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CONTINUOuS LEARNING Assurances Document & LOCAL PLAN

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

1. Assurances Document
2. Continuous Learning Plan

**Submission**

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

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

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

**Assurances Document**

Date: March 31, 2020

School District/State Charter Name: Albuquerque Talent Development Academy Charter School

Name of Person Completing Assurances: Lucinda Molina, Principal & Michael Davis, Assistant Principal

Contact Phone Number: Principal (505) 362-3597; Assistant Principal (505) 362-8796

 Contact Email: lmolina@atdacademy.org or mdavis@atdacademy.org

District/State Charter (LEA) identified/named as Albuquerque Talent Development Academy hereby assures the New Mexico Public Education Department that:

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

Lucinda Molina March 31, 2020

Superintendent Signature Date

*Please print signature or sign electronically*

**Continuous Learning Plan**

Date March 31, 2020

Distract/State Charter Name Albuquerque Talent Development Academy Charter School

**High School Senior Continuous Learning Plan**

How are you ensuring credit requirements are met?

ATDA is allowing seniors to complete their assignments at an accelerated pace. Our school counselor will remain in contact with students and their parents via Google Classroom, emails, Zoom, by phone or by text. At the beginning of each school year the counselor gave students a copy of their planned course work, as part of their next step plan. It shows all of the classes they will be taking during their four years of high school. Their planned coursework shows how many credits they currently have and how many proposed credits they will have at the end of this school year. When students have a planned course work, they are able to see what course work is expected of the them within the four year high school time frame in order for them to graduate on time. The counselor will continue to do credit checks with students/parents/guardians. If students have failed any classes, a revision will be made to their planned course work. Also, the counselor will assist with making sure students and their parents are aware of the different options available for credit recovery, whether it is an online, distant education class or summer school. Currently, the counselor is in touch with APS summer school to see how summer school is going to work out this year for students due to the corona virus and summer school registration being postponed. The counselor is also in contact with a CNM representative to see how and if summer classes will be offered and will stay connected and inform students/guardians via e-mail, phone calls, texts and google classroom as she gets updated information. The counselor and Administration will meet with seniors, at least, a weekly basis and the teachers will also meet with the seniors to make sure they are on track to receive a diploma.

How will you support completion of dual enrollment courses?

 Our dual credit teachers will keep in contact with our dual enrollment students 2-3 times a week to keep them on track and offer support with any questions or issues they may be having via Google Classroom, phone, email and/or Zoom. The CNM instructors will also be communicating with our students via email. The school counselor has provided the students with a detailed “10 steps to becoming a dual credit student” in order to help students check off their completed steps as they progress through the process. The 10 step process is located on CNMs website. Students will be able to address any questions or confusion about the ten step process with the counselor. The counselor will also assist the students by helping them communicate their needs or concerns with CNM. ATDA currently has two facilitators that teach Financial Literacy. The facilitators will inform the counselor how students are progressing in their classes, the counselor will then touch base with students to address issues or concerns. The counselor will also help to encourage and reinforce the students, along with the teachers, the importance of staying on top of their class assignments. The counselor will continue to contact students to see how they are doing in their course or courses from CNM. The counselor will also remain in contact with the dual credit advisor from CNM as well as the two facilitators from ATDA to see how our students are doing in their course work as the semester continues. The counselor has also reached out to students to see who is in need of a laptop. The Principal and/or Assistant Principal will also reach out to students to ensure their success and address any issues or concerns they may be having.

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

LDCs are being developed within each instructional department at ATDA. 5 different LDCs will be produced; one for each competency (Mathematics, Reading, Writing, Science, and Social Studies). Each department has the choice of developing a comprehensive exam, portfolio-style project with a rubric, or research-based essay as their senior competency. Submissions of these LDCs are due to the Assistant Principal via department heads on April 20, 2020. Seniors who need to complete these LDCs to certify for graduation will then complete the local requirements within a Google Classroom that is conducted by the Assistant Principal with the results stored locally.

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

The school counselor plans to ensure graduation by communicating with seniors’ and their parents/guardians to address concerns and/or issues they may be having in regards to academics or social/emotional needs. To ensure the completion of seniors’ next step plans, the counselor will also follow up by phone, email, text, or virtually to see if their post-secondary plans have changed at all or if they remain the same. Based on their post-secondary plans, the counselor will assist students if they need any help or direction in that area. Our counselor will also be posting updated senior information through the google classroom and/or Zoom as well as e-mailing or making phone calls to students or their parents directly throughout the remainder of the semester. Students have all been informed that ATDA will be transitioning to online learning for the remainder of the school year beginning April 6th. Seniors who are currently passing classes with a C or better and have completed all other graduation requirement will have the option to only focus on completing their local demonstration of competencies (LDC) and reviewing college/career opportunities.

**Academic Support**

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

The staff at ATDA will meet every Friday during PLC where teachers will be exposed to new teaching tools, strategies, and resources to enhancing their curriculum and classrooms. Mini workshops and/or small groups via online trainings are a few ways teachers will partake in professional development. Teachers will define their skills and knowledge in the use of utilizing and teaching technology (Google Classroom, Zoom and JIVE) and learn new teaching strategies so their students will be successful as they perform their assignments on line. Teachers will be able to exchange their ideas and the challenges they encounter. All teachers will be required to complete a refection in MyLearning Plan, regardless of the waiving of the teacher evaluations for the time.

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

We have already conducted 3 Chromebook distribution windows. The staff at ATDA will be utilizing Google Classroom for student instruction. Teachers, as well as the school counselor have created Google Classrooms in which not only students can participate but parents can also participate in some fashion. Teachers will post assignments and /or projects once to twice a week and focus on one to two standards. Chromebooks were distributed to students who do not have laptops or other devices. We have also provided a list of internet providers such as Comcast, Century Link and Spotlight who offer free internet services for 60 days as well as a link for Internet Essentials, which provides affordable internet. We have also provided students with an instructional sheet so that they will be able to connect to Google Classroom through the use of a Chromebook or laptop. Students/Families were also provided an instructional sheet on how to use their gaming devices such as Xbox and PS4. Students/Families were also provided instructions on how to use cell phones as an internet Hot Spot for Wifi. Students/Families have been given information regarding how to contact the staff at ATDA, whether it be by phone, text, email or Google Classrooms. Teachers will provide the Principal and Assistant Principal with teacher made weekly lesson plans in which teachers will focus on critical standards needed for their content area. Teachers will provide, within the lesson plans, the standards, objectives, modifications used for our students as well as strategies used for our English Language Learners and Special Education Students. Students will spend about 30 minutes per teacher/assignment. Teachers have scheduled office hours to meet with students and address any questions that students and families may have.

Teachers will also provide learning packets for students who have a difficult time accessing and/or completing assignments via Google Classroom. These students will be determined during our staff meetings by our general education teachers as well as by our special education teachers. We will designate at least one day out of the week for students to pick up and drop off learning packets at the main office. PLCs and staff meetings will be held weekly to address issues and/or concerns and how to better support our staff, students and families. Teachers will focus on critical standards needed for their content area and submit teacher made lesson plans which will also include lesson plans for students who have learning packets.

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

Online learning will be used via Google Classroom. All teachers have migrated content to Google Classroom, and all ATDA students have access to a school-provided Chromebook if they need a device for online learning. For support, the school’s website (http://www.atdacademy.org) has been retooled to provide additional resources to families, including technical resources. All families also have access to a support document with the phone number and E-mail of the school’s Technical Director, as well as contact for local Google Admins. The school is also serviced by a flat-rate IT company that is available for large-scale technical issues.

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

Chromebooks have already been distributed to students. Students are being made aware via phone, our website resources and E-mail on how to set up their gmail, access hot spots, and opportunities to access the Internet for free through Comcast Programs, the City of Albuquerque’s free Wifi Hotspots, and other mechanisms. It is possible that we may need support in providing basic training to students and parents on how to use technology and how to integrate with Google services.

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

Families will be able to contact our special education teachers, ancillary staff and the general education teachers with any issues or concerns they may have via phone calls, texts, emails. The general education teachers, the special education teachers, social worker and speech therapist will also set up meetings via Zoom to address academic concerns and adjust assignments as necessary. Our special education teachers have daily hours scheduled to meet with students and families and will also meet with the general education teachers during their scheduled days and times. The Social Worker and Speech Therapist will have scheduled weekly times. IEP meetings will take place via phone conference and or via ZOOM. Students at-risk and students served under the Title Programs will be able to schedule time with their teachers, school counselor-where our counselor will also be able to provide one to one counseling sessions and or provide resources to the families. Our monolingual Spanish speaking families will be able to communicate with a staff member who is fluent in Spanish to address academic concerns. Students who have a challenging time with the online learning taking place may be provided with learning packets that they may pick up and drop off at the school once a week.

How will teachers check-in with students? How frequently?

Teachers are required to schedule 2 hours of online office hours via Zoom to address academic questions or concerns and of course to provide support. Although teachers have been checking in with students on a daily basis. Teachers are checking in with students via Google Classroom,Zoom, by email and/or by phone at least twice a week if not more.

Please describe your plan for Career and Technical Education.

Classes that have a career or technical component, such as coding classes, have been migrated online in a similar fashion to other courses and students will be completing assignments as normal, albeit in an online capacity.

Please describe your plan to address electives/specials.

Elective classes have also been migrated online into Google Classroom, although this is currently an ongoing process (core classes were prioritized). Some sections, such as Advisory Class sections, are being combined so that class activities are more streamlined and there is a bigger pool of students together to support each other. Teachers have established office hours and will meet with students twice a week via Zoom to address questions or concerns. Teachers will also be able to check in with students via Google Classroom and or gmail on a daily basis. Students who have a challenging time with the online learning taking place, will be provided with learning packets that they may pick up and drop off at the school once a week. In some cases, such as with student aides and office aides, teachers are currently evaluating student performance up to this point in the year in order to determine additional activities that may need to be completed for credit.

**Social and Emotional Supports**

How will you utilize counselors and social workers?

Our counselor and social worker will communication with our students and/or their guardians by phone, text messages, google classroom, Google Hangouts, gmail and/or Zoom. They will support our students to address social/emotional as well as any other issues that may arise. The counselor will contact students and/or guardians at least twice a week and has been invited to Google Classrooms where her supports are needed. The counselor also has office hours scheduled. The social worker will meet students according to their IEP and will make changes if necessary.

How will you support students’ social-emotional needs?

ATDA teachers are trained to refer students to the counselor or to administrators if they have a concern. The counselor has set up a google classroom for each grade level, 9th -12th for social/emotional support, where students may post any questions or concerns they may have. If a student is in need of more of a one-to-on approach, the counselor will communicate with students via email and/or phone and text messages. Our social worker will address the needs of our special education students via gmail, Zoom, or by phone.

**Family & Community Communication**

How will you keep families informed about changing circumstances?

Families will be kept informed through the use of School messenger, which is synced up with Synergy, our SIS, therefore we are able to send out electronic messages to our families. We also have an active website through which news updates and alerts can be conveyed. We also plan to continue to mail out our monthly Parent Newsletters.

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

Families will be able to contact teachers, special education teachers, counselor, ancillary staff, the Principal and Assistant Principal via email, Google Classrooms, Zoom and by phone if they have questions or concerns, as well as send tutorials home on how to use our learning platforms. These may also be addressed during staff meetings which will be held once a week. All ATDA instructional activities are open to both parents and students. Several are structured, or are being restructured, to include family involvement in the learning process (for example, an examination of museum paintings has been retooled into an assignment where students and their families recreate a scene from a painting together at home with props). Families will also have access to all of APS; resources as available through their website, as well as locally-developed resources (Google guidance documents, etc.) that will be posted to ATDA’s website. ATDA may also post relevant information on the school’s website and facebook page or sent by mail in a newsletter format.

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

The school’s counseling resources will remain active during the closure. Both our counselor and our Special Education department have maintained contact with off-site resources. Students will continue to receive all services that are possible to deliver while abiding by local regulations and laws. Families will be able to contact teachers, special education teachers, counselor, ancillary staff, the Principal and Assistant Principal via email, Google Classrooms, Zoom and by phone if they have questions or concerns. The school counselor and school social worker will be available to meet with students and families via Zoom and or Google Classroom.

**Other**

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

Both the principal and assistant principal of ATDA are co-listed as online teachers for all Google Classrooms. In addition, both administrators participate in the Friday morning weekly PLC meetings that occur between staff members. Thus, staff members can be informed directly as to anything lacking in design or instruction. Students and parents, via the students’ Google domain accounts, have a direct link to all ATDA staff members if they have concerns or aspects of our instruction they would like addressed. Administration will communicate with each other during the closure online and via phone to adjust aspects of this plan as needed.

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

**Continuous Learning Plan Signature Line**

Lucinda Molina March 31, 2020

Superintendent Signature Date

*Please print signature or sign electronically*