

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:

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

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	Highland Free School	Charter Holder Entity ID	79061
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Nicholas Sofka		
Representative Telephone Number	(520) 623-0104		
Representative E-Mail Address	nsofka@highlandfs.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
Highland Free School	79115	108775101

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?	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	58	Start Date for Distance Learning	8/20/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	8	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	45
Please choose the option that indicates your proposed duration/plan for distance learning:	5) Other		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			
We intended to provide distance learning for families who feel that it is unsafe to return to in-person schooling for the entire school year. We will provide in-school monitoring for those students who need a place to be (as per the governor’s mandate). Once the ADHS and PCHD metrics indicate that it is safe to return to in-person learning, then we will open the school for everyone who feels it is safe to return (offering a shortened, modified schedule that meets the required minutes per grade level for in-person learning and offering full time supervision for those in need). Note: We will be providing live lessons and curriculum online that can be accessed at school or at home for full time distance learners as well as students who are sick or need to stay home after illness following ADHS/PCHS guidelines for returning to school.			

Is the charter requiring students to do distance learning?	Only when the metrics from ADHS and PCHS are not met- but
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	we will STILL provide a place to do distance learning for those in need and special populations.
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) If needed, students not attending in person will be	1) Available staff (overseen by curriculum director)	1) Daily 2) during each meeting	1) Student contact log found in Individual Student Learning Log

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<p>contacted by a staff member to review the day's schedule.</p> <p>2) Virtual meeting attendance will be taken for those students attending virtually..</p> <p>3) Daily assignments that are not tracked by virtual attendance or computer program time logging will include estimated time to complete and student submissions will be tracked</p> <p>4) Online activity time for core subjects will be logged for students who are not attending in-person</p>	<p>2) Available staff (overseen by curriculum director)</p> <p>3) Available staff (overseen by curriculum director)</p> <p>4) Available staff (overseen by curriculum director)</p>	<p>3) Checked at least weekly</p> <p>4) Entered weekly</p>	<p>2) Daily Sessions Log will be filled each day for distance learning students and will be logged in Individual Student Learning Log (spreadsheet)</p> <p>3) Assignment name and times will be logged: Individual Student Learning Log (spreadsheet)</p> <p>4) Program name and times will be logged in the Individual Student Learning Log (spreadsheet)</p>
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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
<p>1) At least every two weeks the teachers will call, meet virtually, or send an email regarding student progress.</p> <p>2) Required daily virtual meetings will take place for all students.</p> <p>3) We will provide different ways of communicating with parents that include Remind and email.</p> <p>4) Schedule online office hours for each class.</p>	<p>1) Available staff (overseen by curriculum director)</p> <p>2) Available staff (overseen by curriculum director)</p> <p>3) curriculum director</p> <p>4) Curriculum director</p>	<p>1) every 2 weeks or as needed</p> <p>2) daily</p> <p>3) ongoing</p> <p>4) Initially in August before school opening. Will change as needed depending on how it is received and used</p>	<p>1) Student contact log found in individual student Learning Log</p> <p>2) Daily Session Log will be filled each day for distance learning students and will be logged in individual student Learning Log (spreadsheet)</p> <p>3) List of participants in Remind classrooms. School email list of all people who receive notices.</p> <p>4) Online Office Hours schedule.</p>

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
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<ol style="list-style-type: none"> 1) Teachers will run all scheduled virtual meetings and log attendance. 2) Teachers will be expected to review and respond to student work daily. 3) Teachers will schedule and perform interventions (tutoring) as needed. 4) Teachers will log information in for the distance Learning students using the Learning Log. 5) As needed, Aides will contact distance learning children to review the day's schedule or progress in programs. 6) Aides will schedule and perform interventions (tutoring) as needed. 7) Aides will help assign/program weekly assignments into the websites to correspond to material being studied.. 8) Aides will log information in for the distance Learning students using the Learning Logs. 9) If qualified- Aides may lead online lessons while properly documenting attendance and session. 	<ol style="list-style-type: none"> 1) Teachers (overseen by Curriculum Director) 2) Teachers (overseen by Curriculum Director) 3) Teachers (overseen by Curriculum Director) 4) Teachers (overseen by Curriculum Director) 5) Aide (overseen by Curriculum Director) 6) Aide (overseen by Curriculum Director) 7) Aide (overseen by Curriculum Director) 8) Aide (overseen by Curriculum Director) 9) Aide (overseen by Curriculum Director) 	<ol style="list-style-type: none"> 1) as needed 2) Daily 3) As needed 4) weekly 5) As needed 6) Daily 7) As needed 8) weekly 9) As needed 	<ol style="list-style-type: none"> 1) Sessions Log, printed daily/weekly schedule with checks for lesson completion (note- if using Nearpod there will be session evidence) 2) For distance- learning students- work will be logged in Individual Student Learning Log. Teacher will use the Daily Teacher Online Curriculum Review Checklist on Google Forms to show which websites were checked each day. 3) Additional Sessions/tutoring will be logged on the Sessions Log sheet. 4) individual student Learning Log 5) Contacts will be logged in individual student Learning Log 6) Sessions will be logged in individual student Learning Log 7) Aide daily checklist 8) individual student Learning Log and Aide daily Work Log 9) Session Log, printed daily/weekly schedule with checks for lesson completion (note- if using Nearpod there will be session evidence) and Aide Weekly Work Log
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b. 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.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1) A staff Remind Group and messaging group will be created 2) Administrators will be available via Remind, emails, and 	<ol style="list-style-type: none"> 1) Assistant Director 2) Assistant Director 3) Assistant Director 4) Assistant Director 	<ol style="list-style-type: none"> 1) Before the start of the school year (and added to as needed) 2) As needed 3) Weekly 	<ol style="list-style-type: none"> 1) Remind Group List 2) Weekly teacher schedule (with admin office hours) 3) Weekly teacher schedule (with staff meeting)

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<p>phone/zoom (where schedules permit)</p> <p>3) Weekly staff meetings will be held either virtually or in-person</p> <p>4) Resource material will be added to the school website to provide support resources for the school community.</p>		<p>4) Before the start of the school year (and added to as needed)</p>	<p>4) Online Posting</p>
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1) Provide professional development in a full range of topics (including math, ELA, accessing and using the online curriculum, assessment, and safety) in a method that can be done in person or virtually.</p> <p>2) Weekly staff meeting will be held to help support a professional learning community.</p>	<p>1) Curriculum Director</p> <p>2) Curriculum Director</p>	<p>1) Before the beginning of the school year and as needed.</p> <p>2) Weekly</p>	<p>1) Professional Development Binder (which includes logs of each PD offered)</p> <p>2) Weekly teacher schedule (with staff meeting)</p>

List Specific Professional Development Topics That Will Be Covered

<p>ELA Professional Development: Teachers and aides will be trained in the school's new ELA curriculum (including Core Clicks, Core5, Writing City, Lalilo, Night Zookeeper, Freckle/STAR assessments). Training will include 1) *implementation of the programs (including AZCCRS alignments) 2) testing available (embedded and benchmark) 3) reading/tracking of student data 4) providing support (and resources available to do so) based on the data.</p> <p>Math Professional Development: Teachers and aides will be trained in the school's new ELA curriculum (including ZearnMath, Buzz Math, Freckle/STAR assessments).). Training will include 1) *implementation of the programs (including AZCCRS alignments) 2) testing available (embedded and benchmark) 3) reading/tracking of student data 4) providing support (and resources available to do so) based on the data.</p> <p>Effective Use of Technology Training: Teachers and aides will be trained in the school's new well-rounded online curriculum (including DiscoveryEducation, Prodigies Music, Go Noodle, Freckle, Generation Genius, Gizmos, Night Zookeeper, Art In Action, Nearpod). Training will include implementation of the online programs and materials provided as well as reading/tracking of student data (if applicable).</p> <p>Dyslexia Training as per ADE requirement.</p> <p>COVID safety and support.</p>

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

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

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>

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Kindergarten	<ol style="list-style-type: none"> 1) Direct instruction (via Zoom and NearPod) 2) Independent study on Zearn and Dreambox 	Zearn and Dreambox (and Nearpod)	<ol style="list-style-type: none"> 1) Nearpod interactions and lesson activities (during each session) 2) Dreambox and Zearn Insights and level completion. (checked at least weekly) 	Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)
1-3	<ol style="list-style-type: none"> 1) Direct instruction (via Zoom and NearPod) 2) Independent study on Zearn and Dreambox 	Zearn and Dreambox (and Nearpod)	<ol style="list-style-type: none"> 1) Nearpod interactions and lesson activities (during each session) 2) Dreambox Insights and level completion (checked at least weekly) Zearn Tower. (checked at least weekly) 	Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)
4-5	<ol style="list-style-type: none"> 1) Direct instruction (via Zoom and NearPod) 2) Independent study on Zearn and Dreambox 	Zearn and Dreambox (and Nearpod)	<ol style="list-style-type: none"> 1) Nearpod interactions and lesson activities (during each session) 2) Dreambox Insights and level completion. (checked at least weekly)Zearn Tower Alerts. (checked at least weekly) 	Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)
6	<ol style="list-style-type: none"> 1) Direct instruction (via Zoom and NearPod) 2) Independent study on Buzz Math, 	Buzz Math, Discovery Education Techbooks, and Dreambox (and Nearpod)	<ol style="list-style-type: none"> 1) Nearpod interactions and lesson activities (during each session) 	Freckle check on standards recently taught (weekly)

	<i>Dreambox, Discovery Education Tech Books</i>		2) <i>Dreambox Insights and level completion. (checked at least weekly) Buzz content reports. (checked at least weekly)</i>	<i>and STAR Assessment (Universal Screening and trimester Benchmarks)</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<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>	<ol style="list-style-type: none"> 1) <i>Direct instruction (via Zoom and NearPod)</i> 2) <i>Independent study for practice and reinforcement</i> 	<i>Core5, Lalilo, Core Clicks, Writing City, (Nearpod)</i>	<ol style="list-style-type: none"> 1) <i>Nearpod interactions and lesson activities (during each session),</i> 2) <i>Core 5 Overview (including struggling students) (checked at least weekly)</i> 3) <i>Lalilo student progress chart (checked at least weekly)</i> 	<i>Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)</i>
<i>1-2</i>	<ol style="list-style-type: none"> 1) <i>Direct instruction (via Zoom and NearPod)</i> 2) <i>Independent study for practice and reinforcement</i> 	<i>Core5, Lalilo, Core Clicks, Writing City (Nearpod)</i>	<ol style="list-style-type: none"> 1) <i>Nearpod interactions and lesson activities (during each session),</i> 2) <i>Core 5 Overview (including struggling students) (checked at least weekly)</i> 	<i>Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)</i>

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			<p>3) <i>Writing City Assignment Review (checked as assigned)- Second grade only.</i></p> <p>4) <i>Core Clicks Student Reporting (checked at least weekly)</i></p> <p>5) <i>Lalilo student progress chart (checked at least weekly)</i></p>	
3-5	<p>1) <i>Direct instruction (via Zoom and NearPod)</i></p> <p>2) <i>Independent study for practice and reinforcement</i></p>	<p><i>Core5, Core Clicks, Writing City (Nearpod), Freckle Reading</i></p>	<p>1) <i>Nearpod interactions and lesson activities (during each session),</i></p> <p>2) <i>Core 5 Overview (including struggling students) (checked at least weekly)</i></p> <p>3) <i>Writing City Assignment Review (checked as assigned)</i></p> <p>4) <i>Core Clicks Student Reporting (checked at least weekly)</i></p>	<p><i>Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)</i></p>
6	<p>1) <i>Direct instruction (via Zoom and NearPod)</i></p> <p>2) <i>Independent study for practice and reinforcement</i></p>	<p><i>Power-Up, Writing City (Nearpod), Freckle Reading</i></p>	<p>1) <i>Nearpod interactions and lesson activities (during each session),</i></p> <p>2) <i>Power-up Overview (including struggling students) (checked at least weekly)</i></p>	<p><i>Freckle check on standards recently taught (weekly) and STAR Assessment (Universal Screening and trimester Benchmarks)</i></p>

			<p>3) <i>Writing City Assignment Review (checked as assigned)</i></p> <p>4) <i>Freckle Adaptive (checked as assigned)</i></p>	

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<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)</i>	<i>Generation Genius Mystery Science Freckle Science</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>Hands-on Performance task/Project</i>
<i>1</i>	<i>Direct instruction (via Zoom)</i>	<i>Generation Genius Mystery Science Freckle Science</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>Hands-on Performance task/Project</i>
<i>2-3</i>	<i>Direct instruction (via Zoom) PBLs</i>	<i>Generation Genius Mystery Science Freckle Science</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>PBL product, End of unit Self Reflection of Performance and Learning, and/or end of unit assessment</i>
<i>4-5</i>	<i>Direct instruction (via Zoom) PBLs Independent Study</i>	<i>Generation Genius Mystery Science Gizmos Discovery Techbooks Freckle Science</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>PBL product, End of unit Self Reflection of Performance and Learning, and/or end of unit assessment</i>

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6	<i>Direct instruction (via Zoom) PBLs Independent Study</i>	<i>Generation Genius Gizmos Discovery Techbooks Freckle Science</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>PBL product, End of unit Self Reflection of Performance and Learning, and/or end of unit assessment</i>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	<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) Independent Study</i>	<i>Social Studies Weekly Freckle Social Studies (Nearpod)</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>Hands-on Performance task/Project</i>
<i>1</i>	<i>Direct instruction (via Zoom) Independent Study</i>	<i>Social Studies Weekly Freckle Social Studies (Nearpod)</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>Hands-on Performance task/Project</i>
<i>2-3</i>	<i>Direct instruction (via Zoom) PBLs Independent Study</i>	<i>Social Studies Weekly Freckle Social Studies (Nearpod)</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>PBL product, End of unit Self Reflection of Performance and Learning, and/or end of unit assessment</i>
<i>4-6</i>	<i>Direct instruction (via Zoom) PBLs Independent Study</i>	<i>Social Studies Weekly Freckle Social Studies (Nearpod)</i>	<i>Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]</i>	<i>PBL product, End of unit Self Reflection of Performance and Learning, and/or end of unit assessment</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other - including art, music, and Spanish)				
	<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>

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Kindergarten	Direct instruction (via Zoom)	Prodigies Music Cosmic Yoga Go Noodle Art in Action [Nearpod]	Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]	completed art projects
1	Direct instruction (via Zoom)	Prodigies Music Cosmic Yoga Go Noodle Art in Action [Nearpod]	Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]	completed art projects
2-3	Direct instruction (via Zoom)	Prodigies Music Cosmic Yoga Go Noodle Art in Action [Nearpod]	Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]	completed art projects
4-6	Direct instruction (via Zoom)	Prodigies Music Cosmic Yoga Go Noodle Art in Action [Nearpod]	Teacher Monitoring (during class discussions and activities) [frequency depends on unit topic]	completed art projects

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

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

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

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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
<ol style="list-style-type: none"> 1) Special Education services/meetings provided by certified instructors can take place in a variety of settings depending on the needs of the student, families and providers (including virtual meetings and individual or small group instruction) 2) PPE will be provided as needed including cough and sneeze guards and face shields 3) A Special education aide will be available to provide assistance and tutoring either in class or virtually as needed 4) Special Education Team will meet at the beginning of the school year to plan services and determine need 5) General education teacher will contact the distance learning special education student's parents at least monthly specifically to discuss special education progress and needs 6) Monthly meetings will be held to discuss long-distance learner progress and needs (attendees will include classroom teacher, special education provider, and special education aides (if applicable)) 7) Trimester virtual Parent-Teacher Conference to discuss long-distance learner progress and needs (attendees will include classroom teacher, special education provider, and 	<ol style="list-style-type: none"> 1) Special Education Director 2) Special Education Director 3) Special Education Director 4) Special Education Director 5) Special Education Director 6) Special Education Director 7) Special Education Director 	<ol style="list-style-type: none"> 1) Scheduling will take place at the beginning of the school year and as needed 2) Before beginning of services 3) Scheduling will take place at the beginning of the school year and as needed 4) Beginning of the school year 5) Monthly 6) Monthly 7) At the end of each trimester 	<ol style="list-style-type: none"> 1) Special Education Delivery Log and Schedule 2) Receipts of purchase 3) Tutoring schedule and Learning Log 4) Individual student Learning Log 5) Special Education Student Log 6) Special Education Student Log and meeting log 7) Special Education Student Log and meeting log

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special education aide (if applicable) and parents)			
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Process for Implementing Action Step

NOTE: All steps below will have evidence collected in the manners noted above.

- 1) The Special Education Team will meet at the beginning of the school year determine needs and plan for how to schedule services for at home and in-school learners.
- 2) If students are learning virtually, the team will contact the parents and create a schedule of time and place of services.
- 3) Parents of distance learning special education students will be given the contact information of the aide(s), teacher, and special education provider(s) who are working with their child so that they can contact staff if they have any questions, concerns, or issues.
- 4) Services will be provided as scheduled.
- 5) The general education teacher will contact the guardians of each distance learning special education student at least monthly specifically to discuss special education progress and needs.
- 6) A special education team will hold a monthly meeting to discuss long-distance learner progress in tutoring, services, and schoolwork so that services and work can be adapted as needed (attendees will include classroom teacher, special education provider, special education aides (if applicable), and parent if needed/requested). Changes will be made in scheduling and aide assistance/tutoring as needed.
- 7) At the end of each trimester, a virtual Parent-Teacher Conference will be held to discuss long-distance learner progress and needs (attendees will include classroom teacher, special education provider, and special education aide (if applicable) and parents).
- 8) Special Education progress reports as well as general classroom progress reports will be created and distributed as normal..

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
<ol style="list-style-type: none"> 1) For distance learning students, Azella Testing and reassessments will be offered as normal, except that the assessments will be offered at school during off school-times to ensure that students will not come in contact with other people. A sneeze guard, gloves, and a face shield will be provided. 2) For distance learning students ELL will follow the SEI Two Hour model [using Lexia (Core-5 or Power-Up), Core Clicks, Writing City, Lalilo, Freckle Adaptive Reading Time, and direct virtual instruction. 	<ol style="list-style-type: none"> 1) Assistant Director 2) Assistant Director 3) Classroom teacher monitored by Assistant Director 4) Classroom teacher monitored by Assistant Director 5) Classroom teacher or aide (Monitored by Assistant Director) 6) Classroom teacher monitored by Assistant Director 	<ol style="list-style-type: none"> 1) At the beginning of the school year, or upon enrollment 2) daily for 2 hours 3) Monthly 4) Daily 5) As needed 6) Monthly 	<ol style="list-style-type: none"> 1) 10Assessment log (and actual assessments) 2) Student Learning Log and weekly schedule 3) Student Learning Log 4) Teacher will use the Daily Teacher Online Curriculum Checklist on Google Forms to show which websites were checked each day. 5) Student Learning Log 6) Meeting Log Sheet

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<p>3) General education teacher will contact the parent of the distance learning ELL student at least monthly specifically to discuss progress and needs</p> <p>4) Student work will be monitored by staff daily to see if the student needs additional assistance/support- tutoring and interventions will be scheduled as needed.</p> <p>5) Additional tutoring and interventions will be provided by a teacher or aide as needed.</p> <p>6) Meetings will be held at least monthly to discuss long-distance learner progress and needs (attendees will include classroom teacher and aides delivering tutoring). Adaptations to instruction and tutoring schedule will be made.</p>			
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Process for Implementing Action Step

<p>Highland will follow its ELL Compliance Timeline and process for all students.</p> <p>Below is listed only the process that is different because of distance learning.</p> <ol style="list-style-type: none"> 1) When the students require testing upon enrollment based on their PHLOTE or in the spring, we will schedule testing with families. Assessment will be offered as normal, except that the assessments will be offered at school during off school-times to ensure that students will not come in contact with other people. A sneeze guard, gloves, and a face shield will be provided. 2) If distance learning students qualify or have already qualified, then they will be provided with the SEI 2 hour- model of instruction which will be an adapted weekly schedule that will differ from the general distance learning plan and include 2 hours of required instruction. Instruction will be provided via virtual classroom instruction as well as online curriculum (including Core 5/Power-Up, Lalilo (for younger students) and Freckle Adaptive reading for older students, Core Clicks, and Writing City. 3) Work will be monitored daily and accommodations, adaptations, and interventions will be scheduled as needed. Progress monitoring is embedded in Freckle and Core 5/Power-Up. Assessments, including universal screening, benchmarks, and progress monitoring will be the same as in-person non-ELL students. 4) Hours worked will be logged at least weekly. If students are not meeting the required hours, an aide will provide more direct monitoring and will contact the student more frequently during the week and at least daily to set up a plan. 5) Teachers and aides will be available for virtual interventions/tutoring based on the assessments and monitoring of work. 6) Monthly meetings will be held to discuss the progress of the student. and tutoring and interventions will be adapted as necessary.

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
Social Emotional Learning	Teacher Check-in	x	x	x	x
	Packet of Social and Emotional Topics				
	Online Social Emotional videos				
	Parent Training				
	Other: Online resources on Website	x	x	x	x

		Kinder	1-3	4-5	6
Counseling Services	In-Person				
	Phone				
	Webcast				
	Email/IM				
	Outside Provider- as needed (communication dictated by parent and provider needs and availability)	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) School will compile resources to help support community members and post them on our webpage (these resources include: local services, Covid information, emotional support material, etc.) 2) Parents and students will be provided with different means of communicating with the staff	1) Curriculum Director 2) Curriculum Director 3) Curriculum Director 4) Teacher monitored by Curriculum Director 5) Assistant Director	1) Before the start of school 2) Upon enrollment 3) Before school begins (and changed as needed) 4) Weekly (at least) 5) As needed	1) webpage 2) List of participants in Remind and Google classrooms. School email list of all people who receive notices. 3) Teacher schedule with office hours. 4) Individual student Learning Log and weekly schedule 5) Records of consultation

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<p>including Remind, Google Classroom, and email.</p> <p>3) Teacher office hours will be created to allow parents and students to communicate with the teachers.</p> <p>4) In addition to the live-streaming instructional sessions, staff will check in with distance learning families by phone, video conferencing, or by email at least every 2 weeks (and more as needed)</p> <p>5) Outside providers will be referred to or consulted if serious concerns are noted.</p>			
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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
<p>1) We will use both adaptive online curriculum (to help support students at their individual skill level) as well as grade level online curriculum- to ensure that students are taught their grade-level standards as well as are supporting their needs.</p> <p>2) These ELA and math programs will be monitored for growth and achievement weekly using the embedded progress monitoring tools and alerts.</p> <p>3) Students will be assessed multiple times throughout the year to monitor their growth and achievement. These assessment will include</p>	<p>1) Curriculum Director</p> <p>2) Teacher overseen by curriculum director</p> <p>3) Curriculum Director</p> <p>4) Teacher overseen by curriculum director</p> <p>5) Teacher overseen by curriculum director</p> <p>6) Curriculum Director</p>	<p>1) Daily</p> <p>2) At least Weekly</p> <p>3) varies depending on assessment (universal- beginning of school year, benchmark- trimester, standard checks- weekly, Progress monitoring via STAR as needed)</p> <p>4) As needed (if student is not making progress)</p> <p>5) As needed (if student is not making progress)</p> <p>6) As needed (if student is not making progress)</p>	<p>1) Weekly Schedule</p> <p>2) Teacher will use the Daily Teacher Online Curriculum Checklist on Google Forms.</p> <p>3) Assessment binder, STAR assessment reporting, and Freckle assessment reporting.</p> <p>4) Individual student Learning Log. Tutoring schedule.</p> <p>5) individual student Learning Log.</p> <p>6) Tutoring log, RTI worksheet (if necessary)</p>

<p>universal screenings, benchmark assessments, and weekly assessments on standards taught.</p> <p>4) If we notice that students are not progressing, We will determine the root cause , contacting the family if needed to help determine the cause). If the cause is not completing the work, we will be contacting the student more frequently to help child adhere to curriculum schedule. If it is due to not understanding, we will schedule tutoring sessions. If it is due to other technical issues that we can help with, we will work with the family to help solve the problem.</p> <p>5) If the student does not progress because of lack of adhering to distance learning curriculum and tutoring schedules- we will then talk with the parents about other options, including returning to in-person schooling.</p> <p>6) If the student is not progressing academically and is adhering to the curriculum and tutoring schedules, then additional interventions will be considered via the RTI process.</p>			
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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.*

<p>Benchmark Assessments (Math)</p>
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	<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>STAR Early Literacy</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>1</i>	<i>STAR Early Literacy</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>2-3</i>	<i>STAR Math</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>4-6</i>	<i>STAR Math</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>

Benchmark Assessments (ELA)			
	<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>STAR Early Literacy</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>1</i>	<i>STAR Early Literacy</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>2-3</i>	<i>STAR Reading</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>
<i>4-6</i>	<i>STAR Reading</i>	<i>Live Zoom meeting</i>	<i>August 26-Sept 2m, November 4-10, Sept 17-23, May 10-14</i>

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

We will try to have student use 2 devices, one to work on and the other to monitor student and screen. We included a week span for each assessment because it might be difficult to get everyone to test on the same days (especially with sicknesses and other circumstances).

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.