

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 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:

Distance Learning Plan Template 2020-2021

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	Happy Valley School	Charter Holder Entity ID	79081
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Jeannine McDonald, Principal		
Representative Telephone Number	623-376-2900		
Representative E-Mail Address	jmcdonald@happyvalleyschool.org		

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
Happy Valley School	79095	078998001

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.

Distance Learning Plan Template 2020-2021

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	600	Start Date for Distance Learning	August 5
Estimated Number of Students Participating in Distance Learning for the Full Year	25	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	600
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: We intend to use the DL program for students enrolled until the benchmark data indicates it is reasonable and safe to return to on-campus instruction. Once the campus is open for on-campus instruction, HVS will continue to offer a DL program to those parents who choose to enroll their child in the distance learning option. In addition, the campus will open on August 17 for free on-site learning for those parents/students in need of a place to learn. The students partaking in the DL program will have the option to return to campus for instruction at the end of each quarter: October 5, January 4, March 22,		

2020. Students must enroll in the DL program by August 3 to be eligible to continue with distance learning after on-campus instruction is open to all students. Students may elect to enroll in DL or switch to on-campus learning at each quarter. If extenuating circumstances exist, such as exposure to the virus, the school will allow such students to enroll in DL. In addition, the school will allow students to partake in the DL program during extended absences from on campus learning, provided there is medical documentation to support the need.

Is the charter requiring students to do distance learning? <i>NO</i>	Choose an item.
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?	Choose an item.

**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/>

Distance Learning Plan Template 2020-2021

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
<p>Attendance will be recorded by teachers of the live class sessions via MS teams,</p> <p>Attendance may also be verified thorough parental contacts and daily assignments completed and submitted by students from recorded sessions.</p>	Teachers are responsible for daily attendance and reporting to Attendance secretary for recording attendance for the state.	Daily recording of attendance, via teams, parental contact and daily assignments completed and submitted.	Attendance secretary will report absences and evidence of attendance to principal for review. Principal will confirm student attendance with teachers on a weekly basis.

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
<p>Registrar will confirm enrollment with parent.</p> <p>Teacher will connect with every parent and student on class list on prior to instructional days.</p> <p>Teacher will communicate with parents weekly regarding student progress and expectations and weekly assignments.</p> <p>Attendance Clerk will communicate weekly with parents via email and school blasts regarding attendance and enrollment during first month of school and then, as necessary, with individual parents if attendance concerns arise.</p>	<p>Registrar</p> <p>Teacher</p> <p>Teacher</p> <p>Attendance Clerk/Principal</p>	<p>At enrollment</p> <p>Week of August 3</p> <p>Weekly beginning August 5-August 28</p>	<p>Enrollment papers completed for every family.</p> <p>Documentation from teacher on date of contacts. Every teacher will submit documentation regarding contacts with parents to principal.</p> <p>Documentation from emails/weekly blasts to parents/phone calls if necessary.</p>

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

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

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Participation in full professional development calendar that includes training on virtual instruction.</p> <p>Participation in pre-service training to staff on Core Knowledge, Coach Digital, Strengths Coaching and year-long Curriculum plan and pacing guide created for teachers for school year.</p> <p>Regularly scheduled virtual meetings with teacher to support on-line instruction and manage challenges as observed through observations or teacher/parent concerns.</p> <p>Teachers are providing whole group, small group, regular office hours and communication with parents/students regularly.</p> <p>The expectation is for teachers to utilize Team’s platform to provide all services.</p> <p>The teaching assistants will help monitor live classes. They will also help participate in small reading groups to support the teacher and assist with academic support to reinforce skills.</p> <p>Grading: Weekly assessment of grades will be shared with parents and students.</p>	<p>Curriculum Director Teacher Coach Principal</p>	<p>Review of curriculum and pacing guide with teachers prior to start of school. Weekly review and adjustments as needed to meet needs of students.</p>	<p>Weekly meeting with teachers Weekly observation of virtual instruction Weekly check in with parents for first month. Monthly check-ins thereafter. Communications with parents to alert the Principal if there are any concerns with virtual instruction.</p>

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Distance Learning Plan Template 2020-2021

Confidential emotional support/dialogue for all employee concerns regarding campus safety, student concerns, health concerns provided on an as needed basis. Faculty Handbook distributed to employees prior to start of school. Regular communication about campus safety and protocols disseminated to employees.	Human Resource personnel, principal nurse	During orientation, communication to employees about protocols and procedures for school safety. Regular updates as needed via emails or virtual meetings to all employees by Principal.	Published orientation schedule Teacher attendance recorded at PD development and receipt of handbook
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
During orientation, teachers provided with week-long trainings specific to Microsoft Teams, curriculum and pacing guides. Microsoft Teams was platform used last year. Teams trainings will be provided to teachers weekly and technology office hours available on call as needed.	Principal Technology personnel Curriculum director Teacher Coach Strengths Coach	Orientation week before school-all day trainings Technology training weekly scheduled meetings and on call as needed. Video recordings on "how to" lessons for on-line instruction.	Teacher attendance recorded Videos recorded for reference Principal/curriculum director joins team trainings

List Specific Professional Development Topics That Will Be Covered

<p>Review of Staff resource materials and handbook for teachers</p> <p>Review of campus policies, protocols and procedures for safety precautions and management of health issues on campus</p> <p>Employee and staff regulations regarding health and safety expectations</p> <p>Review of teachers and Teaching Assistants responsibilities</p> <p>Documentation and review of technology recorded videos trainings in Teams</p> <p>Multiple Live trainings with Teams platform, including attendance, assignments, grading, essential tools</p> <p>Curriculum overview, pacing guides, curriculum materials, benchmark testing materials/protocols</p> <p>PD: Optimal performance and relationships with Strengths trainings</p> <p>Effective on-line instruction training</p> <p>McKinney Vento, FERPA, Sexual Harassment, Blood Borne Pathogens trainings.</p> <p>Grade level PLC Curriculum training for on-line instruction</p> <p>ADA Training by OCR certified instructor</p> <p>Anti-bullying Training by ADE, when available</p> <p>Professional Development for tools and resources for effective on-line instruction</p> <p>Monthly PLC trainings, including Love and Logic Trainings, Whole Brain Teaching, Strengths coaching</p>
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Safety Trainings, including CPR/First Aid

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 (Internet)			
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>
<i>Kindergarten</i>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Saxon Math</i>	<i>Benchmark testing (3x/year) Coach digital Assessment (1x/month) Renaissance Star Learning Assessment (Ongoing progress monitoring) or Galileo</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo</i>
<i>1</i>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks</i>	<i>Saxon Math Strayor Upton XtraMath</i>	<i>Benchmark testing (3x/year) Coach digital Assessment (1x/month) Renaissance Star learning Assessment (Ongoing progress monitoring) or Galileo</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo</i>
<i>2-5</i>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in</i>	<i>Progress Mathematics Strayor Upton XtraMath</i>	<i>Benchmark testing (3x/year) Coach digital Assessment (1x/month) Renaissance Star learning Assessment (Ongoing progress monitoring) or Galileo</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo</i>

Distance Learning Plan Template 2020-2021

	<i>workbooks and notebooks</i>			
6,7,8	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks</i>	<i>Progress in math Strayor Upton Fundamentals of Algebra Foundations of Algebra</i>	Benchmark testing (3x/year) Coach digital Assessment (1x/month) Renaissance Star Learning Assessment or Galileo (Ongoing progress monitoring)	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo</i>

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>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Reading with Phonics Phonetic Readers Core Knowledge Harcourt McGuffey</i>	<i>Benchmark testing (3x/year) Coach Digital Assessment (1X/mo) Renaissance Star Learning Assessment or DIBELS and Galileo (ongoing progress monitoring)</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo and DIBELS</i>

Distance Learning Plan Template 2020-2021

1	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge Progress ELA McGuffey Readers Harcourt Coach Digital</i>	<i>Benchmark testing (3x/year) Coach Digital Assessment (1X/mo) Renaissance Star learning Assessment or Galileo and DIBELS (ongoing progress monitoring)</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo and DIBELS</i>
Grades 2-5	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Core Knowledge Progress ELA McGuffey Readers Harcourt Coach Digital Writebright</i>	<i>Benchmark testing (3x/year) Coach Digital Assessment (1X/mo) Renaissance Star Learning Assessment or Galileo and DIBELS (ongoing progress monitoring)</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo and DIBELS</i>
6, 7, 8	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>Coach Digital Core Knowledge Progress ELA Vocabulary workshop Elements of Literature McGuffey Reader Writebright Novels</i>	<i>Benchmark testing (3x/year) Coach Digital Assessment (1X/mo) Renaissance Star Learning Assessment or Galileo (ongoing progress monitoring)</i>	<i>Benchmark Testing (3x/yr) Unit Summative Assessment determined by the curriculum. End of year testing using Star Renaissance, or Galileo.</i>

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 Teams 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 tests</i>
<i>1</i>	<i>Direct instruction via Teams 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 tests.</i>
<i>2-5</i>	<i>Direct instruction via Teams 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 tests, coach Digital standards based summative assessments.</i>
<i>6, 7,8</i>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks</i>	<i>Ck-12</i>	<i>Benchmark testing (2x/year)</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 Teams 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>
<i>1</i>	<i>Direct instruction via Teams 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>
<i>2-5</i>	<i>Direct instruction via Teams 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>
<i>6, 7-8</i>	<i>Direct instruction via Teams combined with asynchronous learning via online applications, videos and paper/pencil work in workbooks and notebooks.</i>	<i>World Geography Civics and Economics</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 Teams. Students will also have detailed daily assignments that include reading at their level (as reported by Star assessment) and math facts practice. 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.

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 SPED student/parent contacted to schedule individualized DL plan prior during week of August 3. IEP goals will be addressed during Microsoft team meetings. Zoom may also be used for individualized appointments.	Speech Pathologist and Speech Assistant Occupational Therapist Special Education Director	Service minutes met as dictated by IEP plan during weekly sessions	Recorded sessions by teacher Written Documentation of sessions

Process for Implementing Action Step

The Special Educator will reach out to parents to confirm appointment times. Individualized appointments will be arranged to meet student needs and goals. Goals and service minutes will be addressed via individualized meetings. The Special Educator will regularly communicate with parents. Progress Reports will be submitted each Quarter.

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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 semantics. Student placement in classroom with trained SEI teacher.</p>	<p>Teachers</p>	<p>Teacher led activities weekly.</p>	<p>Data tracking of completed tasks to confirm participation and progress.</p>

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					
	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.	Teachers	Daily	Teacher will report any issues that may arise.
Online videos will be provided to support students in addition to videos or tips for parents.	Principal	Weekly for the first month. Monthly thereafter	The information will be sent in a communication blast.
Training on volume control of emotions.	Charter President/Strengths Coach	Summer Training/Quarterly	Training and additional resources will be sent to parents.
Charter will compile a list of community resources for counseling and share with parents	Principal	Beginning of year and as needed	

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
The school will issue 5 benchmark assessments in ELA and Math during	Curriculum Director	Within the first 2 weeks of school and at the start of each subsequent quarter, as well as three weeks before school ends.	Data will be available in the system of assessments as well as reported to the state during the required MOWR

Distance Learning Plan Template 2020-2021

<p>the 2020-2021 school year.</p> <p>Monthly progress monitoring of ELA standards will also take place through Coach Digital.</p> <p>Monthly checks by teacher on Reading Fluency</p> <p>Monthly checks by teacher on Math Fluency</p>	<p>Curriculum Director</p> <p>Teachers report to Curriculum Director</p>	<p>Monthly</p> <p>Monthly reports are sent to the Curriculum Director</p>	<p>assessment dates.</p> <p>The Curriculum Director will compile and store all data in the School's One-Drive for Education.</p> <p>The Curriculum Director will compile and store all data in the School's One-Drive for Education.</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>	Renaissance Star Learning Assessment or Galileo	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>1-3</i>	Renaissance Star Learning Assessment or Galileo	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>4-6</i>	Renaissance Star Learning Assessment or Galileo	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>7-8</i>	Renaissance Star Learning Assessment or Galileo	<i>Online</i>	<i>Weeks of: August 17, October 5, 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>	Renaissance Star Learning Assessment or Galileo and DIBELS	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>1-3</i>	Renaissance Star Learning Assessment or Galileo and DIBELS	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>4-6</i>	Renaissance Star Learning Assessment or Galileo and DIBELS	<i>Online</i>	<i>Weeks of: August 17, October 5, December 14, March 1, May 10</i>
<i>7-8</i>	Renaissance Star Learning Assessment or Galileo and DIBELS	<i>Online</i>	<i>Weeks of: August 17, October 5, 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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