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

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

**Submission**

- All required documents must be emailed as a single package to: **Back.ToSchool@state.nm.us** by **July 15, 2020.**

- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at **Gwen.Warniment@state.nm.us** or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at **Katarina.Sandoval@state.nm.us.**

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

Date: July 13, 2020
School District/State Charter Name: ACE Leadership High School
Name of Person Completing Assurances: Justin Trager
   Contact Phone Number: 505-239-9005
   Contact Email: Justin@aceleadership.org

District/State Charter (LEA) identified/named as ACE Leadership High School 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.

Justin Trager
Superintendent/Charter Leader

Sam Hatchell
School Board President

Signature

Signature

Please print signature or sign electronically

July 13, 2020
Date
PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

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

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 Click or tap here to enter text. District/State Charter Name Click or tap here to enter text.

(1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to all students district-wide;
(2) all elementary schools district-wide will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

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

Since many of our students come to us behind in credits and skills, we made changes to our approved in person schedule for SY 20-21 (attached) creating an Extended Day program for students that need spaces for students to recover lost instructional opportunities from their life, not just last Spring. During this block of time, student can access credit recovery opportunities, receive personalized support and interventions, and/or enroll in the evening projects. Additionally, students enrolled in the Evening re-engagement program can access projects and learning offered during the core day program.

Plan for Prioritizing Additional Instructional Time Signature Line

Justin Trager
Superintendent/Charter Leader Signature
July 13, 2020

Please print signature or sign electronically

Reentry Assurances, Plan for Prioritizing Additional Instructional Time & Remote Learning Plan pg. 3
LOCAL PLAN FOR REMOTE LEARNING

Date Click or tap here to enter text.

District/State Charter Name Click or tap here to enter text.

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?

We already have a process for monitoring credit requirements and scheduling students in projects based on credit needs. This year, we are delaying the start of the Capstone class to the second Trimester, so we can focus on students earning the credits they need to graduate up front, instead of throughout the year, and emphasize their transition experiences in the second and third trimester. In addition, each student has an Advisor that has been with them since they entered the school. There is weekly time scheduled for individual check-ins with Advisors in our remote learning plan; reviewing student progress toward meeting graduation requirements is one of the ongoing activities of that time including completing Next Step Plan. These activities are also done in their Capstone class which will be offered during Trimesters 2 and 3.

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.).

We will continue to use our Exhibitions and Portfolios demonstrating learning through projects and on the job experiences for Demonstrations of Competency which has been approved by our board and still accepted by PED. These may include virtual presentations and interviews, digital portfolios, and completion of internships. Additionally, ACE is a member of the NMPED Community of Practice on developing Capstones and Performance Assessments that will qualify as Demonstrations of Competency.

Please describe your plan to ensure graduation and completion of Next Steps Plans for seniors in a remote learning environment.
As mentioned in our answer about credits, ensuring graduation is embedded into the Capstone class by Capstone Teachers, with a redundancy of Advisors having individual meetings and check-ins, and with oversight by school administration. In addition, we are considering adapting our Next Step Plan as Google Document to facilitate collaboration between teacher, student, and guardian(s) on the document.

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.

The underlying theme of our work to support remote learning is to focus on assessment literacy and practices in curriculum design and delivery. We will review and identify essential skills linked to Common Core Standards for each project and credit. We will provide ongoing professional development to staff on standards and evidence based assessment, so that they focus learning experiences and assessment on students providing evidence of learning for the essential skills. Teachers will explicitly share this approach, including the essential skills needed and how student assignments align with those skills, with students to promote their ownership of demonstrating their learning. We will also create tools and space for student to monitor their progress in demonstrating those skills. We believe this is foundational to ongoing student engagement and participation.

In order to do this, and the other activities we will share in this document, it is essential that staff receive quality professional development and time to collaborate to plan and prepare for the instruction. We have three full weeks of Professional Development before schools starts and one full week before the second and third trimester, as well as a half day every Wednesday. Additionally, each project team will do curriculum planning once a week with the Principal and alternating with either our Special Ed Coordinator or our Project-Based Reading Interventionist. In our model, we do not follow text books, but develop industry relevant projects linked to common core skills. Based on individual projects, we find quality instructional material as text and resources within the project to facilitate learning. We have realized that we have to invest in specific programs, resources, and instructional materials as part of this model. This is particularly important, as mentioned previously, that most of our students come to use behinds in skills. This summer we purchased Read 180 and IXL to serve as resources in projects and to use for specific interventions to all students including at-risk student groups. We are also researching other online instructional resources and will procure them as we believe they would be a good fit for our school and our student's community and culture. Last year, we used CK12 for math with our evening re-engagement program and will explore expanding its use. We do not want to purchase something until we know it makes sense for our students and model.

Our schedule (attached) is designed to meet the holistic needs of our students while ensuring time for individualized communication and support. Time has been designated for facilitated instructional virtual/recorded sessions that can also be accessed by phone for each project three times a week and a review and intervention time for each project once a week. Additionally, we are using our electives block as a space for academic interventions and individualized support as need. Additionally, we have blocks of time once a week for office hours and student outreach, specifically, this time will be spent with teachers making individual contact with each student in their project starting with students that may not have been engaged that week. In order to meet the social emotional and basic life needs of students, Advisory time is scheduled daily; two times a week for some virtual group activities led by Advisors and Social Workers, and three time a week for Advisors to make individual contacts with each of their advisees. A social worker and other members of our student support team are assigned to each Advisory to provide supports and services to students as needs are identified. All of our Projects are designed to expose students to postsecondary pathways in the Architecture, Construction and Engineering.
In addition, Advisory activities include career exploration and exposure to postsecondary pathways. We will use our elective and academic strategies block for our virtual dual credit classes.

We will focus daily attendance on both whether student logged in to a virtual session as well as whether they submitted an assignment which is easily tracked in Google Classroom. We also document every student contact with each staff member in our SIS and will use that as attendance for our check-ins. We will communicate this expectation with students and families both in writing before and virtually during the start of the remote learning sessions. We will use our current grading system of assigning grades and credits based on percentage of learning outcomes demonstrated. As mentioned previously, communication with students about expectations of learning outcomes, monitoring their progress on providing evidence, and aligning assignments and revisions to grow in those areas is the foundation to our instructional and engagement plan.

What technology support will be available for families and teachers?

With the CARES act money, we have purchased computers to become a 1:1 technology school with each student receiving their own computer. We will use our Professional Development weeks before schools starts to do intensive work on using devices as well as learning different applications to maximize student engagement. Teachers will do direct instruction with students on using their computers, Google classroom, and the other technology software we will be using in person to support both the hybrid and remote learning plans. In addition, we have a full-time Technology Coordinator who will be available to support families, teachers and students with their technology needs. Our Student Support team does individual intakes for all students before the school year starts and we have added a needs assessment about access to internet and data plans in that process. Students and families that need assistance in that area will be referred to our Success Coach to work with families to get the resources they need. We will schedule weekly time as part of staff meeting/PD, to check in about our use of technology and monitor and troubleshoot access issues for staff, students and families.

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

With the CARES act money, we have purchased computers to become a 1:1 technology school with each student receiving their own computer. Teachers will do direct instruction with students on using their computers, Google classroom, and the other technology software we will be using in person to support both the hybrid and remote learning plans. In addition, we have a full-time Technology Coordinator who will be available to support families, teachers and students with their technology needs. Our Student Support team does individual intakes for all students before the school year starts and we have added a needs assessment about access to internet and data plans in that process. Students that need assistance in that area will be referred to our Success Coach to work with families to get the resources they need. We will schedule weekly time as part of staff meeting/PD, to check in about our use of technology and monitor and troubleshoot access issues for staff, students and families.

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

Our schedule has dedicated staff collaboration time weekly to identify and discuss student needs, develop services and interventions, and progress monitoring. Additionally, we have dedicated time in our schedule for interventions during and outside of scheduled projects. We will be using our Project-Based Reading Interventionists for both collaborating with teachers to design and implement interventions as part of daily project time as well as small group and individual interventions outside of project time, and we have Read 180 and IXL to help provide online interventions. In addition to staff meeting time for these activities, the Principal meets weekly with each project planning team to support the effectiveness. Discussions about identifying students, and ensuring appropriate interventions are designed and implemented are incorporated into these meetings. We will use our current MLSS/RTI system as the year starts, but anticipate adapting the system based on lessons learned throughout the year.
How will you continue to provide special education services in a remote learning environment?

The foundation of providing services to students starts with providing individual attention to every student. Our schedule and staff expectations are designed that every student will have individual communication with a least three adults (one with Advisor/Support Staff and two with Project Teachers) every week. As detailed in the attached schedule, our office hours are not passive. Teachers and Advisors have regularly scheduled time (Office Hours) to reach out directly to all of the students in their Projects and Advisory twice a week. In addition, each student with an IEP is assigned to a Special Education teacher case load, and those teachers will be having individual communication with each of those students at least once a week to provide support and instruction to support them to attain their goals. More specifically, we are taking the following steps to make sure we are meeting the needs of our students with IEPs/504s:

- Our Special Education Coordinator and team will do a systematic review of all IEP goals to ensure progress monitoring continues and that all students with special needs have equal access to the general education curriculum.
- Send out a Prior Written Notice, adapted from APS PWN that was reviewed by lawyers, outlining how we will continue services as part of our Continuous Learning Plan.
- We have a special education teacher assigned to co-teach in 3 of our 4 projects.
- The Student Support Team will coordinate with teachers to ensure all other special student needs are met.
- Involve families, general education teachers, administrators, ancillary staff, and related service staff to determine the most appropriate method of delivering services for all students universally.
- Ensure all students with an IEP and/or 504 have equal access to the general education curriculum alongside their non-disabled peers using a wide range of modalities. Including, but not limited to, video conferencing, direct phone support, and/or curbside pickup and delivery of curriculum.
- Special education and 504 staff will review all accommodations and modification to determine if there is a need for additional supports.
- Ensure that all general education teachers, administrators, ancillary staff, and related staff members have a copy of student accommodations and modifications.
- Adjust lessons to ensure that they accommodate the needs and abilities of all identified and non-identified students, including those in special education, 504 or EL programs in the delivery of instruction
- Provide speech and language and social work services with students via video conference or phone. Provide social work for students via video conference or phone call to student who require it.
- Create a time in the schedule daily from 2:45 - 3:30 for supplemental instruction as needed.
- Based on all of the review of needs and services, we will identify students that also need in person instruction and services will provide it at our school based on the PED guidance documents.
- Ensure that all student with overdue and upcoming IEP's or 504's are completed in a timely manner and offering to hold those meetings in a variety of manners.
- The school will send out "draft copies" of all documents prior to the scheduled IEP or 504, conduct IEP's or 504 meetings, during non-traditional time to allow working families more opportunities to participate if necessary.

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

In the past, our bilingual education program has been limited. We have and will continue to offer Spanish Bilingual Seal. We have and will continue to do this by offering Spanish as one of our electives and students qualifying through an assessment process.

This year, we are starting to implement a five year grant in collaboration with the Albuquerque Sign Language Academy to develop bilingual programming and a bilingual seal in American Sign Language (ASL). We have a fulltime staff member to serve as an ASL interpreter in two projects a day and who will also teach an ASL
6/25/2020

Elective this year. We also will offer ASL classes to our staff in order to grow the number of our teaching staff to use ASL in their projects.

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

We have dedicated time in our schedule for electives, academic strategies, and interventions. Last Spring, one of our teachers was the teacher for an online CNM class. We were able to continue to successfully provide that learning opportunity to our students.

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

Our school is universally designed to support these populations in everything we do, and that commitment will continue while implementing our Remote Learning Plan. The foundation of that work happens with providing individual attention to every student. Our schedule and staff expectations are designed that every student will have individual communication with a least three adults (one with Advisor/Support Staff and two with Project Teachers) every week. As detailed in the attached schedule, our office hours are not passive. Teachers and Advisors have regularly scheduled time (Office Hours) to reach out directly to all of the students in their Projects and Advisory twice a week. Additionally, our school is already designed and have dedicated staff to provide holistic support to all students and families beyond academic support. We have dedicated time on as a staff on Wednesdays for staff check-ins to share if they are having challenges communicating with students and families so those students are identified to dedicate more time and resources to ensuring their engagement. Our Student Support team does individual intakes for all students before the school year starts. The Student Support Team then works with students and families to get the supports and resources they need.

In regards to supports for English learners and their families, we have incorporated the following activities and plans: Our model of using Project Based Learning is designed to integrate key strategies of sheltered instruction for all students, though this will be more challenging in a virtual learning setting: Based on that, we did and will be doing ongoing Professional Development reviewing key strategies sharing how to best integrate them into the remote learning instructional model and incorporate those strategies into ongoing instructional planning; We have hired a full-time Project-Based Reading Interventionist to help plan and facilitate instruction with project teachers as well as monitor student needs and provide interventions.

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

We believe that we may have had more proactive and frequent communication with student during last Spring’s Continuous Learning plan then possibly any other school and are proud of that. As indicated previously, our schedule and staff expectations are designed that every student will have individual communication with a least three adults (one with Advisor/Support Staff and two with Project Teachers) every week. In addition, students with IEPs will have at least one additional weekly communication. As detailed in the attached schedule, our office hours are not passive. Teachers and Advisors have regularly scheduled time (Office Hours) to reach out directly to all of the students in their Projects and Advisory twice a week. During the CLP, we used staff meeting time a few times a week for staff to report out if a student has not been responsive and then assign them to our Student Support Team for more focused attention including reaching out to a larger network of family and friends to successfully
6/25/2020

make contact. We will continue that practice. Staff used text, phone calls, e-mail, Google Meets, and virtual and in person home visits to communicate.

Please describe your plan for Career and Technical Education.

ACE Leadership is a charter school that was created, and entirely designed, to facilitate transition of students from Secondary to Post-Secondary programs and jobs in the Architecture, Construction, and Engineering industries. Students engage with all academic content through Student Projects focused on topics from the Architecture, Construction, and Engineering (ACE) industries. A Project Based Learning academic model is used to provide active, hands-on, and relevant educational experiences. Student projects are identified and created from actual leading commercial construction projects in New Mexico. Teachers take challenging problems from these commercial projects and design Student Projects using industry experts to help them ensure that what they are teaching is relevant to the ACE professions and cutting edge. These projects create experiences allowing students to work on real life projects, develop and practice skills under the mentorship of professionals, and contribute to our community in very tangible and meaningful ways. All of these underlying practices will continue, but in remote learning we cannot do the hands-on building. We will devote Professional Development time to explore and identify how to incorporate these practices into virtual learning whether we are in the hybrid or Remote Learning Plan.

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

As stated previously, and is evident in our schedule, we have scheduled time to offer electives. During the Continuous Learning Plan, we continued our Trade Thursdays collaboration with industry professionals for student to meet, network and learn about the realities of the workforce. We also continued to have students placed and serve in their X3 paid internships. We have multiple annual events including Capstone Networking, Industry Job and Resource Fair, and our Open House that we will sponsor virtually.

**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?

Our schools was founded, chartered, and designed with a three pillar model of Learning by Doing, Community Engagement and Holistic 360-wellness Student Support being equally as important. Our student support staff consists of social workers, achievement coaches, attendance mentors, school nurse, and Administrators. This 360-wellness model will provide our teacher/support teams to assess a student’s social-emotional needs daily. Social workers will work directly with teachers and student support staff in advisory teams. This team concept will allow the flow of information to reach our social workers directly. During our daily team meetings social workers will share or receive information as needed. This model also provides a reasonable span of control and shared responsibilities between social workers, student support staff, and advisors. All staff will receive professional development in the foundational ideas and practices, including trauma informed and culturally responsive
practice, of this model before school starts. Our Advisor’s play the first line of contact for social emotional support and academic counseling, monitoring and advising in this and our schedule has time devoted for interaction with Advisors daily. Additionally, the time for interventions in the schedule will also be used for social emotional support activities and interventions as needed. In person home visits are currently school culture at ACE High School. We will continue to support our families with the same family support system but it will be a “virtual home visit” platform. Working together with the families and caregivers we will continue with the social emotional support systems that we offer as a school. Lastly, our Student Support team does individual intakes for all students before the school year starts. The Student Support Team then works with students and families to get the supports and resources they need.

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

See previous answer.

How will you ensure continued mandatory reporting and wellness checks?

The first answer in this section addresses our activities. All staff will receive professional development on mandatory reporting. The Student Support Team meets daily with the Director of Student Support. They will add oversight of mandatory reporting and wellness checks to their agenda at least once a week.

**Family & Community Communication**

How will you keep families informed about changing circumstances?

A combination of letters, emails, texts and posts on our website and social media accounts are being used for broad ongoing communication. Individual calls by Advisors, Student Support staff, and School Administration are also utilized for priority communication. We will have prewritten communication template about our transition from Hybrid to remote Learning Plan, and other topics like if we have a student or staff member that contacts COVID. Students and Families have access to the cell phone number of the school Directors (Principal and Chief Operations Officer) to facilitate two-way communication.

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

Members of the Student Support team are assigned to work with families from each advisory. Teachers/staff will monitor family and caregivers needs as they are identified. We have prepared educational material packets that contain all the school items needed for a student’s home learning environment. These packets include paper, journals, glue, pencils, markers, rulers, calculator etc. Additionally technology support will be available during the school day.

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

All formal written communications will be distributed in English and Spanish and any other home languages that are needed. All of these communications will be available in hard copy on our campus and posted on our website. As needed, we can incorporate sharing these communications through our home visits, which we trigger when we have not been successful in communication with families.

How will you collaborate with childcare providers to support families’ access to childcare?
6/25/2020

As mentioned previously, members of the Student Support team are assigned to work with families from each advisory. Our Student Support team does individual intakes for all students before the school year starts and we will include access to childcare. Broadly, the Student Support Team then works with students and families to get the supports and resources they need. Specifically, we have one full time employee, our Achievement Coach, who is specifically responsible for connecting students and families to community services and resources.

Other

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

Documents attached: ACE in person schedule SY 20-21; Hybrid Learning Plan Schedule, Remote Learning Plan Schedule

Please see next page.
6/25/2020

**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.

Click or tap here to enter text.

**Local Plan for Remote Learning Signature Line**

Justin Tregar  

Superintendent/Charter Leader Signature  

July 13, 2020  

Date  

*Please print signature or sign electronically*
# ACE Leadership HS Schedule SY 20-21

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<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>9:00 - 9:15 Morning Meeting</td>
<td>9:00 - 9:15 Morning Meeting</td>
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<tr>
<td>9:15 - 10:00 Advisory</td>
<td>9:15 - 9:45 Advisory</td>
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<tr>
<td>10:00 - 11:50 Morning Project</td>
<td>9:45 - 10:55 Morning Project</td>
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<tr>
<td>11:55 - 12:35 Lunch</td>
<td>11:00 - 11:55 Afternoon Project</td>
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<tr>
<td>12:35 - 2:25 Afternoon Project</td>
<td>12:00 - 12:40 Lunch</td>
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<tr>
<td>2:30 - 3:30 Electives</td>
<td>1:00 - 4:00 Students: Independent Study, Credit Recovery, &amp; Community-based Learning.</td>
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<td>4:00 - 7:00 Re Engagement Program &amp; Extended Day (Not Fridays)</td>
<td>4:00 - 7:00 Re Engagement Program &amp; Extended Day</td>
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**Notes:**

*Draft of possible default schedule for Staff on Wednesdays, may be adjusted as needed.

1:00 - 1:45 Staff Meeting

1:45 - 3:00 Professional Development

3:00 - 4:00 Staff Collaboration: IEP, Curriculum Planning in Project Teams, Student Support, etc.
Hybrid Learning Schedule

Working Assumptions for this plan:
- Tri - 1 there will be 4 projects, each project serving two different cohorts.
- There will be two project teachers assigned to each project.
- All students will be provided a computer.
- Students will be enrolled in projects by Cohort that will attend school in the building on two consecutive days.
- Project teachers will facilitate learning in person with all students in a cohort on two consecutive days (Mon/Tue or Thur/Fri) and then facilitate learning virtually on two consecutive days (Mon/Tue or Thur/Fri).
- Project Teachers are expected to facilitate live virtual sessions that will be recorded, not just post videos and assignments, during virtual project blocks.
- Project teachers should plan to do hands on project work when students are in the building as much as possible. Virtual sessions should be the direct instruction and planning in order to dive into the hands on work.
- Re-engagement program will be fully in person with flexibility for virtual learning.
- The school will do deep cleaning in between cohort days on Wednesdays and Saturdays.

Key:
- **Cohort A**: 9th grade credits
- **Cohort B**: 10th grade credits
- **Cohort C**: 11th grade credits
- **Cohort D**: 11/12th grade credits
- **B**: in Building
- **V**: Virtual
Hybrid Learning Schedule

STAFF: Monday – Friday 8:00 – 8:45: Curriculum & Student Support Planning in Teams

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<tr>
<td>Re-Engagement</td>
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<tr>
<td>Program &amp;</td>
<td></td>
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</tr>
<tr>
<td>Extended Day</td>
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</tbody>
</table>

Evening students will meet fully in person with flexibility for virtual learning since that is the design of the program.
Hybrid Learning Schedule

- **Virtual Advisory Group**: This time will be spent on facilitating group check-ins, community building activities with a primary emphasis on social emotional learning and support, with a secondary emphasis on academic support. This will be recorded and made available to students that are not able to attend.

- **Virtual Project**: This time will be spent on facilitating learning for projects with students and teachers. Teachers will provide some facilitated instruction, provide and explain project work for students to be done during independent time, and answer student questions. This will be recorded and made available to students that are not able to attend. Hard copies of all materials will also be made available for pick-up.

- **Virtual Advisory Check-Ins**: This time will be spent for Advisors and Student Support staff to check in individually with advisees and their families. During this time advisors are getting info from students around any support they need. Though this is the scheduled time for this activity, it is not the only time this should be happening. It is expected that each advisee will have at least one direct individual communication with Advisor and/or Student Support staff every week.

- **Student Independent Work Time**: This time is designated for students to work independently on their project tasks and elective work.

- **Office Hours**: This time is designated for students to be able to reach out to teachers, social workers and advisors as needed. Teachers will be proactively contacting students individually that did not attend the in person or virtual session the previous days. It is expected that each student in the project will have at least one direct individual communication with a project teacher from each project every week.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:45</td>
<td>Curriculum &amp; Student Support Planning in Teams</td>
<td>Curriculum &amp; Student Support Planning in Teams</td>
<td>Curriculum &amp; Student Support Planning in Teams</td>
<td>8:00 - 8:45</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Advisory Individual Check-ins</td>
<td>Advisory Group/ Morning Meeting</td>
<td>Advisory Individual Check-ins</td>
<td>9:00 - 10:00</td>
</tr>
<tr>
<td>10:00 - 11:30</td>
<td>Morning Project Facilitation</td>
<td>Morning Project Facilitation</td>
<td>Morning Project Review, Interventions, &amp; Independent Work</td>
<td>10:00 - 11:00</td>
</tr>
<tr>
<td>11:30 - 1:00</td>
<td>Lunch &amp; Independent Work Time</td>
<td>Lunch &amp; Independent Work Time</td>
<td>Lunch &amp; Independent Work Time</td>
<td>11:00 - 12:00</td>
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<tr>
<td>1:00 - 2:30</td>
<td>Afternoon Project Facilitation</td>
<td>Afternoon Project Facilitation</td>
<td>Afternoon Project Review and Interventions, &amp; Independent Work</td>
<td>1:00 - 4:00 Students</td>
</tr>
<tr>
<td>2:45 - 3:30</td>
<td>Electives &amp; Academic Strategies and Interventions</td>
<td>Electives &amp; Academic Strategies and Interventions</td>
<td>Electives &amp; Academic Strategies and Interventions</td>
<td>1:00 - 4:00 Staff</td>
</tr>
<tr>
<td>4:00 - 5:30</td>
<td>Re-engagement Project Facilitation</td>
<td>Re-engagement Project Facilitation</td>
<td>Re-engagement Project Review and Interventions</td>
<td>4:00 - 5:30</td>
</tr>
<tr>
<td>5:30 - 7:00</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>5:30 - 7:00</td>
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</tr>
<tr>
<td>10:00 - 11:00</td>
<td>Morning Project Independent Work Time &amp; Office Hours</td>
<td>Morning Project Independent Work Time &amp; Office Hours</td>
<td>Morning Project Independent Work Time &amp; Office Hours</td>
<td>Morning Project Independent Work Time &amp; Office Hours</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Afternoon Project Independent Work Time &amp; Office Hours</td>
<td>Afternoon Project Review and Interventions, &amp; Independent Work</td>
<td>Afternoon Project Review and Interventions, &amp; Independent Work</td>
<td>Afternoon Project Independent Work Time &amp; Office Hours</td>
</tr>
<tr>
<td>2:45 - 3:30</td>
<td>Staff Meetings, Professional Development, Curriculum Planning, IEP Meetings, etc</td>
<td>electives &amp; Academic Strategies and Interventions</td>
<td>Staff Meetings, Professional Development, Curriculum Planning, IEP Meetings, etc</td>
<td>Staff Meetings, Professional Development, Curriculum Planning, IEP Meetings, etc</td>
</tr>
<tr>
<td>4:00 - 5:30</td>
<td>Re-engagement Project Facilitation</td>
<td>Re-engagement Project Review and Interventions</td>
<td>Re-engagement Project Facilitation</td>
<td>Re-engagement Project Facilitation</td>
</tr>
<tr>
<td>5:30 - 7:00</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
<td>Re-engagement Independent Work Time, Office Hours &amp; Advisory Check-ins</td>
</tr>
</tbody>
</table>
Local Plan for Remote Learning

- **Virtual Advisory Group:** This time will be spent on facilitating group check-ins, community building activities with a primary emphasis on social emotional learning and support, with a secondary emphasis on academic support. This will be recorded and made available to students that are not able to attend.

- **Virtual Project:** This time will be spent on facilitating learning for projects with students and teachers. Teachers will provide some facilitated instruction, provide and explain project work for students to be done during independent time, and answer student questions. This will be recorded and made available to students that are not able to attend. Hard copies of all materials will also be made available for pick-up.

- **Virtual Electives & Academic Strategies:** This time will be spent on facilitating learning for electives with students and teachers. During this time teachers will provide some facilitated instruction, provide and explain project work for students to be done during independent time and answer student questions. This will be recorded and made available to students that are not able to attend. Hard copies of all materials will also be made available for pick-up. This time will also be used for academic and social emotional interventions and individualized instruction as needed.

- **Virtual Advisory Check-Ins:** This time will be spent for Advisors and Student Support staff to check in individually with advisees and their families. During this time advisors are getting info from students around any support they need. Though this is the scheduled time for this activity, it is not the only time this should be happening. It is expected that each advisee will have at least one direct individual communication with Advisor and/or Student Support staff every week.

- **Student Independent Work Time:** This time is designated for students to work independently on their project tasks and elective work.

- **Office Hours:** This time is designated for students to be able to reach out to teachers, social workers and advisors as needed. Teachers will be proactively contacting students individually that did not attend the virtual sessions the previous days. It is expected that each student in the project will have at least one direct individual communication with a project teacher from each project every week.
ACE Leadership HS Full Reopening Instructional Model

ACE’s calendar is on Trimesters. We will open for full in-person learning at the beginning of our Trimester 3, Monday, March 29th. Since we are a school dedicated to hands-on project-based learning, we will resume our regular bell schedule and calendar for the remainder of the year.

ACE was founded on, and has a history of, successfully serving students that have not had success in their previous schools and may have experienced learning loss. We will continue our core instructional approach of facilitating hands-on project based learning that aligns essential skills and standards to credits. Since many of our students have different needs in our inclusive setting, all projects are co-taught by at least two teachers and work is differentiated for all students.

For students that choose remote learning, those students will follow the same schedule, be cohorted together in the same core academic projects, and have at least one teacher dedicated to facilitating their learning in a remote setting parallel with the project experiences of students taking that project in the building. We will also offer a number of remote only electives.

Here is our bell schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>Morning Meeting</td>
<td>9:00 - 9:15 Morning Meeting</td>
</tr>
<tr>
<td>9:15 - 10:00</td>
<td>Advisory</td>
<td>9:15 - 9:45 Advisory</td>
</tr>
<tr>
<td>10:00 - 11:50</td>
<td>Morning Project</td>
<td>9:50 - 10:50 Morning Project</td>
</tr>
<tr>
<td>11:55 - 12:35</td>
<td>Lunch</td>
<td>10:55 - 11:55 Afternoon Project</td>
</tr>
<tr>
<td>12:35 - 2:25</td>
<td>Afternoon Project</td>
<td>12:00 - 12:40 Lunch</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Electives</td>
<td>1:00 - 4:00 Students: Independent Study, Credit Recovery, &amp; Community-based Learning.</td>
</tr>
<tr>
<td>4:00 - 7:00</td>
<td>Re Engagement Program &amp; Extended Day (Not Fridays)</td>
<td>4:00 - 7:00 Re Engagement Program &amp; Extended Day</td>
</tr>
</tbody>
</table>
### COVID-19 Safe Practices Walkthrough Form

**Date:** Wednesday, March 10, 2021  
**District:** APS Authorizer  
**School:** ACE Leadership  

| District / Charter Contact Name | Justin Trager  
| Fire Marshal/ PED Staff Name | Joseph Escobedo  

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Safe Practice</th>
<th>Notes/ Checklist</th>
</tr>
</thead>
</table>
| Yes            | Multi-ply cloth masks available and utilized by all staff and students, over the nose and mouth, secure under the chin, snug on face with no gaps. | Extra cloth masks for staff? Yes, 100.  
Extra cloth masks for students? Yes, 600.  
Extra disposable masks? Student 3,229 and Staff 243 |
| Yes            | Classrooms and commons areas are set up for 6 feet social distancing with 50% student enrollment in place. | Are desk marked for A/B cohorts? N/A. Cohorts remain in their own working space outside.  
Are desks/ students facing one direction? Yes, facing one direction.  
Marks on floors? Yes, marked with tape.  
Plexiglass barriers/Shields? At front desk and plexiglass barriers available for teachers on request. 2 mobile plexiglass partitions also available. |
<p>| Yes            | If applicable, cafeteria (or other congregate feeding area) is set up for 6 feet social distancing and cohorts of students are not mixed. | Facing same direction? Students eat socially distanced at personal workspace facing one direction and outside eating areas. |
| Yes            | Hand sanitizer that contains at least 60% alcohol is available across the school and ample cleaning supplies in place. Soap and supplies in bathrooms are ample with reliable running water. | Location of sanitizer and cleaning supplies? Each classroom has a sanitization cleaning supply cart as well as 2 hand sanitizer station (15 mobile stations, 13 fixed stations throughout the school). Sanitizing stations at entry, exits and at garage door (extended workspace). |
| <strong>Yes</strong> | Sanitization protocols in place that address daily cleaning and disinfection with particular attention to <strong>frequently touched surfaces</strong> (doors, doorknobs, globes, tetherballs, etc) including building, playground and buses. | What are the sanitization protocols? Written protocols. Students clean personal workspace through the day. Daily cleaning of school. Deep cleaning twice a week (Tuesday Evening/Sat) Any special equipment to note? 2 Electrostatic cleansing guns during deep cleaning. Sanitization logs accessible and posted across the school site? Logs posted in janitor area. Lockers? No lockers |
| <strong>Yes</strong> | School doors and windows are operable and other air filtration measures in place. • Fans in place - where? • Dampers open to increase airflow? • Open doors and windows? • Air filters in place? | MERV 13. UV lights (sanitation/filtration). Dampers open. Garage door will remain open. |
| <strong>Yes</strong> | School ventilation systems are functional and meet standard. | Number of units? 15 units HEPA Filters? N/A MERV # (9/10/11/12/13)? MERV 13 |
| <strong>Yes</strong> | Evacuation plan in place that maintains 6 feet social distancing. Dismissal process in place that maintains social distancing. | Describe building evacuations due to fire (Consider offsite evacuations also) Yes. Protocol with social distancing. Students will dismiss in cohorts socially distanced. |
| <strong>Yes</strong> | Isolation rooms for symptomatic individuals in place and protocols for students exhibiting symptoms on buses (report directly to isolation room) in place. | Preferably not the health office due to need to distribute medication or other health issues. Is restroom nearby? Yes. 2 isolation rooms with separate exits located in nurse's office. |
| <strong>Yes</strong> | Protocols and signage in place for entrance into the building including temperature and other symptoms check. | Yes. Signage at entrance. Sign-in and temperature check. Will transition to ipad for temperature check. |
| <strong>Yes</strong> | Signage across the school site that includes expectations for prevention practices: frequently washing hands, avoiding touching eyes, nose, and mouth, wearing masks, staying 6 feet apart and direction of traffic. | Signage in multiple languages as appropriate? Yes, English and Spanish. |</p>
<table>
<thead>
<tr>
<th>General Notes (add a brief description of the hybrid model used and target reopening date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Served? 9-12</td>
</tr>
<tr>
<td>Total student population? 205</td>
</tr>
<tr>
<td>Number expected to remain remote? N/A will open fully. May have ~25 opt out.</td>
</tr>
<tr>
<td>Target start date for hybrid in-person learning: March 29, 2021</td>
</tr>
<tr>
<td>Briefly describe the hybrid model (cohort groups; days; etc): Full Re-entry. Students will be socially distanced in their classroom. School utilizes cohorts in their instructional model for core academic projects.</td>
</tr>
</tbody>
</table>
ACE Leadership COVID-19 Safe Practices Walkthrough Form March 2021 - Sheet1

"ACE Leadership COVID-19 Safe Practices Walkthrough Form March 2021 - Sheet1" History

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