NEW MEXICO
Public Education Department

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 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: 07/01/2020

School District/State Charter Name: Southwest Aeronautics, Math, and Science Academy

Name of Person Completing Assurances: Bridget Barrett

      Contact Phone Number: 505-440-8511

      Contact Email: bbarrett@samsacademy.com

District/State Charter (LEA) identified/named as Bridget Barrett 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.

Bridget Barrett	Larry Kennedy	_Click or tap here to enter text._
Superintendent/Charter Leader	**School Board President**	**Date**
Signature	**_Signature_**	

                              Please print signature or sign electronically

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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 07/09/2020   District/State Charter Name Southwest Aeronautics, Math, Science Academy

_____ (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.

          Click or tap here to enter text.

Plan for Prioritizing Additional Instructional Time Signature Line

Bridget Barrett   07/09/2020

Superintendent/Charter Leader Signature   Date

*Please print signature or sign electronicall*y

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LOCAL PLAN FOR REMOTE LEARNING

Date 07/09/2020

District/State Charter Name Southwest Aeronautics, Math, Science Academy

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?

Since our inception in 2012, our core curriculum has been and will continue to be delivered through Edgenuity. We are an online learning community who is already using a curriculum that is accessible remotely. Because our curriculum is online, learning has not stopped for our students. Students continue learning in our regular curriculum which is aligned to the NM common core standards. Through the use of Edgenuity, we would continue to deliver the same quality education. Our staff continues to connect with students regularly to provide one on one instruction, and are available to scaffold instruction and assist when needed. Our seniors work closely with a senior sponsor, who reaches out to them on a regular basis and reminds them to stay on task. They are provided with information about what credits are needed in order to graduate as well as any testing requirements. Because our program allows students to see their grades continuously in the Edgenuity dashboard, there are no surprises for seniors as they move through the year. We altered all courses by making tests accessible at home, which is usually something that has to be unlocked by the content teacher. In addition, we removed the cumulative (final) exam at the end of the course. This allowed students more flexibility in completing their courses from home. The staff also meets regularly via zoom in order to be completely accessible to our students through regularly scheduled times. The schedule gave students the opportunity to meet with teachers as well as the opportunity to provide social/emotional needs. Any students that were in need of a laptop were asked to contact our senior sponsor and a time was coordinated for pick up. Our instructors are always available through email as well, and students are well versed in reaching out to them through this mediumOur elective courses (PE, SMART Lab, Art, Leadership, Aviation Courses, and Computer Science) will delivered via Zoom and Google Classroom. Additional support classes offered by SAMS Academy, such as Sponsor Hour and Success Lab will be delivered through Zoom.

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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.).

Seniors meet virtually with their content teachers and their sponsor teacher to agree upon which option they would like to use from the rubric provided by the state. They then work alongside the content teacher to submit work that aligns with the competencies. Students may demonstrate competencies in a variety of ways such as: acceptance to a 2 or 4 year college (CNM), passing a CNM course in that content area, acceptance into the military, passing a cumulative exam with a "C" or better, acceptance into an apprenticeship program, an educator approved project/essay in the content area, (See attached menu of options)

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

Our seniors have a sponsor teacher who specifically tracks and reviews students throughout their senior year. They work in conjunction with the registrar to stay apprised of each senior's progress report. Through this sponsor teacher, they have communication and guidance regarding testing, credits, and progress in their requirements. This sponsor teacher meets regularly with students via zoom and does frequent check ins so parents and students are aware of next steps in the graduation process.

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.

Students at SAMS learn through an online curriculum called Edgenuity. Much of what they are graded on is through the state approved curriculum, but there are content instructors who grade projects, essays, etc. Students who learn remotely will be asked to check in via zoom with a content teacher biweekly to ensure students get the help they need. Zoom meetings will reinforce what is being learned in their classes and allow for enhancement and strengthening in the lessons.

 What technology support will be available for families and teachers?

Each student and staff member will be provided a Chromebook in which they will be able to access the Edgenuity program as well as their zoom meetings. We have an IT service that will be working around the clock to ensure that all Chromebooks assigned to students are kept updated and in working condition. In addition, we will allow students who are unable or unwilling to return to school to learn completely remotely. They will be asked to attend their scheduled classes via zoom to take attendance and provide a check in with their content teachers.

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

By providing each student a Chromebook, we not only eliminate the exposure to surfaces that multiple students touch, but we also provide them with a device to use at home. We have a social worker working closely with at risk students and the general population to provide them information and resources for free internet. The city has provided multiple hotspots for students without internet, as well as helpful information and links that the school social worker will give to struggling families.

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

In a remote environment, frequent check ins from both our content teachers and special education team will be conducted via zoom. We will track and identify issues and create plans for our students who need additional support. Recognizing the individual needs of each of our students, we will differentiate instruction when necessary. We will continue to identify students who are in need of social/emotional supports as well through contact with our instructors and social worker. Using the supports for special education, English Learners and at risk students, we will continue on the path of recognizing and responding to their unique needs.

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

Our special education team will work with each student with special needs individually through zoom meetings and check in on their progress. They will work as a team and document specific needs and how they addressed those needs through zoom meetings. Students with IEPs will continue to receive special instruction through ZOOM meetings via our Success Lab for Math and ELA and individual and group "pullouts". Ancillary staff have been contacted by the Director of Special Education and they will reach out to students to do check-ins and provide support to students for the remainder of the school year (Speech, Social Work, Transition, O&M). All accommodations and modifications will continue to be honored. Teachers who work with students have access to student's individual accommodations and modifications via each student's Edgenuity account. Special Education team has reached out to families to encourage them to attend the classes and reach out to their teachers via email for support with classes. Special education team will continue to contact student and families and monitor their school progress on Edgenuity. The team will document all interaction and attempts to contact families and students. At-risk students in special education will continue to be monitored and staff are contacting and communicating with students via email and phone calls to encourage student participation and provide support in their classes. A school translator is providing support to special education team to communicate with our Spanish speaking families. She will be present in IEPs when needed. IEPs remaining for the semester will be held via Zoom meeting by video or phone. Director of Special Education will continue to call and email parents to remaining IEPs. SAMS Academy does not currently have any new evaluations or initial IEPs to conduct or complete but will handle accordingly if they arise. Special Education team will continue to collaborate with general education teachers and vice versa. The goal for the school year is to support students in completing their online Edgenuity classes and encouraging them to reach out for help. Special Education Team and staff will engage in weekly meetings to address student caseload and

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IEPs. Team will create yearly goals and send via email per parent permission to ensure health and safety during COVID-19.

At-Risk Students At-risk students are assigned a sponsor teacher and are monitored and have frequent discussions about their progress in their courses. Classes are being offered via Zoom weekly.

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

We will provide our EL students with an EL course taught by a TESOL endorsed instructor. This instructor will meet with students weekly and work with them specifically to strengthen their learning in their core content areas and beyond.

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

Our students typically enroll in CNM for their dual credit courses. If we are learning remotely alongside our students we will frequently check in with the dual credit students and extend additional help to them if needed via zoom meetings. The Dual Enrollment Coordinator will be in continued communication with students and educational entities to ensure courses are completed.

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 social worker is our point of reference for the school and our at risk students who may need additional resources. In addition to our school counselor, our sponsor teachers will reach out to students in need and help them through tutoring zoom sessions, supplying resource information, or social emotional support. We focus our PLC meetings on identifying students who are in need of extra support culturally, financially or emotionally and work as a team to meet these needs.

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

All students have a sponsor teacher assigned to them that will meet with them weekly and discuss their progress in their courses. The students will also have a check in time with their content area teachers biweekly in a virtual classroom setting where they will discuss content specific needs and demands. These check ins will be an hour and a half in length and will give all students ample time to interact with their content teacher for building skills. This time will bridge the gap between their online curriculum and the instructor that is on record for the course and responsible for their learning. It will also give the students the opportunity for additional instruction and help in their courses when applicable.

Please describe your plan for Career and Technical Education.

We have a virtual classroom setting for our SMART Lab which is a STEM focused class. We are also offering a virtual classroom via zoom for our aviation program that is focused on careers in aviation. Edgenuity offers coding classes and pharmacy technician courses as well to further students interest in varying careers.

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

Our plans for the electives in Edgenuity is for them to continue on with the online course. As far as PE courses, our coach will conduct online classes to give them the opportunity to have physical education and SMART Lab via zoom. Extracurricular activities will continue through regularly scheduled practices if allowed, but can conduct these activities via zoom as well.

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 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?

Students' social-emotional needs will be supported individually and through group support via Zoom meetings, email and phone. Individual needs will be addressed as necessary. Our social worker will work closely with families to reach students who may be experiencing trauma. Our curriculum is already working effectively to continually provide the students a remote learning environment. Our professional development will be focused on informing this unique situation and arming our students with

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

All students will have regular check ins with sponsor teachers as well as content teachers. In addition, we will discuss students' emotional needs during our regularly scheduled PLC meetings. Our school social worker will work closely with students who are struggling emotionally, and work in conjunction with teachers to support students who need emotional reinforcement.

How will you ensure continued mandatory reporting and wellness checks?

We will provide the option for students to work from home remotely if necessary. The social worker will contact families and students to explain remote delivery services and schedule services as described in their IEPs. We will guide students with office hours and success lab to recommend strategies and resources to help them. Teachers and staff will continue to notify parents/guardians of any mental health concerns. In addition, our social worker will follow up on students with any concerns of abuse, homelessness or health issues. Administration will report any of these serious issues to CYFD if necessary and the counselor will schedule regular zoom sessions with the student if necessary.

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Family & Community Communication

How will you keep families informed about changing circumstances?

Students will be notified of any changing circumstances through the use of school messenger, our website and social media (Facebook and Instagram).

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

Multiple resources are provided to parents to help assist them with their student's classes. They are provided a progress guide, an Edgenuity parent account and regular contact from sponsor teachers. This year we will launch a "Ambassador Family" program where new students will be provided a family contact to help them navigate the online learning environment. This will also help students and parents understand the best way to address their work in the virtual classroom.

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

Our Edgenuity program allows students to work in a variety of different languages, as needed by the students. When students speak a language other than Spanish, we will work to find a translator in order to provide support for students and families. Communication must take place in order for families to achieve success.

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

Our students are in grades 7-12, and they will not need help with childcare as they are able to work independently at home if necessary.

Click or tap here to enter text.

Other

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

Attached please find:

1. SAMS Academy Work from home schedule.
2. SAMS Demonstration of Competency Rubric

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
SAMS Academy Work From Home					
8:00 - 3:30	Continue work in Edgenuity / School Counselor available (email sbaldonado@samsacademy.com to schedule)	Continue work in Edgenuity / School Counselor available (email sbaldonado@samsacademy.com to schedule)	Continue work in Edgenuity / School Counselor available (email sbaldonado@samsacademy.com to schedule)	Continue work in Edgenuity / School Counselor available (email sbaldonado@samsacademy.com to schedule)	Continue work in Edgenuity / School Counselor available (email sbaldonado@samsacademy.com to schedule)
8:00 - 9:00	8:00-8:30 Coach Garcia Sponsor Hour Zoom ID: Support: Teri / 8:30-9:00 Scharrer Sponsor Hour Zoom ID: Support: Abril	8:00-8:30 Begit Sponsor Hour Zoom ID: Support: Paula / 8:30-9:00 Ellis Sponsor Hour Zoom ID: Support: Teri	8:00-8:30 Carr Sponsor Hour Zoom ID: Support: Abril / 8:30-9:00 Tuttle Sponsor Hour Zoom ID: Support: Carla	8:00-8:30 Yates Sponsor Hour Zoom ID: Support: Carla / 8:30-9:00 Reinhardt Sponsor Hour Zoom ID: Support: Sarah	
9:00-10:30	9:00-9:30 ELA 7 Success Lab Tuttle Zoom ID: Support: Charles 9:00 - 9:30 ELA Office Hours Barrett Zoom ID: 538 334 1131 Support: Carla 9:45 - 10:15 Math 7 Success Lab Reinhardt Zoom ID: Support: Donya 9:45 - 10:15 Math Office Hours Garcia-Galvez Zoom ID: Support: Sarah	9:00-9:30 ELA 8 Success Lab Tuttle Zoom ID: Support: Charles 9:00 - 9:30 ELA Office Hours Barrett Zoom ID: 538 334 1131 Support: Sarah 9:45 - 10:15 Math 8 Success Lab Reinhardt Zoom ID: Support: Donya 9:45 - 10:15 Math Office Hours Garcia - Galvez Zoom ID: Support: Abril 9:45 - 10:15 Math Office Hours Holman Zoom: Support: Paula	9:00-9:30 ELA 9 Success Lab Barrett Zoom ID: 538 334 1131 Support: Charles 9:00 - 9:30 ELA Office Hours Tuttle Zoom ID: Support: Teri 9:45 - 10:15 Math 9 Success Lab Garcia - Galvez Zoom ID Support: Donya 9:45 - 10:15 Math Office Hours Reinhardt Zoom ID: Support: Sarah 9:45 - 10:15 Math Office Hours Holman Zoom: Support : Carla	9:00-9:30 ELA 10/11/12 Success Lab Barrett Zoom ID: 538 334 1131 Support: Charles 9:00 - 9:30 ELA Office Hours Tuttle Zoom ID: Support: Teri 9:45 - 10:15 Math 10 Success Lab Garcia-Galvez Zoom ID Support: Donya 9:45 - 10:15 Math Office Hours Reinhardt Zoom ID: Support: Abril	9:15 - 10:00 Art Carr Zoom ID: Support: Carla 9:15 - 10:00 Computer Science Garcia - Galvez Zoom ID: Support: Teri
10:30-12:00	10:30-11:00 Science Office Hours Scharrer Zoom ID: Support: Paula 11:15-11:45 Social Studies Office Hours Yates Zoom ID: Support: Abril	10:30-11:00 Science Office Hours Scharrer Zoom ID: Support: Carla 11:15-11:45 Social Studies Office Hours Yates Zoom ID: Support: Sarah	10:30-11:00 Science Office Hours Scharrer Zoom ID: Support: Paula 11:15-11:45 Social Studies Office Hours Yates Zoom ID: Support: Abril	10:30-11:00 Science Office Hours Scharrer Zoom ID: Support: Paula 11:15-11:45 Social Studies Office Hours Yates Zoom ID: Support: Carla	10:30 - 11:00 EL Lab Tuttle Zoom ID: Support: Abril /Donya
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:30	7th Grade PE Garcia Zoom ID Support: Teri	8th Grade PE Garcia Zoom ID: Support: Paula	9th/10th Grade PE Garcia Zoom ID: Support: Carla	11th/12th PE Garcia Zoom ID: Support: Sarah	
1:30-2:00	1:30 - 2:00 Barrett Sponsor Hour Zoom ID: 538 334 1131 Support: Carla	1:30 - 2:00 Hardin Sponsor Hour Zoom ID: 357 031 9657 Support: Dr. Chavez 1:30 - 2:00 Brame Senior Hour Zoom ID: 923 189 7874 Support: Shannon	1:30 - 2:00 Edgenuity Electives Brame Zoom ID: 923 189 7874 Support: Paula	1:30 - 2:00 Garcia Sponsor Hour Zoom ID: Support: Abril 1:30 - 2:00 Edgenuity Electives Brame Zoom ID: 923 189 7874 Support: Teri	
2:00 - 2:30	7th Smart Lab Carr Zoom ID:	8th Smart Lab Carr Zoom ID:	9th/10th Smart Lab Begit Zoom ID:	11th/12th Smart Lab Begit Zoom ID:	☐7th Grade ☐8th Grade ☐9th/10th Grade ☐11th/12th Grade
2:30-3:30		Student Council Orton Zoom ID: Support: Teri	Aviation History Hardin Zoom ID: 357 031 9657 Support: Dr. Chavez	Aviation Safety Chavez Zoom ID: 975-666-9627 Support: Nathan	SAMS ACADEMY

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Directions: Mark the boxes below that match the method used to demonstrate competency in each required area, then attach documentation.

SAMS Academy - Menu of Options

Reading	Math	Writing	Science	Social Studies
ESSA-Required Assessments	ESSA-Required Assessments	ESSA-Required Assessments	ESSA-Required Assessments	ESSA-Required Assessments
Other National Assessments	Other National Assessments	Other National Assessments	Other National Assessments	Other National Assessments
Other State Assessments End of Course (EoC) Exams	Other State Assessments End of Course (EoC) Exams	Other State Assessments End of Course (EoC) Exams	Other State Assessments End of Course (EoC) Exams	Other State Assessments End of Course (EoC) Exams
Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning	Acceptance to an accredited 2 or 4-year Institute of Higher Learning
Acceptance to a Post-Secondary Certificate or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificate or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificate or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificate or Apprentice Career Education Program	Acceptance to a Post-Secondary Certificate or Apprentice Career Education Program
Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military	Acceptance to a branch of the military
Final Exam Grade in a Junior or Senior English Class of "C" or better	Final Exam Grade in a Junior or Senior Math Class of "C" or better	Final Exam Grade in a Junior or Senior English Class of "C" or better	Final Exam Grade in a Science Class of "C" or better	Final Exam Grade in a Social Studies Class of "C" or better
Successful completion of a Dual Credit Course in English	Successful completion of a Dual Credit Course in Math	Successful completion of a Dual Credit Course in English	Successful completion of a Dual Credit Course in Science	Successful completion of a Dual Credit Course in Social Studies
Met proficiency on a student project or essay with rubric or grading guidelines signed off by educator	Met proficiency on a student project or essay with rubric or grading guidelines signed off by educator	Met proficiency on a student project or essay with rubric or grading guidelines signed off by educator	Met proficiency on a student project or essay with rubric or grading guidelines signed off by educator	Met proficiency on a student project or essay with rubric or grading guidelines signed off by educator
Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway	Met IEP goals for a Career or Ability Graduation Pathway
Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam	Passing another state's exit exam

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

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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

Click or tap here to enter text.   Click or tap here to enter text.

Superintendent/Charter Leader Signature   Date

Please print signature or sign electronically