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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

SAMPLE

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	**Country Gardens Charter Schools, Inc.**	**Charter Holder Entity ID**	79074
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Goldie H Burge	
Representative Telephone Number		623-900-2230	
Representative E-Mail Address		gcountrygardens@aol.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
Country Gardens Charter School	**79074**	**078513001**

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.

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	**448**	**Start Date for Distance Learning**	**August 3, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**448-Plan to open when allowed for all students.**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**448-all that are enrolled by August 3, 2020**
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☒3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐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.). ☒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:			

For students still wanting to learn from packets under Distance Learning after we open for "in-person" learning, we will continue to offer them the packets/Zoom(as per our Distance Learning Plan) until they are ready to return in person for the 2020-2021.

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 competed 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

1.Take attendance starting at 8am using Zoom, email, phone and/or parent attestation with returning packets. 2. Report absences as required for any student who is not checking in and/or parent attestation. 3. Students will attend school for 180 days. 4. Students will be attending school with distance learning or at school for the required number of school hours per ARS 15-901. Our regular school hours, which will be reflected in the amount of work in the packets/lessons, are stated below: Kindergarten:8am-3:00pm MTTHF Wed 8-1:00 Grades 1-12: 8 am-3:30pm MTTHF Wed 8am-1:30pm	1.Classroom Teacher, Receptionist, Administration Team (via phone, email, Zoom and/or parent attestation),. 2. Classroom Teacher, Registrar, Admin team 3. Classroom Teacher Receptionist, Administration Team, 4. Classroom Teacher, Receptionist, Administration Team	1.Daily beginning at 8 am, but allowing for other check-in times due to many families only having one device for several children. 2. Daily beginning at 8 am, but allowing for other check-in times due to many families only having one device for several children. 3. Packets/Zoom will be developed to meet requirements of 15-901 for school instruction with state standards. Packets picked up or delivered to families of students and returned. 4. . Packets/Zoom will be developed to meet requirements of 15-901 for school instruction with state standards. Packets picked up or delivered to families of students and returned	1.Attendance taken daily in computer records system, daily phone logs and logging info. 2. Attendance taken daily in computer records system, daily phone logs and logging info. 3. School Calendar . Attendance taken daily in computer records system, daily phone logs and logging info. Packets collected and graded for students. Grades issued for work completed and put in grade book. 4. School Calendar . Attendance taken daily in computer records system, daily phone logs and logging info. Packets collected and graded for students. Grades issued for work completed and put in grade book.

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
1.Teachers will turn in daily attendance records and then these will be updated with phone calls and emails daily. Students that did not check-in for a specific day, will have a phone call to the parent to verify attendance and that work is being completed as per the daily class schedules provided by each teacher. 2. Teachers will be available by phone and email for any questions daily pertaining to school work and counseling concerns. 3.School and Teacher newsletters will be provided to families.	1. Teachers, receptionists, attendance clerks and Admin Team. 2. Classroom Teacher 3. Teachers, Principal 3. Administration team, IT Dept. 4. Office staff and administration team 5. Teachers 6. Teachers, Superintendent, Admin. Team 7. Teacher. Admin Team	1. Daily 2. Daily/as needed 3. Monthly school newsletters/Quarterly teacher newsletters for K-7 4. Updated ongoing 5. Weekly and as changes arise. 6. Weekly 7. Daily agendas with packets on their schedule.	1. Attendance records, phone logs and email logs. 2. Email and phone logs. 3. Newsletters provided and posted on school website. 4. Information posted on school website and Facebook page. 5. Information posted on school website and Facebook page. 6. Teachers will check on at least five students weekly. Call log. 7. Cover sheet with contact information to reach teacher if questions.

4. Resources posted on school website for counseling and services for families. 5. Email to parents on updates pertaining to schools opening and closures. 6. Weekly communication to students. 7. Cover sheet for packets sent home.			

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
1.All teachers and staff will work their regular 8 hour shift 5 days a week. 2. Teachers and staff who are assigned to work from home will be provided work and tasks to fullfill their work hours.	1, Superintendent, Principal, Vice Principals, Operations Director 2. Superintendent, Admin. team	1.Daily 2. As needed	1. Time clock print outs and evidence of work sent home. 2. Emails and job responsibilities and tasks given to work from home if needed.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.We are providing all the services normally provided during a regular schedule. 2. Professional Development calendar for all staff will be provided that includes training on virtual learning. 3. Inservice on using and teaching Envision Math (Pearson), Kahn Academy, Superkids, Bookshop Reading, AzM2 writing, Literature Studies, Science and Social Studies. 4. Weekly/daily check and coaching on using the virtual learning platform.	1.Superintendent, Principal, Vice Principals, Operations Director, Human Resources Director 2. Superintendent, Principal, Curriculum and EL Director, Special Ed Director, Technology Department 3. Superintendent, Principal, Curriculum Director, MOWR coordinator. 4. Teacher/IT dept.	1.Two weeks before the start of school and every Wednesday afternoon, following that date. 2. Ongoing weekly and 10 days prior to the start of school. 3. Ongoing weekly and 10 days prior to the start of school. 4. Daily and as needed. Training provided one week before start of school year and ongoing.	1. Staff and teacher sign-in sheets for all trainings and agendas. 2. Agendas, Staff Development Calendar, Monthly calendar to staff, sign in sheets 3. Agendas, Staff Development Calendar, Monthly calendar and sign in sheets. Teachers observations. 4. Staff Development Calendar, Emails and sign in sheets.

List Specific Professional Development Topics That Will Be Covered

Health and Safety Protocols, especially concerning COVID19.
Employee and Student Handbook
Learning Centers Training
Reading and ELA Strategies Training
Brain Based Learning
AzM2 Writing
Science – New State Standards
Social Studies – New State Standards
Special Education Services
504 Services
English as a Second Language
Title I, II, III, and other grants
Benchmark Testing
Grading and Assessments – Summative and Formative
Tutoring
Response to Intervention (RTI)
Professional Development Trainings for 20 -21
Distance Learning Protocols and Packet Creation, Zoom Support and/or other virtual learning options

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. Our packets will NOT require on-line learning, Zoom will be used a support system for extra help and possibly some lessons, if Distance Learning continues to be extended.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	x		
Personal Contact and Discussion		x	x
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x		x
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:		x	
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours	x	x	
24/7 Support			
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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*En-Vision Math Program* *Khan Academy tutorials*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks*
1-2	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*En-Vision Math Program* *Khan Academy tutorials*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks*
3	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*En-Vision Math Program* *Khan Academy tutorials*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *State Testing*
4-6	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier*	*En-Vision Math Program* *Khan Academy tutorials*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks*

	II and III students and tutoring for those who qualify.		*Classroom Polls*	*State Testing*
7-8	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*En-Vision Math Program Khan Academy tutorials*	*Classwork in packets Center Work Exit Tickets Quizzes Weekly Tests Informal Discussions Classroom Polls*	*Final Projects End of Unit Tests Chapter Tests Mid Terms Final Exams District Benchmarks State Testing*
9-12	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*Math-Envision Math and Teacher/School Developed Programs for Upper level Math*	*Classwork in packets Center Work Exit Tickets Quizzes Weekly Tests Informal Discussions Classroom Polls*	*Final Projects End of Unit Tests Chapter Tests Mid Terms Final Exams District Benchmarks State Testing*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*ELA-Super Kids and School Developed learning center style activities and projects.*	*Classwork in packets Center Work Exit Tickets Quizzes Weekly Tests Informal Discussions Classroom Polls*	*Final Projects End of Unit Tests Chapter Tests Mid Terms Final Exams District Benchmarks Dibels Individual Reading Inventory*

1-2	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*ELA-Super Kids and School Developed learning center style activities and projects.*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *Dibels* *Individual Reading Inventory*
3	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*ELA-Book Shop Program by Mondo and School Developed learning center style activities and projects.*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *Dibels* *Individual Reading Inventory* *State Testing*
4-6	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*ELA-Real Literature Books and School Developed learning center style activities and projects.*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *State Testing*
7-8	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and*	*ELA-Real Literature Books and School Developed learning center style activities and projects.*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *State Testing*

	tutoring for those who qualify.			
9-12	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Intervention services for Tier II and III students and tutoring for those who qualify.*	*ELA-Real Literature Books, including the classics and School Developed learning center style activities and projects.*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *District Benchmarks* *State Testing*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books, Science articles, videos and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*
1-3	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books, Science articles, videos and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*

			Classroom Polls	
4-6	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Tutoring for those who qualify.*	*Real Books, Science articles, videos and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *State Testing*
7-8	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Tutoring for those who qualify.*	*Real Books, Science articles, videos and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *State Testing*
9-12	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired. Tutoring for those who qualify.*	*Real Books, Science articles, videos and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams* *State Testing*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*

			Classroom Polls	
1-3	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*
4-6	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*
7-8	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*Real Books and School Developed Activities and Projects*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*
9-12	*Packets of work that are based on hands-on as much as possible, mixed with Zoom support, and internet tutorials if desired.*	*1.Real Books and School Developed Activities and Projects Economics* *2.Dave Ramsey Programs and School Developed Activities and Real Books and Materials* *3. Finance-Dave Ramsey Programs with School Developed Programs* *4. Computers-Amazon Program*	*Classwork in packets* *Center Work* *Exit Tickets* *Quizzes* *Weekly Tests* *Informal Discussions* *Classroom Polls*	*Final Projects* *End of Unit Tests* *Chapter Tests* *Mid Terms* *Final Exams*

		5. Electives-Varied School Developed Projects and Hands-on activities, videos, etc.		

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

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
1.All packets and lessons will be modified as per each child's IEP. 2. Phone calls will be made to students weekly to check on student progress. 3. IEP team will meet as required annually to review IEP. 4. Delivery of services will be provided to students who qualify for special education . 5. Child Find and referral process in place to identify special education students	1. SPED Director and SPED Teacher, Speech and Language Teacher, EL Director, EL Teacher and classroom teachers 2. Special education Director, Special Education Teacher, Speech, Classroom teachers. 3. Special Education Director, Special Education Teacher, Classroom Teacher, Speech 4. Special education teacher, Speech teacher, Classroom Teacher	1. Daily and with the creation of bi-weekly packets. 2. Phone call logs 3. Annually or as needed to make changes to current IEP. 4. Daily 5. Ongoing as needed and requested by parents and teachers.	1. Return of packets with completed work, Zoom sessions, Khan Academy documentation and Pearson Tutorials. Plus weekly phone calls/emails/Zoom. 2. Phone log and emails 3. IEP meetings 4. Documentation of Services 5. Referral paperwork and 45 day screenings.

Process for Implementing Action Step

Parents and Students of all SPED students will be contacted via telephone and or email and with Zoom at a minimum of once a week, some students much more frequently as necessary.
All packets are created by the SPED and classroom teachers first, then the SPED Director reviews all work and approves or sends back to teachers for modifications until it is approved. Then packets are sent to the Superintendent for final approval. Then teachers copy the packets and make them ready for curbside pick-up. We did this during the 2019-2020 school year during the school closure and even though it was a huge amount of work, it was highly successful.

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
1.All packets and lessons will be modified as per each EL child. 2. EL teacher will provide EL services to students qualify. 3. Testing for new identified students with a language other than English on the Home Language Survey.	1. EL Director, EL teacher and classroom teachers 2. EL Director, EL teacher 3. EL Teacher	1. Weekly communication via email, phone calls and/or Zoom. 2. Daily 3. As needed	1. Logs. 2. Lesson plans and services, EL teacher schedule 3. Testing schedule and tests administered

Process for Implementing Action Step

All packets are created by the EL and classroom teachers first, then the EL Director reviews all work and approves or sends back to teachers for modifications until it is approved. Then packets are sent to the Superintendent for final approval. Then teachers copy the packets and make them ready for curbside pick-up. We did this during the 2019-2020 school year during the school closure and even though it was a huge amount of work, it was highly successful.

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	9-12
Social Emotional Learning	Teacher Check-in	x	x	x	x	x
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	x	x	x	x	x
	Webcast					
	Email/IM	x	x	x	x	xx
	Other:	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 and school Life Coach and Counselor will be available to have counseling sessions as needed via phone, email, Zoom and referral to outside support services in the community.	Superintendent, Principal, Vice Principals, Teachers, Life Coach, Counselor	As needed	Logs and phone calls home

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
Completion and evaluation of the work in the packets as well as weekly assessments sent home or available on the internet via our Math Programs.	All teachers, Principal, EL Director and EL teacher, SPED Director and SPED teacher	Packets are turned in for evaluating bi-weekly and on-line assessments can be taken at the students pace when completed.	On-line documentation and packets turned in with completed work. Graded work and grade books.

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)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*School Developed Math Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
1-3	*School Developed Math Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
4-6	*School Developed Math Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
7-8	*School Developed Math Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
9-12	*School Developed MathBenchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*School Developed Reading and Writing Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
1-3	*School Developed Reading and Writing Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
4-6	*School Developed Reading and Writing Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*

7-8	*School Developed Reading and Writing Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*
9-12	*School Developed Reading and Writing Benchmark tests*	*In person within 6 weeks of in person instruction*	*3 Times per year – Fall, Winter and Spring*

Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)

Staff will be provided calendar for benchmark testing once in person instruction is allowed.

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.