

# Distance Learning Plan Template for Charter Schools

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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:

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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	Young Scholar’s Academy Charter School Corporation	Charter Holder Entity ID	08-87-55-000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Tonnie Smith		
Representative Telephone Number	928-704-1100		
Representative E-Mail Address	ysacs@ctaz.com		

### School Information

*\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Young Scholar’s Academy	4385	08-87-55-101

### 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.*

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*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?	178
How many instructional days did the charter school operate for School Year 2019-2020?	178

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

Estimated Enrollment for FY 2021	414	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	14	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	400
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 checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		
We will fully open when we have the Governor’s permission, however, there will be a few parents/students who will not want to physically return to the classroom. Those students will be allowed to participate in the classroom through live streaming methods.			
*10/6/20 After 8 weeks of in-person learning, we have had 0 cases of covid in our school amongst staff and students. The mitigation strategies			

are working and the virus is not being spread throughout our school or our community. Our county has met all three benchmarks for several weeks. Of our 410 students, approximately 390 have been attending during this time. There are only about 20 students not on campus. Because of these factors, we have chosen to move to complete in-person learning, effective 10/13/20. These remaining families are being notified via phone call, web page, and social media.

\*10/27/20 Only two students have not returned to school after 10 days of required in-person learning. After multiple phone calls attempting to reach them (with no reply from parents), our virtual learning has been discontinued. Neither student has attended the virtual learning sessions and it is exhaustive for the teachers to continue those for the sake of one student in their classroom, especially since the student does not appear or participate during the sessions.

\*10/30/20 Of the final two students, one has returned to school and one has withdrawn to attend a regular computer distance-learning school. Thus, we are completely in-person, unless we eventually need to close a classroom due to a positive case for a brief period. In that case, the entire classroom will revert to a temporary distance-learning scenario.

\*3/24/21 We have had 0 school-based cases (school transmission) as of this date!

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

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

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

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

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

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments 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
1) Communication with their teachers via telephone, ZOOM, MS Teams, GoToMeeting or other digital meeting software. 2) Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.) 3) Daily assignments completed and submitted by the student.	1) Classroom Teacher  2) Classroom Teacher  3) Classroom Teacher/Classroom Paraprofessional	1) Daily to weekly, depending on the student's needs.  2) Daily  3) Daily	1) Possible evidence: emails, Zoom schedules, Remind messages, Class Dojo messages, or other means of communication between teacher and parent. 2) Absences recorded in Synergy SIS. <b>**Main method**</b>  3) Assignments submitted via Google classroom, video, email, drop-off or other form of submittal, as evidenced by a score in the Student Vue account.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Classroom teacher or paraprofessional will contact parent via phone, email, ClassDojo, Remind, or other form of communication.	1) Classroom teacher or paraprofessional.	1) Upon multiple successive absences.	1) Possible evidence: emails, Zoom schedules, Remind messages, Class Dojo messages, or other means of communication between teacher and parent, if parent hasn't already contacted the

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<p>2) School attendance clerk or Director will attempt to contact parent when student has four or more consecutive absences.</p>	<p>2) School Attendance Clerk/Director</p>	<p>2) Upon four consecutive absences.</p>	<p>teacher. 2) Director's log.</p>
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### 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
<p>1) All teachers will remain on campus during their normal school hours (8am-4 pm).</p> <p>2) Paraprofessional staff will remain on campus from 9:00 am-3:15 pm.</p> <p>3) Teachers will teach via the internet from 8:30 am-1:00 pm (junior high) and from 9:00 am-1:00 pm (K-6 grades). Completing classwork and submitting classwork will be from 1:00 pm-3:15 pm for all students. Assignments may also be submitted during later hours.</p> <p>4) Paraprofessional's responsibilities will be adjusted to assist with any other classroom and school-wide duties/needs as needed.</p> <p>5) Teachers will attend professional development trainings via the internet regarding distance learning</p>	<p>1) Teacher Administrator</p> <p>2) Paraprofessional Administration</p> <p>3) Teacher Paraprofessional Administrator</p> <p>4) Paraprofessional Teacher Office Manager Administrator</p> <p>5) Teacher Office Manager Administrator</p>	<p>1) Daily, Monday-Friday (Friday will be allowed an early dismissal time of 3:15), as per usual school policy.</p> <p>2) Daily, Monday-Friday.</p> <p>3) Daily, Monday-Friday</p> <p>4) Regular work hours.</p> <p>5) Off-teaching hours.</p>	<p>1) Timeclock Administrative observation</p> <p>2) Timeclock Administration observation</p> <p>3) Internet tracking Administrative observation TeacherVue/Student Vue gradebook</p> <p>4) Teacher observation Office manager observation Administrator observation</p> <p>5) Webinar certificate of training completion</p>

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methods, delivery, classroom structure/environment, academics, etc.			

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
1) A leave plan is being developed regarding necessary time off for covid-related illnesses within the immediate family. This will utilize Federal requirements for COVID leave as well as any State requirements and positive supports for employees, while at the same time, being accountable to current school policy.	1) Administrator	1) Prior to the school year beginning or soon thereafter to be finalized.	1) Administrator informing staff of plan.
2) Administrator will use Zoom meetings, texts, emails, GoToMeetings, and/or other forms of communication to transmit changes/adjustments needed as they may occur.	2) Administrator	2) As needed	2) Administrator use of the mentioned materials to disseminate the changes.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Professional development will currently be supplied via the internet and may include webinars, recordings, articles, and other educational materials.	1) Teacher Office Manager Administrator	1) As available, as needed	1) Certificates of attendance.

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2) Teachers may request specific trainings.	2) Teacher Administrator	2) As available, as needed	2) Email confirmation of request or office manager registration of participant.
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**List Specific Professional Development Topics That Will Be Covered**

Successful distance learning strategies.  
 Incorporating all types of learners into distance learning.  
 How to make the most of distance learning.  
 How to present lessons via distance learning.  
 How to provide student support during distance learning.  
 Maintaining staff sanity during distance learning.  
 How to move from distance learning back to classroom learning.  
 How to support your students when they return to the classroom from distance learning.  
 How to maintain a positive distance learning environment.  
 How to motivate students during distance learning.  
 How to support parents during distance learning.  
 Academic Methods  
 Classroom Organization  
 Classroom Discipline/Behavior Management  
 Learning Interventions  
 Motor Development  
 Sped Needs/Development  
 (This is not a fully-inclusive list. Not all topics may be covered/additional topics may be added.)

### 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			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X		X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other: New computers	X	X	
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other: Weekend Hours	X	X	X

### 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>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>Modern Curriculum Press Mathematics/Sadlier-Oxford</i>	<i>Classroom Mathematics Assessment, *6- week</i>	<i>Classroom Mathematics Assessment, *6- week</i>

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		<i>Mathematics</i>	<i>assessments</i>	<i>assessments</i>
1-3	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>Sadlier-Oxford Mathematics</i>	<i>Classroom Mathematics Assessment, *6- week assessments</i>	<i>Classroom Mathematics Assessment, *6- week assessments</i>
4-6	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Sadlier-Oxford Mathematics</i>	<i>Classroom Mathematics Assessment, *6- week assessments</i>	<i>Classroom Mathematics Assessment, *6- week assessments</i>
7-8	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Glencoe McGraw Hill Pre- Algebra Glencoe McGraw Hill Algebra</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom tests and assignment submittals *Daily</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>Houghton Mifflin</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>
1-3	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>Houghton Mifflin</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>
4-6	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Houghton Mifflin</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>	<i>Houghton Mifflin Reading Assessment *every six weeks Classroom tests and assignment submittals *Daily</i>
7-8	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Various novel studies</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom tests and assignment submittals *Daily</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>
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	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>No science text. Whole classroom learning</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom activities and assignment submittals *Daily</i>
<i>1-3</i>	<i>Direct Instruction via Zoom Classroom Packets</i>	<i>Glencoe McGraw Hill Science</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom activities, tests and assignment submittals *Daily</i>
<i>4-6</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Glencoe McGraw Hill Science</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom activities, tests and assignment submittals *Daily</i>
<i>7-8</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Glencoe McGraw Hill Science</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom activities, tests and assignment submittals *Daily</i>
<i>9-12</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>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>No social studies text. Whole classroom learning.</i>	<i>Whole Classroom Learning</i>	<i>Classroom activities. Throughout entire unit.</i>
<i>1-3</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>No social studies text. Whole classroom learning.</i>	<i>Classroom tests and assignment submittals *Weekly</i>	<i>Classroom activities, tests and assignment submittals. End of Unit</i>
<i>4-6</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Arizona history. US states/capitals. The Arizona Studies Weekly. Build Our Nation-Houghton-Mifflin.</i>	<i>Classroom tests and assignment submittals *Weekly</i>	<i>Classroom activities, tests and assignment submittals. End of Unit</i>
<i>7-8</i>	<i>Direct Instruction via Zoom Individual Projects</i>	<i>Why We Remember-Pearson/Prentice Hall</i>	<i>Classroom tests and assignment submittals *Daily</i>	<i>Classroom activities, tests and assignment submittals *Daily</i>
<i>9-12</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)**

Other integrated subjects, such as spelling/English/phonics, writing, art, etc., are designed by the teachers at each grade level to be consistent with the language arts program. PE is designed by the certified Physical Education teacher. PE will be incorporated into the digital learning class times for each class. The PE teacher will present lessons just as she normally would present and the students will do the activities while online. Alternative activities may also be offered if a child misses class or is otherwise unable to

participate.

### Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

***In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.***

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) The special educator will provide support to the classroom educator to help with accommodations/modifications for the fully-included students so that they can navigate and learn throughout the distance learning.	1) Special educator Classroom teacher	1) Daily, as needed	1) Classroom grades earned by special education students.
2) The special educator will hold specific Zoom meetings for the special education students to provide individualized and small-group lessons to pull-out special education students.	2) Special educator	2) Daily	2) Classroom grades earned by special education students.
3) Special educator is available for all special education students between 1:30-3:15 for individual assistance.	3) Special educator	3) Daily	3) Classroom grades earned by special education students.

#### Process for Implementing Action Step

Special educators trained on Zoom platform.  
 Special educators work with classroom teacher.  
 Special educators provide parents/students with specific learning times for small-group or individual learning times.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Teachers will incorporate standard best practices of pre-teaching vocabulary/concepts, etc. during their regular lessons.	1) Classroom Teacher	1) Daily	1) Administrator observation
2) Additional contacts will be made to parents and students regarding extra assistance during non-learning times (1:00 pm-3:15 pm each day).	2) Classroom Teacher	2) Daily in the beginning of the distance-learning process. As needed after the distance-learning process begins.	2) Administrator inquiry. Student grades for report cards.
3) Translators will be utilized when needed.	3) Classroom Teacher Office Staff	3) When requested As needed	3) As utilized.

**Process for Implementing Action Step**

Our teachers utilize best practices in this area in the regular classroom with their regular lessons. This will easily be converted to on-line lessons. Teachers reinforce the support to parents on a regular basis during regular school. This will easily be converted to on-line contact via email, ClassTag, Class Dojo, phone, etc. Our parents routinely contact the office when they need translation services. This will continue to be our usual practice.

**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	
	Packet of Social and Emotional Topics	X	X	X	X	
	Online Social Emotional videos	X	X	X	X	
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other: Referral to services	X	X	X	X	

*Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Administrator or office clerk will contact parents if a student is absent for four or more consecutive days.	1) Office Clerk Director	1) When student is absent four or more consecutive days.	1) Director log.
2) Packets or lessons will include social and emotional topics with grade-level appropriate topics.	2) Classroom teacher	2) Random as an incorporation with current lessons, especially language arts lessons.	2) Classroom teacher lesson plans
3) Online lessons may also include videos for social emotional learning.	3) Classroom teacher	3) Random as an incorporation with current lessons, especially language arts lessons.	3) Classroom teacher 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.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Students will be required to submit online assignments.	1) Student/Parent Classroom teacher/paraprofessional	1) As required. Usually daily but it may vary depending upon the assignment or project.	1) TeacherVue classroom gradebook
2) Teachers will evaluate student answers while in the online sessions.	2) Classroom teacher	2) As needed for individual assessment in lieu of or in combination with submitted assignments.	2) TeacherVue classroom gradebook Teacher Observation
3) Teachers may hold individual	3) Classroom teacher	3) As necessary for individual	3) Teacher documentation

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sessions with students, especially at the younger grade levels, to give personalized assessments.		assessments.	TeacherVue classroom gradebook

### 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.

<b>Benchmark Assessments (Math)</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>
Kindergarten	Math and Number Assessment WRAT	online	Within the six weeks of the school year per Executive Order.
1-3	Sadlier-Oxford Pretest/Classroom assessments WRAT	online	Within the six weeks of the school year per Executive Order.
4-6	Sadlier-Oxford Pretest/Classroom assessments WRAT	online	Within the six weeks of the school year per Executive Order.
7-8	Glencoe McGraw Hill Prealgebra and algebra assessment WRAT	online	Within the six weeks of the school year per Executive Order.
9-12			

<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>
Kindergarten	Alphabet and Sounds Assessment/Teacher	Online	Within the six weeks of the school year per Executive Order.

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	<i>WRAT</i>		
<i>1-3</i>	<i>Houghton Mifflin Classroom Assessment WRAT</i>	<i>Online</i>	<i>Within the six weeks of the school year per Executive Order.</i>
<i>4-6</i>	<i>Houghton Mifflin Classroom Assessment WRAT</i>	<i>Online</i>	<i>Within the six weeks of the school year per Executive Order.</i>
<i>7-8</i>	<i>Previous grades in prior year WRAT</i>	<i>Already in possession of</i>	<i>Will be examined within the first two weeks of online learning.</i>
<i>9-12</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.**

All students will be carefully monitored. Parents will be contacted if a child shows any signs of social/emotional needs or academic needs. Lessons will be taught as if the students are in class and supports are in place for those children who may show signs of falling behind. Special education and EL students will be closely monitored for additional needs or services. Parent/teacher contact will continue to be a major component of our educational curriculum.