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:

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

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| --- | --- | --- | --- |
| **Charter Holder Name** | **Career Development Inc** | **Charter Holder Entity ID** | 4400 |
| **Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)**  | Amy Carlyle |
| **Representative Telephone Number** | 928-536-3920 |
| **Representative E-Mail Address** | acarlyle@naacharter.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** |
| **Northern Arizona Academy** | **5652** | 09-87-45-204 |
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# Distance Learning Background Information

1. *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* |

1. *Distance Learning Option (3.b)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **60** | **Start Date for Distance Learning** | **8/17/2020** |
| **Estimated Number of Students Participating in Distance Learning for the Full Year** | **40** | **Estimated Number of Students Participating in Distance Learning for a Portion of the Year** |  |
| **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.[x] 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:** |
| * 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.
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| **Is the charter requiring students to do distance learning?** | No |
| **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)

1. *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/***](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.*

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| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. a Students will be provided with a time sheet to track their hours of work at home to be signed by a parent/guardianANDb Student will be provided with packets to work on at home that represent 4 to 5 hours of work per day. 2. Student will hand in their time sheets and packets to the classroom teacher. 3. Teachers will hand in the completed time sheets to administration. They will also grade the completed work and enter the grades into the gradebook.4. Teachers will provide a weekly report to administration regarding student completion of work.5. Administration will mark the student as present if one of the following applya. the student turned in a completed time sheet verifying at least 4 hours of attendance for the day, signed by the parent/guardianORb. the student completed assigned work | 1a Campus Manager1b Teachers2. Teachers3. Teachers and Campus Manager4. Teachers and Campus Manager5. Executive Director and Executive Assistant | 1a Weekly1b Twice per week2. Twice per week3. Once per week4. Once per week5. Once per week | 1a Copies of student time sheets signed by the parent1b Copies of packets, lesson plans, gradebook2. Copies of student time sheets, Gradebook entries on graded work3. Copies of student time sheets, Gradebook entries on graded work4. Weekly report, gradebook entries6. Copies of student time sheets and teacher weekly report. |

1. *Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Assign students to traditional, hybrid or online only instructional model2. Provide teachers and tutors with contact logs and train on communication expectations3. Check logs to ensure weekly contact is happening with online only students | 1. Campus Manager, Executive Director, SPED staff and Parent/Guardian2. Campus Manager3. Campus Manager and Executive Director | 1. Once Per Trimester2. Once per Trimester3. Weekly | 1. Student assignment spreadsheet2. Contact logs, training agenda and sign in sheet3. Contact logs, SchoolReach records |

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

1. *Describe expectations of teachers and other staff working virtually.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Teachers and Staff are not working remotely |  |  |  |

1. *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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Training will be held before school resumes including training on supports available to employees2. Staff meetings held twice per month3. School Psychologist available for support4. Provide paid leave entitlements as described in the Families First Coronavirus Response Act | 1. Campus Manager and Executive Director2. Campus Manager3. Psychologist and Executive Director4. Executive Director | 1. At the beginning of the year then as needed2. Twice per month3. Weekly4. As needed | 1. Orientation agenda and sign in2. Meeting agenda and sign in3. Billing records4. Leave records and orientation agenda |

1. *Describe how professional development will be provided to employees.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Follow the coaching model as in years past with PD tailored to each teacher and staff member 2. Schedule monthly PLC meetings | 1. Campus Manager, teacher, Executive Director, Staff2. Campus manager | 1. As dictated by individualized plan2. Twice per month | 1. PD plans, reflections, certificates2. PLC meeting notes and sign in sheets |
| **List Specific Professional Development Topics That Will Be Covered**  |
| Curriculum developmentMeaningful AssessmentCovid Policies and ProceduresMeaningful Feedback and CommunicationOther topics as dictated by teacher/staff individual goals |

# 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.*

**The plan does not rely on online learning**

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| --- | --- | --- | --- |
|  | **Students** | **Teachers** | **Staff** |
| **What was Used to Establish Need?** |   |   |   |
| Questionnaire |   |   |   |
| Personal Contact and Discussion |   |  |  |
| Needs Assessment-Available data |   |   |   |
| Other:  |   |   |   |
| **What will be Used to Respond to Need**? |
| Loaner Device (laptop/tablet) |   |  |  |
| WIFI Hot Spot |   |   |   |
| Supplemental Utility Support (Internet) |   |   |   |
| Other:  |   |   |   |
| **When will stakeholders have access to IT Support Availability?**  |
| Traditional School Hours |   |  |  |
| Extended Weekday Hours |   |   |   |
| 24/7 Support |   |   |   |
| Other:  |   |   |   |

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

1. *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.*

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| **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* |  |  |  |  |
| *1-3* |  |  |  |  |
| *4-6* |  |  |  |  |
| *7-8* |  |  |  |  |
| *9-12* | *1. Direct Instruction**2. Computer based instruction* | *1. McDougal Littell Texts**2. APEX or Edgenuity* | *1. Independent practice, exit tickets, warm ups, quizzes, at least twice per week**2. Practice and quizzes at least twice per week* | *1. Chapter tests at the end of each chapter, Unit benchmarks every other chapter**2. Unit tests approximately every two weeks*  |

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| **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* |  |  |  |  |
| *1-3* |  |  |  |  |
| *4-6* |  |  |  |  |
| *7-8* |  |  |  |  |
| *9-12* | *1. Direct Instruction**2. Computer based instruction* | *1. Pearson Common Core Literature**2. Edgenuity or APEX* | *1. Independent practice, writing assignments, exit tickets, warm ups, quizzes, at least twice per week**2. Practice and quizzes at least twice per week* | *1. Chapter tests approximately every two weeks, projects once per unit, benchmarks twice per trimester**2. Unit tests approximately every two weeks* |

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| **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* |  |  |  |  |
| *1-3* |  |  |  |  |
| *4-6* |  |  |  |  |
| *7-8* |  |  |  |  |
| *9-12* | *1. Direct Instruction**2. Computer based instruction* | *1. Glencoe Science Curriculum**2. Edgenuity or APEX* | *1. Independent practice, writing assignments, labs, exit tickets, warm ups, quizzes, at least twice per week**2. Practice and quizzes at least twice per week* | *1. Chapter tests at the end of each chapter, Unit benchmarks every other chapter**2. Unit tests approximately every two weeks* |

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| **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* |  |  |  |  |
| *1-3* |  |  |  |  |
| *4-6* |  |  |  |  |
| *7-8* |  |  |  |  |
| *9-12* | *1. Direct Instruction**2. Computer based instruction* | *1. Existing face to face curriculum**2. APEX or Edgenuity* | *1. Independent practice, writing assignments, labs, exit tickets, warm ups, quizzes, at least twice per week as appropriate for the content area**2. Practice and quizzes at least twice per week* |  *1. Chapter tests at the end of each chapter, Benchmarks at least twice per trimester**2. Unit tests approximately every two weeks* |

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

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

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Assign student to an instructional option 2. Provide on site services for hybrid students 3. Customize computer-based instruction using accommodations and modifications listed on IEP.4. Provide services telephonically or via online conferencing.  | 1. Campus Manager, Executive Director, SPED Staff2. Campus Manager, SPED Staff, School Psychologist3. Campus Manager, Content Area Teacher, SPED Staff4. Campus Manager, SPED Staff, School Psychologist | 1. Once per trimester or as needed2. Weekly3. Weekly4. Weekly | 1. Student Attendance day spreadsheet2. Meeting logs, tutoring logs, lesson plans3. Meeting logs, customized class content4. Contact logs |
| **Process for Implementing Action Step**  |
| 1. 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. Needs will then be met based upon the instructional option chosen as follows; 2. 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. 3. HB, HCB and DO students will have their computer-based classes customized to meet their accommodations and modifications. 4. 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.  |

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

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Assign student to an instructional option 2. Provide on site services for hybrid students 3. Customize computer-based instruction.4. Provide services telephonically or via online conferencing.  | 1. Campus Manager, Executive Director, ELL Staff2. Campus Manager, ELL Staff, School Psychologist3. Campus Manager, Content Area Teacher, ELL Staff4. Campus Manager, ELL Staff, School Psychologist | 1. Once per trimester or as needed2. Weekly3. Weekly4. Weekly | 1. Student Attendance day spreadsheet2. Meeting logs, tutoring logs, lesson plans3. Meeting logs, customized class content4. Contact logs |
| **Process for Implementing Action Step**  |
| * + - * + 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.  |

# 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 |
| Packet of Social and Emotional Topics |   |   |   |   |   |
| Online Social Emotional videos  |   |   |   |   |   |
| Parent Training |  |  |  |  |  |
| Other: Contact by school counselor and behavior specialist weekly |   |   |   |   |  x |

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|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Counseling Services** | In-Person  |   |   |   |   |  x |
| Phone  |   |   |   |   |  x |
| Webcast  |   |   |   |   |  x |
| Email/IM  |   |   |   |   |   |
| Other:  |   |   |   |   |   |

*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.*

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Provide Counseling Services on site, via video conference or via telephone2. CCR Small Group Sessions3. Behavioral specialist support4. Plan Friday Field Trips5. Integrate community service projects6. Offer Clubs on Fridays7. Integrate Life and Soft skills into CCR | 1. School Psychologist2. Campus Manager3. Behavioral Specialist4. Campus Manager, Executive Director5. Teachers and Staff6. Teachers and Staff7. Campus Manager, Teachers | 1. Weekly as needed2. Weekly3. Weekly4. Monthly5. Once per trimester6. Weekly7. Weekly | 1. Contact logs2. Calendar and sign-up sheet3. Logs4. Calendar, Sign up sheet, planning documents5. Planning documents, sign in sheets6. Planning documents, sign in sheets7. Lesson plans |

# 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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Formative and summative assessments built into instruction and student performance tracked2. Benchmarks administered, and data analyzed 3. NWEA testing administered and data analyzed | 1. Teachers, Campus Manager2. All teaching staff and administration3. All teaching staff and administration | 1. Weekly2. Twice per trimester3 Once per trimester | 1. Lesson plans, grade books, interventions2. Benchmark data, data reflection3. NWEA data, data reflection |

# 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.*

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| **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* |  |  |  |
| *1-3* |  |  |  |
| *4-6* |  |  |  |
| *7-8* |  |  |  |
| *9-12* | *NWEA MAP* | *In person or online as appropriate for the individual student* | *August 17-28, 2020**November 9-20, 2020**March 1-12, 2021* |

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| **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* |  |  |  |
| *1-3* |  |  |  |
| *4-6* |  |  |  |
| *7-8* |  |  |  |
| *9-12* | *NWEA MAP* | *In person or online as appropriate for the individual student* | *August 17-28, 2020**November 9-20, 2020**March 1-12, 2021* |

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

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| --- |
| **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.**  |
| Our full plan as developed is written out below. **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.
		- Students will be provided with work packets equal to a days worth of work to complete on days they are not in attendance. In absence of a time sheet completion of work on time will indicate attendance and be recorded.
		- 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 in SchoolMaster. Idle time will not be counted as attendance.
* 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.
				+ 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.
				+ 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.
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