**Distance Learning Plan 2020-2021 School Year**

* Because we are a small, alternative school we will be offering multiple options to students and their families, so all students have equal access to education and are well served. Students will be placed into a learning option based upon their grade level, demonstrated performance during the shut-down, SPED needs, medical condition and any other factors deemed relevant. Students may be reassigned to a different option if it is demonstrated that their needs are not being met. The following options will be offered:
	+ Hybrid face to face (HFF): Students will attend school two days per week to receive direct instruction. Two days per week the students will work on paper-based assignments from home. On Fridays, students will be assigned to attend tutorials if they are behind in class. Additionally, on Fridays, group discussions and meetings will be held so students can interact with all peers taking the same class.
		- * Most students will be placed in this option to ensure students are getting their needs met.
	+ Hybrid computer based (HCB): Students will attend school two days per week to work on computer-based classes and receive tutoring, services and support. Two days per week the students will work on computer-based classes from home. On Fridays students will be assigned to attend tutorials if they are behind in class.
		- * Students who demonstrated they could hold themselves accountable and stay on task during the initial shut down
			* Students must live in an area where internet access is available
			* Guardians must be willing to agree to the terms of checking out a laptop if they do not have the necessary equipment for students to access their classes.
			* Most will be Juniors and Seniors
	+ Hybrid blended (HB): Students will attend school two days per week to receive work on computer based classes and receive tutoring, services and support. Two days per week the students will work on paper-based independent study classes from home. On Fridays, students will be assigned to attend tutorials if they are behind in class.
		- * Students who demonstrated they could hold themselves accountable and stay on task during the initial shut down
			* Students do not have to live in an area where internet access is available
			* Most will be Juniors and Seniors
	+ Distance Only (DO): Students will complete computer-based classes via the internet from home. On Fridays, students will be assigned to attend tutorials if they are behind in class.
		- * Medically fragile students or those with a high risk family member in their home
			* Students without the medical considerations above should be students who demonstrated they could hold themselves accountable and stay on task during the initial shut down
			* Students may also move into this option if they demonstrate positive work ethic in the HCB option during the first trimester
	+ Daily Attendance (DA): Students will attend school on a daily basis.
		- * Primarily student who need extra time on campus due to the stipulations within their IEP
			* Students on probation that need supervision
			* Any parent/guardian who requests this for their student will be given this option. This option will be given to all parents/guardians.
* Attendance Tracking Procedures
	+ - HFF and HB students will be provided with a binder with instructions for tracking time at home and time sheets indicating student work time to be filled out and signed by the parent or guardian. The time sheets will be handed in weekly and attendance entered in SchoolMaster.
		- HCB and OO students will be tracked via the Attendance Log feature in Edgenuity. Reports for each student will be printed out weekly and their time on task entered as attendance minutes in SchoolMaster. Idle time will not be counted as attendance minutes.
* Detailed expectations of teachers and other staff working virtually and commitments on delivery of employee support services including, but not limited to, human resource policies and support for employees, professional development opportunities and regular communication from the administration. This section shall include implementable action steps.
	+ - Teachers and staff will not be working remotely because students will be attending campus daily.
* Detailed plans and examples of how the school district or charter school will provide substantive distance learning such as a description of modes of instruction, methods of content delivery, and a process for monitoring learning. This section shall also include plans to support every student, teacher and staff member in accessing a device and internet connectivity if the plan relies on online learning.
	+ - Modes of Instruction and Methods of Content Delivery
			* + HFF students will receive face to face instruction from teachers on days of attendance and during Friday tutorials. Methods of delivery will include lecture, project based activities, one to one and small group instruction, paired activities, paper based independent practice and discussions.
				+ HCB and HB students will receive instruction from Edgenuity instructional modules aligned to the Arizona State Standards via computer or smartphone. Additionally, students will receive face to face instruction during on site days and Friday tutorials. Methods of delivery from Edgenuity will include video based instruction, online projects, writing activities, independent practice and online activities. Face to face instruction will consist of small group instruction, one to one instruction, paired activities, paper based independent practice and discussions.
				+ DO students will receive instruction from Edgenuity instructional modules aligned to the Arizona State Standards via computer or smartphone. Methods of delivery from Edgenuity will include video based instruction, online projects, writing activities, independent practice, virtual tutoring and online activities.
		- Process for monitoring learning
			* + All students will be tested once per trimester using NWEA and tiered interventions applied according to their performance.
				+ Ongoing formative and summative assessments will be built into all instructional options.
				+ HFF student progress will be tracked traditionally because their assignments will be paper based. Students who are falling behind on assignments or are struggling to retain concepts will receive help during their onsite days and will be assigned to Friday tutorials to help them with their progress. Additionally, students may opt to contact teachers for assistance via phone or come to the school any day of the week to receive assistance.
				+ HCB student progress will be tracked weekly via the Student Progress Report and Course Progress Report dashboard on Edgenuity. Students that are struggling to retain concepts or are falling behind on assignments will be assigned to Friday Tutorials. Students will be given support on days of on-site attendance from the appropriate content area teacher. Additionally, students may opt to contact teachers for assistance via phone or come to the school any day of the week to receive assistance.
				+ DO student progress will be tracked weekly via the Student Progress Report and Course Progress Report dashboard on Edgenuity. Students that are struggling to retain concepts or are falling behind on assignments will be assigned to virtual Friday Tutorials to receive assistance from the appropriate content area teacher. Additionally, students may opt to contact teachers for assistance via phone, come to the school any day of the week to receive assistance or schedule a virtual tutoring session with a teacher.
* Plans to support every student, teacher and staff member in accessing a device and internet connectivity
	+ - Our plan does not rely exclusively on online learning because a large percentage of our students live in areas where internet connections of any kind are not possible due to a lack of infrastructure and/or lack of mobile data service. Because of this, students participating in the DO and HCB models will need to live within an area where service is available. Students may check out laptops to use at home if internet service is available where they live. If internet service is not available, students will not be assigned to the DO or HCB option.
		- Teachers and staff members will be on site where devices and internet connectivity are readily available.
* Detailed plans and examples of how the school district or charter school will ensure access and meet the needs of special education and English language learners.
	+ - SPED Students
			* + Prior to assignment to an instructional option, administration will meet with the student, parent or guardian and SPED staff to decide which instructional option will best meet the needs of the student and ensure equitable access and a plan written. Needs will then be met based upon the instructional option chosen as follows;

HFF, HB and HCB students will receive services during their on-site days. Students may be assigned to attend on Fridays to provide additional services. Students or Parents may also schedule additional services any day of the week. Assistive devices will be assigned to the student to take home.

HB, HCB and DO students will have their computer-based classes customized to meet their accommodations and modifications.

DO students will be provided with services via video conferencing and/or telephonically as deemed appropriate by the team. Assistive devices will be assigned to the student to take home. When possible, DO students will receive services on site.

* + - ELL Students
			* + Prior to assignment to an instructional option, administration will meet with the student, parent or guardian and ELL staff to decide which instructional option will best meet the needs of the student and ensure equitable access. Needs will then be met based upon the instructional option chosen as follows;

HFF, HB and HCB students will receive services during their on-site days. Students may be assigned to attend on Fridays to provide additional services. Students or Parents may also schedule additional services any day of the week.

HB, HCB and DO students will have their computer-based classes customized to meet their needs.

DO students will be provided with services via video conferencing and/or telephonically as deemed appropriate by the team. When possible, DO students will receive services on site.

* + - Examples:
			* + Student A is a SPED student falling under the ED-P category. Because the student needs daily behavioral supports the team decides he will attend school daily. Needs will be met on a daily basis as before the COVID 19 pandemic.
				+ Student B is a SPED student falling under the SLD category in Reading. The team decides she will attend school under the Hybrid Face to Face model. Needs will be met during class and during CCR period in the middle of the day on Mondays and Wednesdays when the student is on-site. Paper based take home assignments will be modified accordingly and any assistive devices sent home with the student. Additional support is needed but the student is unable to attend Fridays. The team decides to provide additional support on Tuesdays and Thursdays from 8-9 am via video conferencing.
				+ Student C is a SPED student falling under the ED category. Because the student is also medically fragile, the student is placed on the Distance Only model. All of the student’s online courses are customized to meet the student’s modifications and accommodations. The student is provided with a laptop and any other assistive devices specified on their IEP to take home. The SPED teacher and school psychologist arrange for regular video-based or telephonic support to be provided on a weekly basis. The psychologist will meet with the student on Mondays at 10am. The SPED teacher will meet with the student and parent Wednesdays at 4pm and coordinate with content area teachers to provide additional support as determined by the Wednesday meetings.
				+ Student D is an ELL student with a Basic level of proficiency. The team decides the student will attend school under the Hybrid Face to Face Model. Needs will be met during class and during CCR period in the middle of the day on Mondays and Wednesdays when the student is on-site. Paper based take home assignments will be modified accordingly. Additionally, the student will regularly attend Friday small group sessions to provide additional support.
				+ Student E is an ELL student with an Intermediate level of proficiency and is medically fragile. The student does not have reliable internet access, and none is available in the area the student lives in. Because the student’s needs cannot be met by the existing instructional models, the team decides to create a customized plan for the student. The student would receive paper-based instruction supplemented with video and/or audio-based instruction. The student is provided with a computer to access videos/audio presentations prepared by the teacher and saved on the hard drive. Updated lessons are provided to the student via mail on a jump drive. Packets are to be dropped off and picked up weekly during the regular bus route.
* Detailed plans and examples of how the school district or charter school will provide social and emotional learning support to students, including counseling services.
	+ - Counseling
			* + Students who are on site weekly will have access to counseling services while on site.
				+ Students who are online will be contacted biweekly by the counselor via video conference or telephonically unless more frequent contact is specified on their IEP.
				+ ChangePoint Counseling Services or emergency medical personnel will be contacted to provide support if students are determined to be in crisis by the counselor.
		- Social and Emotional Learning Supports
			* + During CCR small group sessions led by community members with various skills will be held including topics such as cooking, art, music, and outdoor survival skills. Online students will be invited to participate.
				+ A Behavioral Specialist is on staff to provide needed supports for students.
				+ Face to face classes will be held weekly to allow students to interact with their teachers and peers.
				+ Virtual class discussions will be held via Google duo to allow for interaction with teachers and peers.
				+ The school will remain open during regular business hours and students encouraged to come by for tutoring session or lunch
				+ Field trips that focus on outdoor activities will be regularly scheduled throughout the year. Online students will be encouraged to participate.
				+ A hydroponic gardening project and other activities will be offered on Fridays, where students can interact. Online students will be encouraged to participate.
				+ Rotary as well as other clubs will be offered on Fridays for students to participate in. Online students will be encouraged to attend.
				+ Community Service projects will be planned throughout the year either on site or at local nonprofit agencies. Online students will be encouraged to attend.
				+ Life Skills and Soft Skills curriculum will be integrated into CCR.
				+ Self Regulation skills will be the focused on during CCR as part of the **Arizona's College and Career Competency Team Training (CCCTT) to equip students** with the intrapersonal and interpersonal competencies they need to become career-equipped, lifelong learners who are socially and emotionally engaged.
* Detailed plans and examples of how the school district or charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.
	+ - Multiple methods will be employed to ensure students demonstrate ongoing competency or mastery including but not limited to the following.
			* + NWEA testing will be conducted once per trimester with all students required to participate. The results will be used in conjunction with benchmarks and other formative and summative assessments to place students within a tiered intervention plan.
				+ Formative and summative assessments will be built into all content and student performance tracked. Students who do not demonstrate mastery will be assigned to tutoring.
				+ Regular benchmarks and/or unit tests will be administered, and data analysis conducted to determine if students have mastered content and to identify spiral review or mini lessons that must be integrated into the lessons or offered during tutoring.