

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but they must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request). 	<ol style="list-style-type: none"> 1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	American Basic Schools LLC	Charter Holder Entity ID	79215
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Mike Gaddie - Principal	
Representative Telephone Number		480-964-4602	
Representative E-Mail Address		Mikegad@burkebasicschool.com	

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Burke Basic School	78788	07-89-89-101

Distance Learning Background Information

a. *Number of Instructional Days (3.b)*

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	180 days
How many instructional days did the charter school operate for School Year 2019-2020?	180 days

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	757	Start Date for Distance Learning	August 17
Estimated Number of Students Participating in Distance Learning for the Full Year	200	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	757
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: Burke Basic School will begin the 2020-21 school year on August 17, 2020 in a remote learning environment until at least October 9, 2020. During this time, the campus will be open for free on-site learning for high-risk students in need of technology and or a place to learn. When it is safe to resume in-person instruction, families will continue to have the choice for students to remain in the remote learning environment.		

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Attendance will be recorded daily by teachers through student participation. Students can demonstrate participation via live class sessions (Zoom, Google Meet, etc.), completing activities in the LMS (Google Classroom, etc.), paper	Teachers Attendance Clerk Parents Guardians, & Students	Daily	<ul style="list-style-type: none"> • Teacher Attendance Logs • Teacher Contact Logs • Student Assignment Submissions in LMS • Live Lesson Recordings via video conferencing (Zoom, Google Meet, etc.)

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<p>submission, direct contact with the teacher or school office.</p>			<ul style="list-style-type: none"> • Student Engagement in interventions/activities in LMS and computer-based curriculum supports • Email receipts • Collection of paper documentation • Photographic evidence (scans, pictures, etc.) of paper-based submissions • Attendance Forms
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b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • Attendance Clerk will communicate weekly with parents via email, school blasts, and the selected communication system (i.e. Class Dojo) regarding attendance and enrollment during first month of school and then, as necessary, with individual parents if attendance concerns arise. • Teachers and support staff will connect with every pre-enrolled student on class list on prior to beginning of school. • Teachers will communicate with students and their families weekly regarding progress and expectations and weekly assignments. • Teachers and support staff will routinely monitor attendance and report concerns to the attendance clerk, interventionists, and administrators for support, as necessary. • School administrators will verify communication logs and attendance forms regularly. 	<p>K – 6 Teachers Attendance Clerk Instructional Assistants/Drivers/ Support Staff Principal/Assistant Principal</p>	<p>Weekly contact</p>	<ul style="list-style-type: none"> • Contact/Communication logs • Attendance Logs • School Website (containing key information for all school) • Class Dojo (or other selected messaging system) to contact families about concerns and maintain communication • Google Classroom (or other selected LMS to distribute key information about weekly assignments, expectations, monitor progress, and attendance)

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Teachers will continue with direct instruction with their classes as they did in-person. Live lessons are recorded for any new content and supplemental materials are uploaded to support learning.</p> <p>Leadership holds regularly scheduled virtual meetings with teachers to support on-line instruction, manage challenges, and or mitigate concerns that have been observed from virtual lessons.</p> <p>All grade level teachers are providing whole group instruction, small group instruction, regular office hours and communication for students and their families regularly.</p> <p>The expectation is for teachers to utilize Google Classroom as the primary LMS to provide all services. Teachers have the option of using Google Meets and/or Zoom for video conferencing. Alternatives may be supported; however, this has to be approved and vetted by administration first.</p> <p>The teaching aides, intervention specialists will help monitor live classes. They will also help participate in focused small group instruction that is skill based to support the teacher and assist with academic support to reinforce skills.</p>	<p>Principal /Assistant Principal K-6 Teachers Teacher Coaches Team Leads Interventionists</p>	<p>Review of curriculum maps and pacing guide with teachers prior to start of school.</p> <p>Weekly review and adjustments as needed to meet needs of students.</p> <p>Weekly Lesson Plans</p> <p>Weekly PLC meetings & Professional Development</p>	<ul style="list-style-type: none"> • Weekly PLC/PD meeting with teachers during the length of the DLP • Regular observation of virtual instruction and unplanned intervals • Regular review of Lesson Plans by leadership team (Principal, Assistant Principal, Team Leads, etc.) • Communication logs with parents to alert the Principal if there are any concerns with virtual instruction. • Live Recordings Uploaded & Disseminated to students • Teacher Communication Logs • Teacher Attendance Logs • Weekly Lesson Plans • Teacher Posted Office Hours • Teacher Activity in LMS • In-Person/Virtual Professional Development (recorded) • In-Person/Virtual PLCs (recorded) • PLC Notes • Formal Observation Feedback Forms • Peer Observation Feedback Forms

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Attend staff meetings virtually or in person			
Attend PLC meetings virtually or in person			
Turn in lesson plans weekly that correlate with live lessons			

b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Confidential emotional support/dialogue for all employee concerns regarding campus safety, student concerns, health concerns provided on an as needed basis. Regular communication about campus safety and protocols disseminated to employees HR Policies and Support Support Structure: Administration, Instructional coaches, team leads, mentors. Etc.	Human Resource Principal / Assistant Principal Instructional Coaches	During summer training, communication to employees about protocols and procedures for school safety. Regular updates as needed via emails or virtual meetings to all employees by principal and or assistant principal. Weekly meetings and ongoing emails	Published orientation schedule Teacher attendance recorded at PD Documented emails

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Recorded Video Conferencing (Zoom & Google Meets) meetings Live CDC guided training meetings with social distancing.	Principal/ Assistant Principal Teacher Coach Strengths Coach Sped Director	07/27- 08/13 extensive trainings during the prior to the school starting for either whole or part of the day	Teacher attendance recorded Videos recorded for teacher reference Training log

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<p>Office hours for questions and guided support using CDC protocols or video conferencing</p>		<p>LMS and CBI support offered office hours via remote video conferencing support throughout the length of the DLP and beyond</p> <p>Video recordings on “how to” lessons via the in-house teacher support group on google classroom for on-line instruction available for access 24/7 for reference</p> <p>Weekly PD/PLC throughout the length of the DLP and scheduled regularly beyond the length of the DLP.</p>	<p>Teacher “assignments” to support evidence of staff learning</p>
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List Specific Professional Development Topics That Will Be Covered

<p>SEL and trauma given by our Licensed counselor and nurse ADA/ OCR/ FERPA/ HIPPA/ FMLA/EFMLA/COVID-19 Documentation and leave procedures. Sexual Harassment Student and employee’s confidentiality Review of campus policies, protocols and procedures for safety precautions and management of health issues on campus Employee and staff regulations regarding health and safety expectations Review of expectations and responsibilities for teachers, teacher assistants, drivers, and support staff Documentation and review of technology recorded videos trainings via Google Classroom and Zoom including attendance, assignments, grading, essential tools curriculum overview, pacing guides, curriculum materials, benchmark testing materials/protocols PD: Optimal performance and relationships with Strengths trainings Effective on-line instruction training Grade level PLC Curriculum training for on-line instruction Anti-bullying Training by ADE, when available Professional Development for tools and resources for effective on-line instruction PLC trainings, including Love and Logic Trainings, Whole Brain Teaching, Strengths coaching Best Practices for Remote Instruction Implementing Tiered Intervention in a Remote Environment Safety Trainings, including CPR/First Aid Additional topics as needed by the staff</p>
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Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students/Parents	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet), as requested	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (On Site Internet)	X	X	X
Other: desktops/printers in every classroom		X	X
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support		X	X
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>

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<p><i>Kindergarten</i></p>	<p><i>Direct instruction via GOOGLE Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>	<p><i>Freckle</i> <i>Saxon Math</i></p>	<p><i>Freckle has a built-in formative assessment that automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p> <p><i>Daily check for understanding work (Google forms) with feedback</i> <i>Live tutoring sessions</i> <i>Live office hours for questions</i> <i>Self-assessment with independent work</i></p>	<p><i>Renaissance Assessments - Monthly</i></p> <p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>
<p><i>1</i></p>	<p><i>Direct instruction via GOOGLE Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>	<p><i>Freckle</i> <i>Saxon Math</i></p>	<p><i>Freckle has a built-in formative assessment that automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p> <p><i>Daily check for understanding work (Google forms) with feedback</i> <i>Live tutoring sessions</i> <i>Live office hours for questions</i> <i>Self-assessment with independent work</i></p>	<p><i>Renaissance Assessments - Monthly</i></p> <p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>
<p><i>2-6</i></p>	<p><i>Direct instruction via GOOGLE Classroom combined with</i></p>	<p><i>Freckle</i> <i>Progress Mathematics</i></p>	<p><i>Freckle has a built-in formative assessment that</i></p>	<p><i>Renaissance Assessments - Monthly</i></p>

	<p><i>asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>		<p><i>automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p> <p><i>Daily check for understanding work (Google forms) with feedback</i> <i>Live tutoring sessions</i> <i>Live office hours for questions</i> <i>Self-assessment with independent work</i></p>	<p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<p><i>Direct instruction via GOOGLE Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>	<p><i>Reading with Phonics</i> <i>Phonetic Readers</i> <i>Core Knowledge</i> <i>Harcourt</i> <i>McGuffey</i> <i>Freckle</i> <i>Lexia Core 5</i></p>	<p><i>Freckle and Lexia Core 5 have built-in formative assessment that automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p>	<p><i>Renaissance Assessments - Monthly</i></p> <p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>

1	<p><i>Direct instruction via GOOGLE Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>	<p><i>Core Knowledge</i> <i>Progress ELA</i> <i>McGuffey Readers</i> <i>Harcourt</i> <i>Coach Digital</i> <i>Freckle</i> <i>Lexia Core 5</i></p>	<p><i>Freckle and Lexia Core 5 have built-in formative assessment that automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p>	<p><i>Renaissance Assessments - Monthly</i></p> <p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>
Grades 2-6	<p><i>Direct instruction via GOOGLE Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i></p> <p><i>Tutoring sessions via Google meets or ZOOM</i> <i>Teacher office hours for individual help. (daily)</i></p>	<p><i>Core Knowledge</i> <i>Progress ELA</i> <i>McGuffey Readers</i> <i>Harcourt</i> <i>Coach Digital</i> <i>Freckle</i> <i>Lexia Core 5</i></p>	<p><i>Freckle and Lexia Core 5 have built-in formative assessment that automatically given when needed for online students and teacher will print assessments for paper-based students weekly.</i></p>	<p><i>Renaissance Assessments - Monthly</i></p> <p><i>Unit Summative Assessment determined by the curriculum.</i></p> <p><i>End of year testing using Star Renaissance, or Galileo</i></p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction via Google Classroom combined with</i>	<i>Core Knowledge</i> <i>Freckle</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets,</i>	<i>Projects, presentations, end of unit tests</i>

	<i>asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>		<i>polls, live games in small groups, exit tickets</i>	
1	<i>Direct instruction via Google Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge Freckle</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets, polls, live games in small groups, exit tickets</i>	<i>Projects, presentations, end of unit tests.</i>
2-6	<i>Direct instruction via Google Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge Freckle</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets, polls, live games in small groups, exit tickets</i>	<i>Projects, presentations, end of unit tests, coach Digital standards based summative assessments.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction via Google Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Harcourt Horizons</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets, polls, live games in small groups, exit tickets</i>	<i>Projects, presentations, end of unit assessments, drawing a picture to demonstrate understanding, oral reports on a given topic in subject area.</i>
1	<i>Direct instruction via Google Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets, polls, live games in small groups, exit tickets</i>	<i>Projects, presentations, end of unit assessments, drawing a picture to demonstrate understanding, oral reports on a given topic in subject area.</i>

2-6	<i>Direct instruction via Google Classroom combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge</i>	<i>Kahoot Games, thumbs up, fist to five, entrance tickets, polls, live games in small groups, exit tickets</i>	<i>Projects, presentations, end of unit assessments, drawing a picture to demonstrate understanding, oral reports on a given topic in subject area.</i>

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

All students will meet with their teacher regularly in a whole class or small group learning session on Google Classroom. Students will also have detailed regular assignments that include information at their independent level as well as their instructional level. Students will watch videos, interact with other students in the online classroom (for social emotional connections and to build 21st century skills such as collaboration and problem solving skills), and will complete activities in workbooks and notebooks as well as utilize educational technology tools to demonstrate understanding of the concepts and standards being taught for the week. Students will primarily submit assignments via the LMS for assessment (either formative or summative) to allow teachers to adjust for the next days learning plan. Teachers will utilize a variety of resources and supports to engage all learners and implement practices that limit and reduce barriers to student learning.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. *Describe how the charter school will ensure access and meet the needs of students with disabilities.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each student who receives special education services will be contacted by their Case Manager to discuss their individualized plan for Distance and remote learning prior to the week of August 17. As needed the plan will also	<ul style="list-style-type: none"> • Speech Pathologist & Speech Assistant • Occupational Therapist & Occupational Therapy Assistant • Special Education Director & Special Education Support Staff 	Services and service minutes are dictated by IEP and met via weekly sessions, interventions, and assignments	<ul style="list-style-type: none"> • Session Log by special education staff • Communication Logs of all attempts to reach students/family

<p>be discussed with parents/guardians who need to support student learning during remote teaching. IEP goals will be addressed via research-validated, computer-based interventions, individualized instruction via Video Conferencing (I.e. Zoom, Google Meet, etc.), independent assignments in the LMS (currently Google Classroom). Students will also receive weekly social emotional check-in from Special Education staff to ensure access to interventions, progress, and address concerns/needs on an individual basis.</p>			<ul style="list-style-type: none"> • Data reports of student activity from computer-based interventions • Assignments scores that correlate to student goals in the LMS (currently Google Classroom) used by the school

Process for Implementing Action Step

Special Education staff (aides, speech & speech assistants, occupational therapist & assistants, etc.) will reach out to parents to confirm appointment times of any teletherapy or videoconferencing sessions. Individualized appointments will be arranged to meet student needs and goals. Goals and service minutes will be addressed via individualized meetings, assignments and leveled work to be completed independently to support goals, and frequent progress monitoring of student growth on interventions and LMS usage. The special education staff will regularly communicate with parents any concerns. Progress Reports will be submitted each quarter in accordance with the IEP by the Special Education Teacher and Related Service Providers (as indicated on the IEP)

b. Describe how the charter school will ensure access and meet the needs of English learners

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>For ELL learners, teachers will provide additional teacher led instruction by providing additional instructional packets, assigning projects, written assignments and additional work in small groups based on need. Focused instruction to meet student’s needs may include lessons on phonology, morphology, syntax, lexicon and</p>	<p>Teachers School test coordinator School registrar</p>	<p>Teacher led activities weekly. Ongoing Accommodations Regular ADE Reports</p>	<p>Data tracking of completed tasks to confirm participation and progress</p> <p>Reports</p> <p>Assessments</p>

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semantics. Student placement in classroom with trained SEI teacher. <i>AZELLA ASSESSMENTS</i> Small group instruction and support (Teacher and or Teacher Aide / Support Staff)			
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Process for Implementing Action Step

The classroom teacher will reach out to parents to confirm learning opportunities for students. Assignments will be either posted online for student or parent may pick up packet of material. Teacher will provide opportunity for student/parents to ask questions and seek additional clarity through virtual platform or email or phone. Teacher will use data tracking to confirm completion and progress.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	Parents
Social Emotional Learning	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X
	Other: Strengths Trainings	X	X	X	X	X

		Kinder	1-3	4-5	6-8	Parents
Counseling Services	In-Person					
	Phone					
	Webcast					

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Email/IM					
Other: Community resources provided to parents	X	X	X	X	X

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers will meet with the students daily and check with the students. Training on volume control of emotions. Charter will compile a list of community resources for counseling and share with parents	Teachers Principal/ Assistant Principal Charter President/Strengths Coach School Nurse/Counselor	Daily Weekly for the first month. Monthly thereafter Summer Training/Quarterly Beginning of year and as needed	Teacher will report any issues that may arise. The information will be sent in a communication blast. Training and additional resources will be sent to parents.

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers submit lesson plans according to organization-wide pacing guides Teachers deliver direct instruction on any new material Teachers assign formative assessments to gauge learning	Principal/Assistant Principal K-6 Teachers Parents/Guardians Students	Within the first 2 weeks of school and at the start of each subsequent quarter, as well as three weeks before school ends. Monthly Lesson plans submitted each week Daily videos of new learning Regular feedback on formative assessments 1 grade per subject each week	Data will be available in the system of assessments as well as reported to the state during the required MOWR assessment dates. Lesson plans submitted with videos, live sessions, tutoring, and communication logs Compliance logs kept by site administrators

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<p>Teachers monitor summative evaluations each week</p> <p>Teachers evaluate need for individual tutoring sessions based on data</p> <p>Teachers communicate with students and families on progress</p> <p>Monthly checks by teacher on Reading Fluency</p> <p>Monthly checks by teacher on Math Fluency</p>		<p>Gradebook posted weekly</p> <p>Tutoring sessions as needed</p> <p>Weekly communication with families</p>	
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Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Dibels and Galileo or Renaissance Star Learning Assessment</i>	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>
<i>1-3</i>	<i>Dibels and Galileo or Renaissance Star Learning Assessment</i>	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>
<i>4-6</i>	<i>Dibels and Galileo or Renaissance Star Learning Assessment</i>	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>

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Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	Galileo and DIBELS or Renaissance Star Learning Assessment	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>
<i>1-3</i>	Galileo and DIBELS or Renaissance Star Learning Assessment	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>
<i>4-6</i>	Galileo and DIBELS or Renaissance Star Learning Assessment	<i>Online</i>	<i>Weeks of August 17, October 6, December 14, March 1, May 10</i>

Optional: Describe how the school will administer benchmark assessments

Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

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