The Teacher’s Role in the ACE Classroom
## Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling Courses</td>
<td>3</td>
</tr>
<tr>
<td>Schedules on Plato®</td>
<td>3</td>
</tr>
<tr>
<td>Course Syllabi</td>
<td>3</td>
</tr>
<tr>
<td>Textbook Procurement</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>4</td>
</tr>
<tr>
<td>PACE®</td>
<td>4-5</td>
</tr>
<tr>
<td>Grades</td>
<td>5</td>
</tr>
<tr>
<td>Plato® Attempts</td>
<td>5</td>
</tr>
<tr>
<td>Reporting Grades to Base Schools</td>
<td>6</td>
</tr>
<tr>
<td>Homework</td>
<td>6</td>
</tr>
<tr>
<td>IEP Case Management</td>
<td>6-7</td>
</tr>
<tr>
<td>Prep Assistance</td>
<td>7</td>
</tr>
<tr>
<td>Projects</td>
<td>7</td>
</tr>
<tr>
<td>Staffing</td>
<td>7</td>
</tr>
<tr>
<td>Teacher’s Role in Student Emotional/Behavioral</td>
<td>7-8</td>
</tr>
</tbody>
</table>
Scheduling Courses
Incoming ACE students:

**Beginning of Year** - Before or during the students’ first week of school, make email or phone contact with each base school registrar or counselors of individual students to request a copy of the child’s schedule to be sent to ACE.

**UPON RECEIPT**, review the schedule to determine that:
1. Scheduled courses can be offered at ACE (facilities, materials needed)
2. 4th Block must be changed to Group Dynamics (counts as elective)

** Sciences with labs (chemistry, marine science), Drivers Ed, Drama, Art, Food Dynamics, and any specialized electives MUST be changed because they cannot be adequately taught at the ACE facility.**

It is HIGHLY recommended that students take core courses if AT ALL possible, especially difficult ones, while at ACE (all 3 each term if possible) because of the individual assistance and small group setting.

** In the past, a student may be inadvertently receiving credit for a course on their schedule at the base school that differs from ACE. Therefore, the teacher must get a copy of schedules to compare. A student may receive credit for information not taught!**

Ex. 1) Schedule mistakes at Base 2) students working on prep assist when scheduled for another course.

**Schedules on Plato®**
Courses offered on Plato- add students to Plato as shown in workshop or described in Plato manual. Add courses in the same manner.

** Also assign students to take the “Using Plato” module and all FasTrack Assessments (reading, Lang. Arts, and mathematics) to be attempted in the first days of enrollment. Let students know the objectives mastered will be exempted in the coursework.

-For example, if a student has Algebra and takes the Mathematics FasTrack, passing integers, the student will NOT be assigned that lesson module in Algebra.

FasTrack sometimes takes 2-3 hours, sometimes a week, according to individual ability and motivation. The students should be encouraged to take as much time as they need.

**Course Syllabi**
A syllabus should be created for every course taught at ACE.
- Using Alabama Course of Study objectives for that course
- Outlines materials used, such as Plato, textbook, or Pace
- Includes a Grading Policy
- Includes teacher expectations
- A copy is provided to Foley High School (Rhonda Stringham) and each student.
**Textbook Procurement**

At the beginning of each term, a list of needed textbooks, workbooks, and Teacher editions is compiled using student schedules.

- Contact must be made with Foley High School to arrange a time to retrieve them from the bookroom. This should be **no later** than the 2nd week of the term.
- Students need to sign out books by ISBN and return them to ACE at the end of the term or pay the fine to Foley High School.

A list of textbooks kept at ACE at the end of the school year should be sent to Foley High School, with all others returned **within** the last week of classes.

**Lesson Planning**

The Alabama Course of Study should, first and foremost, drive ALL lessons and activities in the ACE classroom!

ACE students work independently at own pace in several courses. **Therefore**, each day, the teacher must keep up with lesson topics and activities each student is working on. The teacher should be able to tell students what was done the class prior as a reminder of what to do next.

Best Way- Most schools require weekly planning. However, given the unique classroom setting of ACE as described above, the best way to keep up with lessons is in a daily written schedule of lessons.

2 Methods-

1- The teacher and/or aide walks around each block making notes of topics and types of activities students are engaged in.

Or

2- Students keep track of lesson topics and activities by being trained in making an ongoing list – The is the **FAVORED** approach because it:
   - encourages self-monitoring and autonomy in learning.
   - strengthens time management/ organizational skills

   **AND**
   - Teachers can use info to plan next step in the course, to remind student of homework and to PLAN next class lesson.

** Plato, if possible should be the primary means due to limited class time and feasibility of covering material.**

- Plato courses should be compared to the Alabama Course of Study objectives to ensure all objectives will be covered.
- **IF NOT**, the teacher must use the district-determined textbook for the course, and other district approved materials. **Do NOT** simply assume Plato has all needed content; double-check it and teach missing content.
**PACE®**

PACE software is an excellent remediation tool for the Alabama Graduation Exam. In addition, it can be utilized as a supplement to Plato topics, textbook topics, and more.

- All students should be added to the class list in Pace at the beginning of the term. As needed, students can be scheduled for remediation or supplementary work in their course block.
- AOD students can be assigned general education curricula from PACE because it explains Plato content in a simpler way.
- For Graduation exam practice a schedule can be kept by the teacher or aide in which a student can work for 30 minutes weekly or by one module per week.

**Grades**

The ACE classroom is not on the STI network as are the area schools. Therefore, the teacher **MUST** keep a hard copy of all grades.

- It should be kept up-to-date **at least** weekly.
- Plato reports of grades should also be placed into the grade book.
  - Tutorials and drills count as class work grades.
  - Mastery tests are test grades

Grades should be weighted appropriately. I recommend:

- Class work- 60%
- Homework- 10%
- Tests/Projects- 30%

**Plato® Attempts**

Because students work at their own pace on individual courses, they can inadvertently or purposefully progress through Plato modules at a pace far too slow to complete the course by semester end.

**TO AVOID THIS:**

Attempts at tutorials, drills, and tests should be counted in the final grade on each module. This encourages attention paid to material the 1st time around. I recommend:

- 5 points deducted per tutorial/drill attempt
- 10-12 points deducted per test attempt

Attempts can be measured on the *Individual Performance Summary* in the Plato Reports section.

**IF students have attempted tests over the maximum amount, with documented interventions made by the teacher before such time,** then the student moves on with a grade of zero. At the end of the term, if a student has completed all course objectives, then he/she may go back and reattempt those failed modules.

**exception-** Sometimes a student will attempt a test multiple times within a class block in one day. In this case, the teacher should look into the reasons and make a judgment call on grading and future attempts of that module.
Under no circumstances should a student receive exemptions or credit for objectives they have not mastered. They may receive further attempts per appropriate discretion, but NOT mastery without intervention.

**Reporting Grades to the Base Schools**

Every 4 ½ weeks, schools will expect that you send them a copy of student progress reports.
- 1-2 days prior to the date schools have designated, average each student’s grades and create (or use my old template) an ACE Progress Report.
- This document needs to be sent home with students AND sent to base school registrars via fax or email BEFORE deadline.
- Confirm receipt of grades through a phone call that same day or through email. One student’s grades can hold up a grade level’s reporting!!

**AT THE NINE WEEKS/SEMESTER-**
- Repeat the process of averaging grades.
- ACE students will not receive a 9 weeks test or semester exam.

**HOWEVER**

The percentage amount of course objectives mastered should be included in the semester average at 25% of the total because it is a cumulative measure of what the student learned.
- This percent can be calculated manually by counting total objectives and dividing by ones mastered.
- OR Plato shows percent of course mastered in the Reports section.

VERY IMPORTANT- Again, you must send grades to base school registrars BEFORE deadline.

At the end of the school year, the grade book should be turned in to the designated principal at Foley High School.

**Homework**

Homework should be assigned at ACE and be individualized based on student schedules and lessons.
- It should be meaningful to the actual lesson, such as practice of skill or review. Other homework, such as extra credit opportunities and AHSGE practice can be assigned as time allows.

**IEP Case Management**

The ACE teacher is given access to student IEP folders as a service provider/special education teacher, **BUT**
- the ACE teacher still assumes **all** case management responsibilities during their attendance at ACE, including
  - Reevaluations, annual IEP, transition meetings to and from ACE to change LRE, monitoring of student goal progress, accommodation in the classroom and during assessment testing. All parent contact via phone, notes
home, and through conference regarding the student should be documented in the IEP. The ACE teacher must offer accommodations in the classroom to students based on their IEP’s.

- SETS should be kept up-to-date, with hardcopies kept in the district-prescribed manner in the IEP folder.
- The ACE teacher should keep the base school case manager informed of the student’s progress in ACE and any concerns or problems that arise affecting school performance or potential to transition successfully.
- Upon transition to base school, the ACE teacher contacts base school personnel to discuss the matter and to schedule the meeting. The base school case manager is responsible for inviting personnel from the school, while the ACE teacher is responsible for inviting parents, student, and mental health personnel.
- The ACE teacher is responsible for writing the complete annual IEP for students remaining at ACE. If students are transitioning back to the base school, the ACE teacher is responsible for the profile page, the present levels of performance, and assistance with behavior goals, behavior intervention plans, schedules, and other goals.

**Prep Assistance**
For Graduation Exam
- 1-2 weeks prior to exams as homework

As a Course Elective
- This can be taught as an elective for special education students if core courses are not needed or are unavailable.

Prep Assistance is valuable, however, in the limited class time and temporary stay of ACE students, core requirements should always take priority.

**Projects**
The ACE teacher may wish to have students participate in a cooperative project or activity. This can be done using the following guidelines:

- Project should match COS objective in courses for each student participating.
- Project should adequately cover material and be measurable through an evaluation.
- Project should not take up more instruction time that it would have taken to teach the objective in the traditional manner. Rule of thumb: 3-4 days maximum.

**ACE Staffing**
(Weekly staff meeting between ACE staff and the Baldwin Co. Mental Health Children’s director)
The ACE teacher must attend all staffing on Thursday afternoons unless it arranged ahead of time. The teacher is expected to actively contribute to the discussion of student progress and concerns.
In addition, Foley High School holds periodic faculty meetings. The teacher should plan to attend if possible, unless excused by Kenneth Dinges, principal.

**Teacher’s Role in Student Emotional/Behavioral Problems**

The teacher should maintain a classroom demeanor that encourages positive behavior.

Students’ behavior is monitored using a point/level system. The teacher is expected to follow this procedure as can be explained by the therapist and paying close attention to individual treatment issues. Misconduct in the classroom, though it can be reinforced by the mental health staff should be handled **equally** as well by the classroom teacher.

**Boundaries**

Students with emotional disorders can sometimes mistake relationships with staff as genuine friendship or develop inappropriate feelings. Students are to be strongly discouraged from contacting ACE staff outside of the program.

**IF student calls or visits,** immediately inform the student that this behavior cannot occur, ask if there is an emergency, and if not, hang up/or ask them to leave.

**If there is an emergency,** give student the mental health crisis line number and remove self from the situation as soon as possible.

The **therapist should be notified** upon return to school so that proper boundaries can be outlined for that student.