CO/A/3/) Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.  [CCSS.MATH.CONTENT.HSG.CO.A.4](http://www.corestandards.org/Math/Content/HSG/CO/A/4/) Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.  [CCSS.MATH.CONTENT.HSG.CO.A.5](http://www.corestandards.org/Math/Content/HSG/CO/A/5/) Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.  Understand congruence in terms of rigid motions  [CCSS.MATH.CONTENT.HSG.CO.B.6](http://www.corestandards.org/Math/Content/HSG/CO/B/6/) Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.  [CCSS.MATH.CONTENT.HSG.CO.B.7](http://www.corestandards.org/Math/Content/HSG/CO/B/7/) Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.  [CCSS.MATH.CONTENT.HSG.CO.B.8](http://www.corestandards.org/Math/Content/HSG/CO/B/8/) Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.  Prove geometric theorems  [CCSS.MATH.CONTENT.HSG.CO.C.9](http://www.corestandards.org/Math/Content/HSG/CO/C/9/) Prove theorems about lines and angles. *Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints*.  [CCSS.MATH.CONTENT.HSG.CO.C.10](http://www.corestandards.org/Math/Content/HSG/CO/C/10/) Prove theorems about triangles. *Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point*. |
| ELA | [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  [CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  [CCSS.ELA-LITERACY.RL.9-10.7](http://www.corestandards.org/ELA-Literacy/RL/9-10/7/) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  [CCSS.ELA-LITERACY.RL.9-10.8](http://www.corestandards.org/ELA-Literacy/RL/9-10/8/) (RL.9-10.8 not applicable to literature)  [CCSS.ELA-LITERACY.RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9/) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  [CCSS.ELA-LITERACY.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  [CCSS.ELA-LITERACY.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  [CCSS.ELA-LITERACY.RL.11-12.6](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  [CCSS.ELA-LITERACY.W.9-10.1.A](http://www.corestandards.org/ELA-Literacy/W/9-10/1/a/) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.9-10.1.B](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.  [CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  [CCSS.ELA-LITERACY.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-LITERACY.W.9-10.2.A](http://www.corestandards.org/ELA-Literacy/W/9-10/2/a/) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  [CCSS.ELA-LITERACY.W.9-10.2.B](http://www.corestandards.org/ELA-Literacy/W/9-10/2/b/) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  [CCSS.ELA-LITERACY.W.9-10.3.B](http://www.corestandards.org/ELA-Literacy/W/9-10/3/b/) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  [CCSS.ELA-LITERACY.W.9-10.3.C](http://www.corestandards.org/ELA-Literacy/W/9-10/3/c/) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  [CCSS.ELA-LITERACY.W.9-10.3.D](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| History | [CCSS.ELA-LITERACY.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  [CCSS.ELA-LITERACY.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author's claims.  [CCSS.ELA-LITERACY.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources.  [CCSS.ELA-LITERACY.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.  [CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-LITERACY.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| Science | Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RST.9-10.7](http://www.corestandards.org/ELA-Literacy/RST/9-10/7/) Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  [CCSS.ELA-LITERACY.RST.9-10.8](http://www.corestandards.org/ELA-Literacy/RST/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.  [CCSS.ELA-LITERACY.RST.9-10.9](http://www.corestandards.org/ELA-Literacy/RST/9-10/9/) Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.  Range of Reading and Level of Text Complexity:  [CCSS.ELA-LITERACY.RST.9-10.10](http://www.corestandards.org/ELA-Literacy/RST/9-10/10/) By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.  Craft and Structure:  [CCSS.ELA-LITERACY.RST.9-10.4](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  [CCSS.ELA-LITERACY.RST.9-10.5](http://www.corestandards.org/ELA-Literacy/RST/9-10/5/) Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  [CCSS.ELA-LITERACY.RST.9-10.6](http://www.corestandards.org/ELA-Literacy/RST/9-10/6/) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. |

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La Academia de Esperanza's remote learning will be supported through high quality on-line instructional materials that are aligned to the NM Core Competencies. The Dean of Students and Parent Liaison will ensure all students have an assigned Chromebook, connectivity at home with an understanding how to navigate on-line resources, and easy student/parent access to the student information system that tracks grades & assignments. The Parent Liaison’s number one job responsibility will be to support parents during these most difficult times. The bi-lingual Parent Liaison is in charge of the Title I Parent Compact and will be available at all times to support the parents. Regular phone contact, emails, use of the Remind Me App, weekly Newsletters and an improved website will all be high priorities. Attendance will be noted so that interventions can follow. The parents of students not present during Zoom classes will get daily phone calls in order to check for ways to support the family. Weekly updates regarding the students on-line performance on E2020 and, or, Acellus on-line classes will be made available to the students and parents. ----\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*LADE Charter School will be supporting the APS Sourced and Identified “3 R’s” strategy in order to facilitate Effective and Caring Instruction (1). Relationship: The deciding factor for whether a stress experience is tolerable, or toxic is the presence of caring and supportive relationships. Here are some resources. (2). Routine: Create norms and routines that introduce predictability and safety at a time of great uncertainty. Here and here are some resources. (3). Resilience: Help children solve problems, regulate emotions and control reactions to stress (Source Credit for the (3) R’s - APS REENTRY charts page 14/64 with minor LADE modifications). Student Monitoring and Attendance will occur in a variety of methods. First, all students will be required to attend their designated Zoom Classes and attendance will be taken. Students not in attendance will receive an email from the teacher to the student and parent on the first absence, a call to the parent from the parent liaison, social worker, and/ or teacher on the second absence, and on the third absence students will be referred to a biweekly Zoom meeting with the CARE Intervention team and may also be required to attend a one-on-one Zoom meeting with a Social Worker and/or the School administration. Home Visits by the Dean of Students will be employed for any student that has missed more than 4 classes in a two-week period. Attendance will be a challenge for school, in particular a challenge for our population at LADE Charter. We will be using the aforementioned avenues but will also use the NMPED Attendance for Success Act in the following areas. “Medical Absences-Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students’ attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office” (Source Credit for NMPED Attendance for Success Act with LADE modifications). “TIER 1: The Whole School Prevention Tier is for students who have missed less than five percent of classes or school days for any reason. Whole school prevention strategies are universal attendance supports and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/ classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others. TIER 2: The Individualized Prevention Tier is for students who have missed five percent or more, but less than 10 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 2 elementary students, the attendance team shall talk to the parent/family and inform the parent/family of the student’s attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. For Tier 2 middle or high school students, the attendance team provides the same interventions as for elementary students and involves the student in their conversations with parent/family. TIER 3: The Early Intervention Tier is for students who have missed 10 percent or more, but less than 20 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student’s absenteeism. The notice shall include a date, time, and place for the parent/ family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student’s age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student. TIER 4: The Intensive Supports Tier is for students who have missed 20 percent or more of classes or school days for any reason. In addition to whole school prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences” (Source Credit for NMPED Attendance for Success Act with LADE modifications). Grading in the In-person full return will be as prior to the Pandemic. Grading during the Remote Model will be a letter/ numeric grade based on the rubric driven standards for each department and will be modified to include a greater weighting of student participation in Video Learning. Grading during the Hybrid Model will include both the In-person Model and the Remote Model with a variation based less on participation and weighted more for CCSS standards and student performance objectives and mastery” (Source Credit for NMPED Attendance for Success Act with LADE modifications).

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**La Academia de Esperanza Remote, Hybrid, and In-person Teaching Methodologies**

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| **Class** | **Remote** | **Hybrid** | **In-person** |
| Language Arts | 2, 90-minute Zoom direct Instruction meetings per week. 1/2 guided reading and writing activities and 1/2 independent and small work groups. Small zoom pullouts for struggling students. Students provided with hard and electronic readings and handouts, folder, composition book and sticky notes, highlighters.  Other instruction includes guest speakers, hands-on art projects, building academic vocabulary and academic discussion skills, and one on one reading and writing coaching. Department-wide strategies of textual analysis. Communication with students and families who are not attending online classes/struggling with completing their asynchronistic class work. | 2, 90-minute face to face direct instruction meetings per week. Students will be assigned 90 minutes of asynchronistic online work.  Interventions are Zoom office hours-individual and small group. Other instructional inventions include school-wide reading intervention and department-wide/cross grade strategies of textual analysis to boost strategies, skills and academic engagement. Communication with students and families who are not attending school/struggling with completing their asynchronistic class work. | In-person with remote options- 4 hours  of class instruction per week casted on Zoom. Interventions are Zoom office hours-individual and small group. Other instructional inventions include school-wide reading intervention and department-wide/cross grade strategies of textual analysis to boost strategies, skills and academic engagement. Communication with students and families who are not attending school/struggling with completing their asynchronistic class work. |
| Math | Math Instructors will deliver instruction to Algebra 1, Geometry, and Algebra 2 students through: two 1.5 hours Zoom sessions  per week and 2 hours of drop in Zoom office hours once a week. Half of the Zoom session time will include lecture and application of current IMP curriculum, demonstration of online learning tools, and class discussions that include student presentation. The second half of the time will include group work and/or independent work directly related to the first half of class, with an open Q&A (Zoom still running). Additionally, the second half of the class will include one-on-one and/or small group interventions with struggling students via Zoom using the online IXL program. Students will be provided with electronic versions of textbook questions through google classroom sites, Activinspire Slides presented by the Instructor, online calculators via GeoGebra.com and Desmos.com, and Lesson Modules via GeoGebra.com and/or Desmos.com.  PreCalculus students will be assigned course work from Acellus where they will receive Video Lecture and corresponding math problems. The Math Instructor facilitating this class will host three 1.5 hour Zoom sessions to assist students as they work on assignments from the Acellus program. Additionally, zoom sessions will include one-on-one interventions with struggling using the online IXL program. | Math Instructors will deliver instruction to Algebra 1, Geometry, and Algebra 2 students through: two 1.5 hours Face-to Face sessions per week and 2 hours of drop in Zoom office hours once a week. Half of the Face-to-Face session time will include lecture and application of current IMP curriculum (this includes use of Promethean Boards). Teachers will all continue to provide demonstrations of online learning tools, as well as provide activities with hands-on application and class discussions that include student presentation. The second half of the time will include independent work directly related to the first half of class, and it will include one-on-one interventions with struggling students using the online IXL program. Students will be expected to complete course work both inside and outside of class time. Students will be provided with textbooks in class, Activinspire Slides presented by the Instructor in class, TI-84Plus CE graphing calculators in class, online calculators via GeoGebra.com and Desmos.com for in-class and at-home assignments, and Lesson Modules via GeoGebra.com and/or Desmos.com in both face-to-face and at-home settings.  PreCalculus students will continue assigned course work from Acellus where they will receive Video Lecture and corresponding math problems. The Math Instructor facilitating this class will host two 1.5 hours of face-to-face sessions to assist students as they work on assignments from the Acellus program. Additionally, face-to-face sessions will include one-on-one interventions with struggling using the online IXL program. Face-to-face sessions will include hands-on activities where applicable. Students will be expected to complete course work in class and at home. Online calculators will be provided via GeoGebra.com and/or Desmos.com. | Regular In class with additional online classes available to students and families requesting remote instruction. |
| Science | Students will be placed in a science course in Acellus. Placement will be based on STARS reading and math scores.  Some students may be assigned practice in IXL instead of Acellus if their reading and math scores are low enough that they are likely to struggle with grade-level content.  Although staff will monitor progress in Acellus and IXL, students will largely be responsible for doing this work independently on their own schedule.    Special education students will report to campus Tuesday-Friday to receive direct instruction and participate in labs, projects, and hands-on activities. | All students will report to campus twice a week to receive direct instruction and participate in labs, projects, and hands-on activities.    On days when students do not report to campus, they will continue to work independently on their assigned Acellus course or IXL practice. | Regular In class with additional online classes available to students and families requesting remote instruction. |
| History | (2) Zoom direct instruction lectures 3 hours per week with one 15-minute break. Share screen lectures one Zoom per week, in class reading and direct instruction the other Zoom.  Choice of learning menu- (3) 1-hour assignments due per week.  (1) Weekly Online Office Hours for Tutoring, coaching, one on one feedback. | (2) Zoom direct instruction lectures 2.5 hours per week. (2) Rotating groups of 2 additional hours of In-person instruction. In person lecture one time per week, in person research history paperwork one time per week. Share screen lectures one Zoom per week, in class reading and direct instruction the other Zoom.  Choice of learning menu- (4) 1-hour assignments due per week.  (1) Weekly Online Office Hours for Tutoring, coaching, one on one feedback.  (1) Weekly In-person Office Hours for Tutoring, coaching, one on one feedback. | Regular In class with additional online classes available to students and families requesting remote instruction. |
| Economics | Online E2020 | Online E2020 with biweekly teacher coaching, remediation, and tutoring. | Regular In class with additional online classes available to students and families requesting remote instruction. |
| Special Education | Small Group 1:5 ratio (or as CDC &/or NMPED permits).  Students with high needs will be serviced through direct instruction model in open areas, outside learning, and some classroom time. | Small Group 1:10 ratio (or as CDC &/or NMPED permits).  Students with high needs will be serviced through direct instruction model in open areas, outside learning, and classroom time. | Regular In class with additional online classes available to students and families requesting remote instruction. |
| Electives | At home ‘Art on the go’ boxes are being created for all students. Students will have 3-5 at home- Art on the Go projects to complete. Art teachers will be available for guidance, instruction, and remediation 3 times per week via Zoom.  If allowed- Students with Special Education Services will work with Science and Art teachers at a 1:5 ratio in Maker’s Spaces and Art Classrooms. | A rotating schedule of limited students will work bimonthly on a combination of Maker’s Space 3D Digital Printing and Art Projects. Student to Teacher ratio projected to be 1:10 or whatever NMPED/CDC guidance recommends. | Regular In class with additional online classes available to students and families requesting remote instruction. |

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What technology support will be available for families and teachers?

La Academia de Esperanza provides technology support for staff on campus through the on-site tech coordinator as well as through contract services with LDD Consulting who provides high quality tech support remotely. The tech person on staff provides teachers support in all tech needs on a daily basis. If teachers are not able to provide services from the school, the tech person’s cell phone will be available for all teacher and family needs. The Dean of Students number one job responsibility is to provide families technology support, including providing tech devices to participate in on-line coursework, connectivity issues at home, and general navigating instruction. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*In addition, to each student having a current Chromebook, internet access, and full one on one contact support throughout the day to navigate technology issues, students will be able to attend a biweekly Zoom call with the CARE Team for generalized nonemergency technology issues. 80% of the staff are using Google Classrooms and 20% of the staff are using Non-Google Classrooms. At LADE Google Classrooms and Non-Google Classrooms were in place prior to the Pandemic and that teacher driven technology foundation will hopefully enrich the fidelity of the Remote and Hybrid learning modules for students and teachers.

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

We have ordered and received 190 new Chromebooks to complement the devices that returning students kept over the summer and the classroom sets in each class. Our student population averages around 220 students. Plenty of devices were ordered to ensure extra equipment that might be needed. The Dean of Students will provide home support for connectivity issues including working with the cable companies to ensure internet capabilities.

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

Intervention measures will be provided in math and reading via small group pull-outs utilizing Zoom and on-line programs such as Reading Plus, Acellus, and IXL. Teachers will be available to work one-on-one with students to break tasks down into manageable increments, check for understanding, provide direct instruction, and support social-emotional needs. Students who are failing or not completing assignments will be referred to the SAT Team. Home visits will be conducted by the Dean of Students and social worker. If home visits are not viable, Zoom meetings will be conducted at the parent’s convenience. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*In addition, LADE Charter will adopt the APS designed guideline of the (5) R’s building on the instructional methodology to include a greater cohesiveness for the Social Emotional supports and Instructional interventions of the previously stated (3) R’s to include: Relationship, Respect, Resilience, Rigor and Readiness. Two of the five Rs refer to the work of Curriculum & Instruction through Dr. Pamela Cantor. The next three Rs refer to the district work of social emotional learning, culturally and linguistically responsive classrooms, and college and career readiness (Source Credit for the (5) R’s - APS REENTRY charts page 13/64 with minor LADE modifications). LADE Teachers will use the APS Solid 7 Teacher Accountability Model of the (5) R’s monitoring, Mastery of Essential Learning, thoughtful and intentional use of time, high leveraging teaching strategies, learner variability, monitoring student learning, and engagement of teachers and support staff to fully engage the learning of students (Source Credit for the (5) R’s - APS REENTRY charts page 13/64 with minor LADE modifications). RTI and SAT meetings will resume week 4 of the school year. RTI/SAT referral, intervention, and documentation processes will be the same as in the pre-pandemic era with the only change being Zoom meetings for teachers and staff versus in person meetings. The Following SAT Procedural Enhancements will be adopted by LADE Charter before August 27, 2020 to include the APS recommended --The SAT develops Tier 2 interventions for at-risk students who are not responding to the Tier 1 core program in the general education environment for students who might need supplemental, strategic, and individualized support. Initial evaluation for special education (Tier 3 interventions) is appropriate when the SAT recommends the same or agrees with a parent request. SAT Liaisons worked with the Special Education Department to develop common document forms and align practices to efficiently serve students across the district. SAT worked with Special Education on the district policy and procedural directive approved by the Board of Education in June 2020. SAT and SFCS will continue to work in conjunction with Special Education in SY19-20 to design and implement a district-wide MTSS/MLSS action plan. APS will monitor closely the guidance from NMPED and the ESSA compliance framework. SAT also works extensively with Section 504 and collaborates with Special Education. SAT team and Special Education are developing cohesive process and forms for a seamless transition from Tier II to Tier III. Threat Assessment Department and Special Education are revising manual and forms. SAT will to continue to support students in a remote, hybrid, or full capacity models (Source Credit for the (5) R’s - APS REENTRY charts page 25/64 and 26/64 with minor LADE modifications). The following MLSS Enhancements (SEE CHART BELOW) recommended by APS will be fully implemented by September 10, 2020. The LADE Charter Task Force for MLSS Enhancements is slightly different than APS, it Includes the CARE Team, The Department Heads, Social Workers, Parent Liaison, and the Principal.

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Source Credit for Characteristics of an MT(L)SS School, APS REENTRY page 27/64 with minor LADE modifications.

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| --- | --- | --- | --- | --- |
| Instruction | Attendance | Behavior | Health | Family Engagement |
| **Layer 1: Universal Interventions (all students)** | | | | |
| -Rigorous instruction -CCSS-aligned scope and sequence, lesson plans -Instructional expectations monitored through observations and walkthroughs -Evidence-based core curriculum -Culturally and linguistically responsive instruction -Common formative and summative assessments -Coordinated and ongoing teacher and principal PD | -School-wide attendance incentives -School-based attendance team to include Dions’s food certificates, special parking during Hybrid schedule | -School-wide social emotional learning (PBIS, Zones of Regulation, AIM, Restorative Practices, etc.) -Updated student handbook -Behavior norms are explicitly taught and reviewed regularly -Positive to corrective feedback ratio is above 5:1 | -School has an updated site safety plan -Established health and wellness policies | -School site provides reciprocal family engagement opportunities that meet the needs of the school as well as the community -Families take an active role in shaping schools |
| **Layer 2: Evidence Based Targeted Interventions (some students)** | | | | |
| -Plan for intervention -Teachers are trained in providing in-class interventions | Use of EWS data to provide attendance support -Attendance contracts | -Use of EWS data to provide behavior support -Small groups meet with counselor or social worker -School staff are trained to identify behavioral concerns that impair a student’s social and behavioral development | -Relevant staff members are aware of students’ health needs and know how to respond -Health and wellness teams meet regularly | -Resources are available to meet individual family needs such as ESL/GED course offerings, SAT/IEP workshops, etc. |
| **Layer 3: Intensive, Individualized Interventions (few students)** | | | | |
| -Literature & Math courses have clear instructional expectation and are targeted to students’ needs -Dedicated interventionist | -Attendance contracts include contact with social workers/ counselors, and families  Family Visits | -Individualized behavior interventions such as token systems, direct behavior instruction, behavior contracts, self-monitoring tools -Staff receives PD to provide intensive behavior interventions | -School staff receives specialized training in meeting unique health needs | -Information and resources are available for families with intense needs depending on the needs of the community. This may include behavioral health referrals, food pantry availability/information, genera |

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**LADE Charter Remote and Hybrid Contact Tracing Information**

**Daily Arrival at LADE/Bernalillo Academy**

Front Entrance to site will remain locked at all times. A Ring doorbell has been installed and will be utilized to screen admittance to the site. Visitors will be kept to a minimum by encouraging video and phone options to communicate their needs.

Foot traffic will flow into the building through designated IN doors and OUT doors at all times. There will be a secondary, back up entry in case exposure occurs in the front entrance. We are prepared to close off the area so we can continue in the remainder of the building while we allow for the 24 wait period required before the area can be sanitized.

Please maintain a 6 foot distance from others. Taped lines are along the sidewalk. Everyone will be screened prior to admittance to the building. We must track the order individuals enter the premises to assist in contract tracing when necessary. We are required to archive daily logs for at least four weeks.

We need to ask the following questions prior to taking your temperature:

In the past 24 hours, have you experienced:

⃣ Fever

⃣ frequent dry cough

⃣ Sore throat

⃣ Shortness of breath

**⃣ LOSS** of smell or taste

Have you been in close contact with anyone who has exhibited symptoms or tested **positive** for COVID-19?

**STAFF must participate in a surveillance and rapid response testing program as directed by NMPED for Requirements for Reentry. Further details will be provided as we obtain them.**

**Isolation Room**

Anyone displaying illness symptoms will be isolated in Bucky’s and Mayra room. The Nurses office is for simple injuries and medicine distribution only. Following an isolation, the room will not be accessed for the required 24 hours before a deep sanitation can occur. We will then work with the DOH and other health officials to conduct contact tracing (all staff will be utilized to do this so we can complete the process quickly and efficiently to slow down any further infections). Individuals who test positive for COVID-19 will not return until they retest. Any individual displaying COVID-19 symptoms will be required to submit for testing prior to returning.

**Emergency Phase – Outbreak**

Upon notification of a positive COVID occurrence at LADE, the health department will be notified and activation of contact tracing of all logged occupants of the building will begin during the time frame of possible exposure on LADE’s campus. Staff that had close contact with the positive COVID will be directed to obtain COVID testing and to self-quarantine for 14 days. The infected person will be asked whom they have been in contact with and may have spread COVID to. The positive COVID will be asked to stay at home and self-isolate. Self-isolation is defined as staying away from others, even those living in the same household. The positive COVID will not return until the following have occurred:

* 10 days have passed from the appearance of symptoms or since the positive test was reported,
* At least 24 hours with no fever (without the assistance of fever-reducing medication), and
* Symptoms have improved.

Staff, as assigned and directed by the Principal, will begin communicating and reporting utilizing the daily logs (identified as occupants for descriptive purposes) and classroom attendance reports. Staff will alert the occupant of possible COVID exposure and will ask the occupant to monitor temperature and for signs and symptoms of COVID. Staff will inquire from all occupants whom they have been in contact or spent time with during the time frame of concern as well as ask where you have been while out in public (CDC defines contact as anyone who was within 6 feet of an infected person for at least 15 minutes even while wearing a mask). Those in close contact with the reported positive COVID will be asked to stay at home and self-quarantine for 14 days (time frame starts from the last day they were possibly exposed to COVID even if they have negative test results). It will be recommended that the occupant should seek testing and remain in self-quarantine until results are received. Self-quarantine is defined as staying home, monitoring the individual’s health for fever twice daily/other COVID symptoms and maintaining social distancing of at least 6 feet from others at all times.

Phone call documentation will include the individual’s health for the day, temperature and any COVID symptoms. Daily monitoring and evaluation will continue for 2 weeks and further positive reporting will reset the timeframe for contact tracing.

If the individual becomes ill during the 14 days of self-quarantine, the school will notify the health department within the required 4 hours and advise the individual to seek medical care/COVID testing.

**Surveillance and rapid response testing for all staff**

5 staff members will be selected weekly for surveillance testing. We will schedule three weeks ahead so that staff can make appointments to be tested and will therefore avoid crowded testing sites and save time.

**LADE Charter Daily Entry Log Questionnaire (Employee Log)**

A close up of a logo

Description automatically generatedLa Academia de Esperanza

Employee & Visitor COVID-19 Questionnaire

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the past 24 Hours, have you experienced:

|  |  |  |
| --- | --- | --- |
| Fever | Yes | No |
| Frequent, dry cough | Yes | No |
| Sore throat | Yes | No |
| Shortness of breath | Yes | No |
| Loss of smell or taste | Yes | No |
| Have you recently been in **contact** with anyone who has tested positive for COVID-19 | Yes | No |

Temperature Log

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NAME** | TEMP | TIME | NAME | TEMP | TIME |
| Joshua Abrams |  |  | Julia Martinez |  |  |
| Vanessa Alvarado |  |  | Casey Mason |  |  |
| Natali Arango |  |  | Margarita Paz-Pedro |  |  |
| Sjouke Blauw |  |  | Veronica Perez |  |  |
| Leticia Camacho |  |  | Ruth Sedillo |  |  |
| Buckie Carney |  |  | Margaret Showalter |  |  |
| Pam Davis |  |  | Kate Smith |  |  |
| Susan Deibler |  |  | Daniel Stromberg |  |  |
| John Eckert |  |  | Jama Sullivan |  |  |
| Lee Farris |  |  | Denise Thompson |  |  |
| Nicholas Frasch |  |  | Tonya Troske |  |  |
| Adam Giron |  |  | Sonya Vigil |  |  |
| Naeem Giron |  |  | Steve Wood |  |  |
| Mayra Herrerea |  |  | Zach Wood |  |  |
| Thomas Loyd |  |  |  |  |  |

Verified by: ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LADE Charter Daily Entry Log Questionnaire (Visitor Log with Contact Tracing Foundational Information)**

A close up of a logo

Description automatically generatedLa Academia de Esperanza

Visitor COVID-19 Questionnaire

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the past 24 Hours, have you experienced:

|  |  |  |
| --- | --- | --- |
| Fever | Yes | No |
| Frequent, dry cough | Yes | No |
| Sore throat | Yes | No |
| Shortness of breath | Yes | No |
| Loss of smell or taste | Yes | No |
| Have you recently been in **contact** with anyone who has tested positive for COVID-19 | Yes | No |
| Have you traveled outside the State of New Mexico within the last **TWO** weeks? |  |  |

Temperature Log

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| --- | --- | --- | --- | --- |
| **Name** | **Temp** |  | **Phone Number** | **Time** |
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Temperature Log

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| --- | --- | --- | --- | --- |
| **Name** | **Temp** |  | **Phone Number** | **Time** |
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How will you continue to provide special education services in a remote learning environment?

Multiple on-line intervention programs have been purchased, including IXL, Flocabulary, and Acellus. Highly qualified special education teachers will Zoom with students during all classes. For those needing more individualized interventions, a hot spot will be made available in the school parking lot where highly qualified teachers can give direct instruction and one classroom will be open available for direct instruction if allowed. Home visits will be made by the social worker and Dean of Students to provide emotional supports and interventions.\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* As per the APS Recommendation IEP Meetings During the closure, IEP meetings were still required for students with disabilities. Teachers and school staff did their best to reach families. Some were unable to make those connections and as such, IEPs will need to be scheduled as soon as possible once school resumes. Do not underestimate the need to initiate and have on going communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often through multiple avenues is critical to ensure connection and support, particularly for families who may be in crisis. Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student’s unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation regarding the current pandemic is as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools (Source Credit for Special Education, APS REENTRY page 29/64 with minor LADE modifications).

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Source Credit for Special Education, APS REENTRY page 29/64 and 20/64 with minor LADE modifications

|  |  |  |
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| **Face-to-Face** | | |
| Special education classrooms meet face-to- face following CDC social distancing recommendations | Focus should be on essential standards and IEP goals | Essential to build social -emotional support throughout the instructional time. Should be the focus for the first weeks of school. |
| Special and Gifted education teachers can take the opportunity to co -teach with related service providers and/or general ed teachers | Build in time to support online learning with direct instruction on how to access with technology | Build in time to support online learning with direct instruction on how to access with technology |
| Students will have to meet their general education requirements; each educational team will need to determine how they will build in instructional time for each student with an IEP  Provide daily or weekly feedback to families on students’ work | Provide general education teachers accommodations and modifications to their lesson plans for the students with disabilities and students with giftedness eligibility when team or co-teaching  Once rapport has been established - identify students’ academic needs at the BOY using high quality, standards-aligned diagnostic tools. Measure the impact of learning loss, if any and implement strategies to respond. | Schedule 1:1 personal support and small group instruction for your students in need of additional support  Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students. |
| **On-Line** | | |
| Activities should reinforce skills and concepts taught during face to face instruction | IXL, Flocabulary, and Acellus | IXL, Flocabulary, and Acellus |
| EAs can sit in the virtual setting to support student needs, reinforce skills, etc. | Use visual supports to teach skills such as videos, TED-Ed talks, and online manipulatives | Provide graphic organizers to help students manage their work, visual schedules |
| Provide expectations for the work students are expected to complete during this time with modifications as needed  Use EAs where appropriate to support the learning | Provide UDL- various assignment options to show content knowledge  Gifted education teachers can attach themselves to a general education classroom to provide enriching opportunities for all students via Google. | Schedule 1:1 personal support and small group instruction for your students in need  Gifted education teacher can provide support and materials to students in Talent Pool or those students needing further enriching opportunities. |

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Source Credit for Related Services, APS REENTRY page 32/64 with minor LADE modifications

|  |
| --- |
| **Related Services (OT/PT/SLP/SSW)**  ● All related service providers should use their professional judgment to determine how to appropriately provide services to meet a student’s IEP goals.  ● Allow for flexibility in service delivery with the hybrid, online or face-to-face models and collaborate with educational/related service staff whenever possible.  ● Learning targets will be based on students’ individual IEP goals.   * Small 1 to 5 ratio learning for students that are considered high need special education students   ● Develop a relationship with parents to collaborate with scheduling sessions, implementing activities to address IEP goals at home, train and educate.  ● Instruction/Independent Learning Time ○   * Instruction may utilize a variety of settings, platforms, tools, and co-treatments. * Related service providers through online classroom platforms can support students’ independent learning where resources, assignments and handouts can be posted for them to access. |

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

N/A

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

Dual-enrollment classes will be conducted utilizing Zoom and the hot spot in the school’s parking lot. Tutoring will be available through Zoom office hours, phone contact, and emails. CNM protocols will be incorporated as well.

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

We have a Parent Liaison, social worker, and Dean of Students to provide social emotional support for at-risk students, Native American students, and students served under Title Programs. Phone calls, home visits, Remind Me App messages, emails, and Weekly Newsletters will provide information on local support opportunities in a variety of domains, including academic, health, mental well-being, safety and security, home and food needs.

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

Educators will Zoom all classes on a daily basis. Students will have four Zoom classes a day four days a week. Classes will be one hour and fifteen minutes each. Teachers will be available from the start of the school day until the end of the school day for on-line coursework support. Teachers will have daily office hours to provide individual support. Designated teachers will made available 5 days a week for any academic needs. Social-emotional needs will be directed to the social worker who will be available Monday through Friday. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* In addition, the LADE CARE team comprised of social workers and teachers will reach out to an estimated 50 students per week with phone calls, emails, and requests to join Zoom conferences. The calls will be prioritized by students with the least engagement to students with the most engagement. The Dean of Students will also be making home visits to nonresponsive students and will deliver 5 days’ worth of food each visit. If students or families to not respond to the home visits, the DOS will leave the food at the last known place of residency with a list of school and community resources.

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Please describe your plan for Career and Technical Education.

Our career instructional program is centered around our Makerspace program. It is difficult to provide instruction on how to use laser printers, laser cutters, shop bots and the like remotely. However, google classrooms, inkscape tutorials, shop bot tool websites, VCarve Pro tutorials, heat and solder video trainings, and websites from homedepot, riogrande.com, jameco, etc. provide visual and auditory learning opportunities, as well as home project ideas that all students will have access to.

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

Extracurricular activities will continue under the direction of art, music, drama/film, and chess instructors, utilizing Google Classroom and Zoom. Mental and physical well-being exercises will be conducted by ancillary services. For instance, the occupational therapist will provide physical activities to promote dexterity and social-emotional activities will be conducted by the social worker to promote wellness.

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**Social and Emotional Supports**

How will you create and implement frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and , and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students?

Social and emotional learning will be built into school-wide curriculum. Social studies, language arts, art, and math teachers will all incorporate SEL curriculum and instruction. Social emotional supports will be built into the daily routines of our remote learning plan. All students have email addresses and will be required to email teachers on a weekly basis. This will ensure maintaining a connection with school staff. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*As stated above in the “Student Check In Section.” the LADE CARE team comprised of social workers and teachers will reach out to an estimated 50 students per week with phone calls, emails, and requests to join Zoom conferences. The calls will be prioritized by students with the least engagement to students with the most engagement. The Dean of Students will also be making home visits to nonresponsive students and will deliver 5 days’ worth of food each visit. If students or families to not respond to the home visits, the DOS will leave the food at the last known place of residency with a list of school and community resources. There will also be a biweekly Zoom regular meeting for any student or family member in need of ANY type of resource from technology, to Social emotional, to just being head.

How will you support **all** students’ social and emotional needs?

All students will be assessed on SEL core-competencies and an individualized Learning Plan will incorporate goals and objectives based on the results of the assessment. Progress towards goal will be monitored in Advisory class. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*As stated above in the “Student Check In Section” and the “Social and Emotional Support Section” the LADE CARE team comprised of social workers and teachers will reach out to an estimated 50 students per week with phone calls, emails, and requests to join Zoom conferences. The calls will be prioritized by students with the least engagement to students with the most engagement. The Dean of Students will also be making home visits to nonresponsive students and will deliver 5 days’ worth of food each visit. If students or families to not respond to the home visits, the DOS will leave the food at the last known place of residency with a list of school and community resources. There will also be a biweekly Zoom regular meeting for any student or family member in need of ANY type of resource from technology, to Social emotional, to just being head.

How will you ensure continued mandatory reporting and wellness checks?

Wellness checks will be a part of Monday’s school-wide advisory activities. The school social worker will work directly with advisory teachers to ensure wellness checks are completed and documented.

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**Family & Community Communication**

How will you keep families informed about changing circumstances?

The school’s Parent Liaison will make consistent phone calls to all families, weekly newsletters, emails, the school’s website, and use of the Remind Me App will provide multiple modalities of information designed to keep everyone updated on changing circumstances.

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

We will provide home visits by the Dean of Students and social worker to ensure engagement and personal relationship building, individualized Zoom meetings, and parent/student/teacher conferences. Our Parent Liaison will be instrumental in meaningful relationship building between the school and home and she spends a great amount of her daily duties attending to family needs.

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

English and Spanish are the primary languages of our parents. Our Parent Liaison, Dean of Students, and social worker are bilingual. All newsletters will have both Spanish and English versions

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

Childcare options will be explored with families on an individual basis and will be explored by the social worker and parent liaison. If students are missing Zoom meetings and not completing assignments in Google Classroom, on E2020, and Acellus, interventions will be conducted by the Dean of Students, Parent Liaison, and social worker. When childcare issues arise during those interventions, the school will act in good faith to adapt the academic program of the individual to ensure the best possible student achievement measures possible.

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**Other**

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

***If possible, the school will provide access to the computer lab and individual classrooms during a school closure, especially for the most marginalized students. In case of a complete closure the school will be prepared to provide meals to students in the parking lot where internet access can be achieved. Teachers will be available to assist students and families in the parking lot as needed.***

*Please see next page.*

***Option B -- No Remote Learning Plan***

If a school district or state charter either cannot provide or chooses not to provide a robust remote learning plan, the school district or state charter will instead make up for instructional hours lost during periods of school closure by adding school days to the academic calendar to allow for in-person instruction. Please fully describe your plan for creating and implementing Option B below.

NA

**Local Plan for Remote Learning Signature Line**

Steve Wood 7/15/2020

Superintendent/Charter Leader Signature Date

*Please print signature or sign electronicall*y