

# Distance Learning Plan for Charter Schools

---

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

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

## Instructions

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

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

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

Distance Learning Plan Template 2020-2021

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

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	San Tan Montessori School INC	Charter Holder Entity ID	078539000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Dr. Kristofer Sippel		
Representative Telephone Number	480-222-0811		
Representative E-Mail Address	<a href="mailto:ksippel@santancs.com">ksippel@santancs.com</a>		

### 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
San Tan Montessori School INC	078539000	078539000

### Distance Learning Background Information

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

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

Distance Learning Plan Template 2020-2021

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	180
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	900	Start Date for Distance Learning	July 30 <sup>th</sup> , 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	600
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

***Learning Experience Choices***

**ON-CAMPUS LEARNING EXPERIENCE (K-12)**

- Five days per week on campus
- Physical distancing may not always be possible but will be implemented when feasible (please see Shared Belonging, Volunteer/Visitors and Food Service sections for additional information)
- Enhanced cleaning and safety protocols
- Electives/specials will observe safety protocols
- May participate in extracurricular activities and school athletics
- Elementary lunch, recess, and specials will happen with modified schedules
- Limited sharing of devices, supplies and curriculum materials as much as possible
- Integration of the Google Classroom learning platform to support learning K-12
- May transition to Hybrid or Home-Based learning experiences at quarter break

**HYBRID ON-CAMPUS LEARNING EXPERIENCE (K-12)**

- Five days per week (2 days on campus/3 days off campus)
  - On-campus choices to include Monday & Tuesday or Thursday & Friday

Blended model that provides on-campus and Home Based learning experiences

Allows for physical distancing by reducing the number of students in the classroom

May participate in extracurricular activities and school athletics

May transition to On-Campus or Home-Based learning experiences at the quarter break

May enroll in extended-day programming and programming on days students are not on campus (fees apply)

**HOME-BASED LEARNING EXPERIENCE (K-12)**

- Five days per week
- All students will need a laptop or desktop
- May participate in extracurricular activities and school athletics
- Google Classroom will be used as the primary learning platform for communication, lessons, assignment and weekly updates
- Accountable grading practices and ongoing feedback
- A highly qualified San Tan teacher will teach the class through Google Classroom
- Through the home-based experience, the standards taught align to the on-campus experience to ensure consistency in case families want to change instructional models

- May transition to On-Campus or Hybrid learning experiences at the quarter break
- For high schools and middle schools, not all electives will be available online due to the availability of resources and instructors
  - Our school leaders and teachers are exploring creative ways to provide as many elective options as possible, but it is not feasible to offer all electives online for the entire year, look for future communication about elective offerings

<b>Is the charter requiring students to do distance learning?</b>	No
<b>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?</b>	Yes

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

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

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

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

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Daily attendance will be taken at the beginning of each class period. If a student will be absent and cannot join the Google Meet session, parents will call into the Attendance Line ahead of time. If students are experiencing technical difficulties not allowing them to enter Google Meet, they must email their teacher immediately. Instructional recordings of classes will be available for students who miss class.	Teachers and Principal Attendance Staff	Daily attendance will be taken at the beginning of each class period	Teachers will mark students present or absent based on Google Meet attendance. Attendance will still be entered through Infinite Campus.

*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
With home-based and hybrid learning students will be given time from their teachers to answer their questions. Questions asked from students online through email should expect a response from their teacher(s) within 24 hours (excluding weekends or non-school days).	Teachers Attendance Staff	Questions asked from students via phone or online through email should expect a response from their teacher(s) within 24 hours (excluding weekends or non-school days).	Staff Emails and Phone Call logs

### 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
All staff will be working on-campus from their classrooms to practice Social Distancing.	All staff will be working on-campus from their classrooms to practice Social Distancing.	All staff will be working on-campus from their classrooms to practice Social Distancing.	All staff will be working on-campus from their classrooms to practice Social Distancing.

- b. Describe commitments on delivery of employee support services including but not limited to:
- o Human resource policies and support for employees; and
  - o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
All staff will be working on-campus from their classrooms to practice Social Distancing. All administrative support staff is working on-campus as well. We are treating this just as we would a traditional school year.	All staff will be working on-campus from their classrooms to practice Social Distancing. All administrative support staff is working on-campus as well. We are treating this just as we would a traditional school year.	All staff will be working on-campus from their classrooms to practice Social Distancing. All administrative support staff is working on-campus as well. We are treating this just as we would a traditional school year.	All staff will be working on-campus from their classrooms to practice Social Distancing. All administrative support staff is working on-campus as well. We are treating this just as we would a traditional school year.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional Development will be handled as a traditional school year practicing social distancing.	Professional Development will be handled as a traditional school year practicing social distancing.	Professional Development will be handled as a traditional school year practicing social distancing.	Professional Development will be handled as a traditional school year practicing social distancing.

**List Specific Professional Development Topics That Will Be Covered**

<p><b>2020-2021 San Tan Staff Training Schedule</b></p> <p>Friday, July 17 - <b>All new staff report</b></p> <p>8:00-8:30 <i>Breakfast provided-</i> <b>Power Green Gym</b></p> <p>8:30-9:00 Introductions -- <i>Your Administrative Team</i></p> <p>9:00-12:00 9 Essentials of Love &amp; Logic -- <i>Larry &amp; Kami Kerby</i> – <b>Power Green Gym</b></p> <p>12:00-1:30 <i>Lunch provided-</i> <b>Power Green Gym</b></p> <p>1:30-4:00 9 Essentials of Love &amp; Logic -- <i>Larry &amp; Kami Kerby-</i> <b>Power Green Gym</b></p> <p>Monday July 20</p> <p>8:00-8:30 <i>Breakfast Provided-</i> <b>Power Green Gym</b></p> <p>8:30-10:00 Goals and Objectives for the Year (COVID-19) - <i>Dr. Sippel</i> <b>Power Green Gym</b></p> <p>10:00-11:30 Google Classroom and Google Meet Basics and Using Technology to Teach - Admin Staff - <b>Power Green Gym</b></p> <p>11:30-12:30 Lunch Provided - Grab and Go</p> <p>12:30-4:00 Classroom Work time. The following virtual professional development training needs to be completed during this time. Dr. Sippel to send out links for each training. Each training will have a sign off and must be completed by 4 PM</p>
--



Gifted

Handbook

Special Education

Tuesday July 21

8:00-8:30 *Breakfast Provided*- **Power Green Gym**

8:30-10:00 Adam Brooks (Guest Speaker) **Power Green Gym**

10:00-11:00 Alisa Johnson Presentation - Social Justice "A More Perfect Union" **Power Green Gym**

11:00-12:00 *Lunch provided*- **Power Green Gym** Grab lunch and go to rooms/campus

12:00-4:00 Classroom Work time. The following needs to be accomplished during this time. Dr. Sippel to send out links for each training. Each training will have a sign off and must do be completed by 4 PM

Website

Google World/Outlook

Infinite Campus Grading

Infinite Campus Attendance

Wednesday July 22

8:00 - 8:30 Introductions and Welcome - **Power Green Gym**

8:30 - 11:00 Campus 101 - **Power Green Gym**

11:00 - 12:00 Lunch Provided - **Power Student Union**

12:00 - 4:00 Classroom work time

Thursday July 23

8:00 - 8:30 PLC Activity Instruction - **Power Green Gym**

8:30 - 11:00 PLC Activity (Breakout)

11:00 - 12:00 PLC Presentations (Stay in Breakout Rooms)

12:00 - 1:00 Lunch Provided- **Power Student Union**

1:00 - 2:30 Benefits (new hires & those interested in 401K / Aflac) - **Power Green Gym**

2:30 - 3:00 New Hire Paperwork- **Power Green Gym**

1:00 - 4:00 Classroom and/or PLC time

Friday July 24

8:00 - 9:00 Academic Expectations - **Power Green Gym**

9:00 - 12:00 Classroom and/or PLC time

12:00 - 1:00 Lunch (*On your own*)

1:00-4:00 Classroom and/or PLC time

Monday July 27

8:00 - 9:00 Open House Expectations & Staff Pictures Information

9:00 - 11:00 Classroom and/or PLC time

11:00 - 12:00 Lunch (*On your Own*)

12:00 - 1:00 AP Meeting (*for AP teachers only*) - **Power Student Union**

1:00 - 4:00 Classroom and/or PLC time

Tuesday July 28

8:00 - 4:00 Classroom and/or PLC time & Open House (Virtual Open House)

Wednesday July 29

8:00 - 10:00 Classroom and/or PLC time

10:30 - 12:00 Individual Staff Pictures (schedule will be sent out) - **Recker Campus Gym**

12:00 - 1:00 Lunch (*On your Own*)

1:00 - 4:00 Classroom and/or PLC time

Thursday July 30

***Focus: First Day of School!***

### Connectivity (1.a.iii)

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

	Students	Teachers	Staff
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Summative Assessment Strategies and Frequency</i>	<i>Formative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google Classroom</i>	<i>Pearson envision Math</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Pearson envision Math end of each chapter and as outlined in teacher lesson plan timeline.</i>
<i>1-3</i>	<i>Direct Instruction via Google Classroom</i>	<i>Pearson envision Math</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Pearson envision Math end of each chapter and as outlined in teacher lesson plan timeline.</i>
<i>4-6</i>	<i>Direct Instruction via Google Classroom</i>	<i>Pearson envision Math</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Pearson envision Math end of each chapter and as outlined in teacher lesson plan timeline.</i>
<i>7-8</i>	<i>Direct Instruction via Google Classroom</i>	<i>CK-12 Interactive Middle School</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>CK-12 and teacher created as outline in class syllabus.</i>
<i>9-12</i>	<i>Direct Instruction via Google Classroom</i>	<i>FlexBook 2.0 version of CK-12</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>CK-12 and teacher created as outline in class syllabus.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Summative Assessment Strategies and Frequency</i>	<i>Formative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google Classroom</i>	<i>SRA McGraw Hill Imagine It</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Imagine It end of each chapter and as outlined in teacher lesson plan timeline.</i>
<i>1-3</i>	<i>Direct Instruction via Google Classroom</i>	<i>SRA McGraw Hill Imagine It</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Imagine It end of each chapter and as outlined in teacher lesson plan timeline.</i>

Distance Learning Plan Template 2020-2021

4-5	<i>Direct Instruction via Google Classroom</i>	<i>SRA McGraw Hill Imagine It</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Imagine It end of each chapter and as outlined in teacher lesson plan timeline.</i>
6-8	<i>Direct Instruction via Google Classroom</i>	<i>Pearson – Prentice Hall</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Prentice Hall end of lesson and teacher created as outline in class syllabus.</i>
9-12	<i>Direct Instruction via Google Classroom</i>	<i>Pearson – Prentice Hall</i>	<i>MAP Testing – August, December, March, End of School year.</i>	<i>Prentice Hall end of lesson and teacher created as outline in class syllabus.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Summative Assessment Strategies and Frequency</i>	<i>Formative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google Classroom</i>	<i>Mystery Science</i>	<i>Final Exams</i>	<i>Mystery Science end of each activity and as outlined in teacher lesson plan timeline.</i>
<i>1-3</i>	<i>Direct Instruction via Google Classroom</i>	<i>Mystery Science</i>	<i>Final Exams</i>	<i>Mystery Science end of each activity and as outlined in teacher lesson plan timeline.</i>
<i>4-5</i>	<i>Direct Instruction via Google Classroom</i>	<i>Mystery Science</i>	<i>Final Exams</i>	<i>Mystery Science end of each activity and as outlined in teacher lesson plan timeline.</i>
<i>6-8</i>	<i>Direct Instruction via Google Classroom</i>		<i>Final Exams</i>	<i>CK-12 end of lesson and teacher created as outline in class syllabus.</i>
<i>9-12</i>	<i>Direct Instruction via Google Classroom</i>		<i>Final Exams</i>	<i>CK-12 end of lesson and teacher created as outline in class syllabus.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Summative Assessment Strategies and Frequency</i>	<i>Formative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google Classroom</i>	<i>Best practices for the programs as outlined in the content area.</i>	<i>Final Exams</i>	<i>Lesson and teacher created as outline in class syllabus.</i>
<i>1-3</i>	<i>Direct Instruction via Google Classroom</i>	<i>Best practices for the programs as outlined in the content area.</i>	<i>Final Exams</i>	<i>Lesson and teacher created as outline in class syllabus.</i>
<i>4-6</i>	<i>Direct Instruction via Google Classroom</i>	<i>Best practices for the programs as outlined in the content area.</i>	<i>Final Exams</i>	<i>Lesson and teacher created as outline in class syllabus.</i>
<i>7-8</i>	<i>Direct Instruction via Google Classroom</i>	<i>Best practices for the programs as outlined in the content area.</i>	<i>Final Exams</i>	<i>Lesson and teacher created as outline in class syllabus.</i>
<i>9-12</i>	<i>Direct Instruction via Google Classroom</i>	<i>Best practices for the programs as outlined in the content area.</i>	<i>Final Exams</i>	<i>Lesson and teacher created as outline in class syllabus.</i>

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

<https://santancharterschool.com/wp-content/uploads/2020/07/20-21-course-catalog.pdf>

### 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.***

Distance Learning Plan Template 2020-2021

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
Testing Accommodations Extended Time Student has access to notes Student has access to lesson recordings	SPED Department Staff School Administration	Daily	IEP Meeting Notes Recorded lessons Lesson notes

**Process for Implementing Action Step**

Staff will work to ensure that students are able to access the curriculum. The IEP or 504 team may convene as necessary to discuss.

Testing Accommodations: Many students have accommodations that apply to test situations. The most difficult is having a test read to a student. If you have a student in that situation, here is the Chromebook version of text to speech directions:

1. At the bottom right, select the time. Or press Alt + Shift + s.
2. Select Settings.
3. At the bottom, select Advanced.
4. In the "Accessibility" section, select Manage accessibility features.
5. Under "Text-to-Speech," turn on Enable ChromeVox (spoken feedback).

Extended Time - the case manager and/or teacher will collaborate with the student on appropriate accommodations

Student has access to notes: Ensure you have emailed notes, or notes are available on the online class in a materials section.

Student has access to lesson recordings: Ensure your instruction for the day is recorded and saved for student retrieval.

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
We do not have any ELL learners at this time. However, should the need arise we will create a program as outlined.	We do not have any ELL learners at this time. However, should the need arise we will create a program as outlined.	We do not have any ELL learners at this time. However, should the need arise we will create a program as outlined.	We do not have any ELL learners at this time. However, should the need arise we will create a program as outlined.

**Process for Implementing Action Step**

--

### 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
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM	X	X	X	X	X
	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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Creating a supportive online course community	1. School Counselor, Administration, and Teachers	1-4. Daily	1-4. Syllabi, parent and student feedback, emails, and surveys.



## Distance Learning Plan Template 2020-2021

<p>2. Syllabi provided for each course with collaboration opportunities embedded</p> <p>3. Discussion questions that require students and teachers to communicate in a virtual environment</p> <p>4. Encouraging online students to participate in after school enrichment activities, IE: Dances, clubs, athletics, student council, and service organizations.</p>	<p>2. Teachers</p> <p>3. Teachers</p> <p>4. School Counselor and Teachers</p>		
--	---	--	--

### 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
NWEA MAP Testing	Testing Coordinator and Teachers	4 times per year	Completed Assessment

### 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	NWEA MAP Testing	Online	August, December, March, and May
1-3	NWEA MAP Testing	Online	August, December, March, and May
4-6	NWEA MAP Testing	Online	August, December, March, and May
7-8	NWEA MAP Testing	Online	August, December, March, and May
9-12	NWEA MAP Testing	Online	August, December, March, and May

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>NWEA MAP Testing</i>	<i>Online</i>	<i>August, December, March, and May</i>
<i>1-3</i>	<i>NWEA MAP Testing</i>	<i>Online</i>	<i>August, December, March, and May</i>
<i>4-6</i>	<i>NWEA MAP Testing</i>	<i>Online</i>	<i>August, December, March, and May</i>
<i>7-8</i>	<i>NWEA MAP Testing</i>	<i>Online</i>	<i>August, December, March, and May</i>
<i>9-12</i>	<i>NWEA MAP Testing</i>	<i>Online</i>	<i>August, December, March, and May</i>

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

### 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.