

# 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	Blue Adobe Project	Charter Holder Entity ID	89871
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Dr Shari Popen		
Representative Telephone Number	520-382-9210		
Representative E-Mail Address	director@skyislands.org		

## School Information

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

School Name	Entity ID	CTDS
Sky Islands	89872	108501000

## 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.*

*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.*

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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	75	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Unknown	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	75
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until Pima County Health Department says it is safe for all students. <input 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 follow the Pima Health Dept guidance on a safe return to in-person instruction. We do not anticipate returning with a hybrid program. That may mean that we extend the remote teaching longer to be precautionary. We are not anticipating in-person schooling until January 2021 at the earliest. If a safe return to in-person school arrives sooner, our schedule allows us to seamlessly transition back to in-school classes.		

Is the charter requiring students to do distance learning?	Choose an item.
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. Attendance for DL students will be taken in the first 10 minutes of each class and delivered to the school registrar at the end of each class. Teachers who are on-site can hand deliver. Teachers who are off-site will electronically send the attendance at the end of each class.	School registrar and each teacher.	Every class in session, 3X per day.	Registrar has hard copies of daily attendance registers for each class and is able to enter DL attendance into Schoolmaster.
2. Attendance for students who are on-site in order to access the remote curriculum will be taken by the monitor present and given to the on-site registrar.	School registrar and on-site monitor. On-site students will also be accounted for in the class Zoom meetings by the teacher.	Every class in session, 3X per day	Registrar has hard copies of daily attendance registers for each on-site student and is able to enter on-site attendance into Schoolmaster.

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3. DL data will be collected and reported to the Office of the State Superintendent on the form provided for days 1-40 and 1-100.	School registrar.	40 <sup>th</sup> day and 100 <sup>th</sup> day.	Completed form and record of receipt.

*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
1. School administrators have kept in weekly contact with students and parents over the summer, as well as creating a COVID Reopening School Notice Board on the school’s website for all updates.	School administrators	Weekly	Website link is current and readily available
2. Remote teaching and learning will take place according to a regular class period schedule that closely follows the 2019/2020 in-person class schedule. Teachers will, unless circumstances restrict, teach classes from their classroom using a combination of Zoom and MS Teams technology. Students are required to ‘attend’ class remotely at the time of the class and participate in the instructions and activities.	Students and teachers, as well as parents and guardians.	Daily, 5X per week between 9am and 3pm.	Student attendance and teacher reports.
3. All classes will be kept under 20 students to facilitate interaction between the teacher and students.	Teachers, students, parents/guardians, and school administration.	Daily, 5X per week between 9am and 3pm.	Active participation on Zoom—students are able to ask questions and comment in real time, and teachers can provide support in real time.
4. Teachers will hold regularly scheduled office hours, make their school e-mails available to students between the hours of 9am and 5pm, and respond to inquiries from students and parents with 24 hours.	Teachers and school administrators.	Daily, as needed.	Students and parents are aware of expectations and express confidence in the DL program.

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5. Teachers will regularly post class topics, due dates for assignments and tests, and supplemental materials on the school's Sky Link page for their classes.	Teachers and school administrators. Students are responsible for checking the Sky Link page for their classes.	Daily, as needed.	Sky Link pages are accurate and up to date.
6. The first three day of the remote program will be dedicated to building the school culture through small group sessions, student interactions with each other and will school staff, and training on Zoom and MS Teams so that students are ready to confidently access the curriculum.	Teachers, students, and school administrators.	August 17, 18, and 19, 2020. Regular classes will begin on August 20 and 21.	Students and teachers are able to access the class Zoom and MS Teams successfully, equitably, and confidently.

### 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
1. Teachers are expected to plan the curriculum and meet each class remotely at the scheduled time each day and provide instruction, small group break-out sessions, class assignments, and evaluations.	Teachers and administrators.	Daily, as needed.	Supervision by the school administrators, student and parent reports.
2. Teachers are expected to maintain communication with each student and support student work in class and remotely via e-mail, the Sky Link platform, and MS Teams.	Teachers and administrators.	Daily, as needed.	Supervision by the school administrators, student and parent reports.
3. Teachers and school administrators are expected to be fluent in Zoom and MS Teams platforms and to assist students with tech support as needed.	Teachers and administrators.	Daily, as needed.	Supervision by the school administrators, student and parent reports.

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<p>4. Teachers are expected to be aware of the demands that screen-based teaching and learning makes and provide students with regular opportunities to alternate instruction with small group interaction, and to allow them to periodically move away from the screen during a 90 minute class.</p>	<p>Teachers and administrators.</p>	<p>Daily, as needed.</p>	<p>Supervision by the school administrators, student and parent reports.</p>
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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.*

<p><b>Action Step(s)</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Frequency and/or Timing</b></p>	<p><b>Evidence of Implementation</b></p>
<p>1. Teachers' course loads have been reduced in recognition that providing remote instruction is more demanding and time-consuming than on-site instruction.</p>	<p>School administrator.</p>	<p>Daily.</p>	<p>Teachers will report less stress with the remote instruction and greater opportunities to provide student support.</p> <p>Professional development calendar Zoom attendance sheets Meeting notes</p>
<p>2. All staff met remotely through Zoom to be trained in and confident with both Zoom and MS Teams platforms.</p>	<p>Teachers already familiar with platforms, local technology experts, other school leaders, and school administrators.</p>	<p>August 3 through August 14, daily.</p>	<p>Staff collaborated in real time learning, teaching, and working with the remote platforms.</p> <p>Professional development calendar Zoom attendance sheets Meeting notes</p>
<p>3. Teachers, staff, and administrators met through Zoom in real time to discuss the remote instruction that took place spring semester 2020. We reviewed what worked and where we needed to revise the instructional planning and platforms for greater student participation and success.</p>	<p>Teachers, staff, and administrators.</p>	<p>On-going August 3 through August 14 and continuing.</p>	<p>The platforms and implementation of the instructional program are more interactive and provide for greater communication between teachers and students, and between students.</p> <p>Professional development calendar Zoom attendance sheets Meeting notes</p>

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<p>4. School administrators have been on-site all summer preparing for returning remotely and keeping the staff up to date with state policies, health department guidelines, repairs and preparations for reopening the building, and grant funding.</p>	<p>School director, assistant director, and director of strategic planning.</p>	<p>On-going from end of school year 2020 to current reopening.</p>	<p>The building has made health and program investments to support safety and remote instruction, including installing no-touch mechanisms in all the bathrooms, purchasing laptops and chrome books for teacher and student use, purchasing temperature readers and disinfectants, etc.</p>
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### 5. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Develop and implement a two-week in service training for staff prior to reopening on August 17.</p>	<p>School director and staff.</p>	<p>August 3- August 14, and on-going.</p>	<p>Professional development calendar Presentations Zoom attendance sheets Meeting notes</p>
<p>2. Teachers who are more knowledgeable about Zoom and MS Teams have been providing in-service instruction on those platforms. As well, we have reached out to our IT service provider and to other school administrators for in-service help.</p>	<p>School director and teachers.</p>	<p>10am staff meetings each day August 3— August 14 and on-going.</p>	<p>All staff members can access Zoom and MS Teams confidently, can toggle between the platforms, and can break out into smaller groups.</p> <p>Professional development calendar Zoom attendance sheets Meeting notes</p>
<p>3. Professional development is also being provided by a teacher trained in Understanding by Design to staff. Each staff member was given a copy of the book <i>Essential Questions: Opening Doors to Student Understanding</i>. This is being supported as well by the other books in the series, esp. <i>The Understanding by Design Guide to Creating High-Quality Units</i></p>	<p>School director and UbD trained teacher</p>	<p>10am staff meetings each day August 3— August 14 and on-going.</p>	<p>Teachers will use the UbD model to frame essential questions as a way to make the Zoom classes more interactive and participatory.</p> <p>Professional development calendar Zoom attendance sheets Meeting notes</p>
<p>4. Training on breaking down the Zoom class meetings into chunks to allow time for students to step back from the screens is also being provided</p>	<p>The school director taught at the University level in colleges of education for 20+ years and is providing the in-service handouts and worksheets</p>	<p>10am staff meetings each day August 3— August 14 and on-going.</p>	<p>Teachers will be able to divide their instruction into shorter chunks and pay attention to the levels of engagement of each of their students on Zoom.</p>

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<p>using materials from the following newly published books:          Teaching Effectively with Zoom: A practical guide to engage your students and help them learn; and          Teaching in the Post Covid Classroom: Mindsets and Strategies to Cultivate Connection, Manage Behavior and Reduce Overwhelm in Classroom, Distance and Blended Learning</p>			<p>Professional development calendar          Zoom attendance sheets          Meeting notes</p>
<p>5. In-service training is provided to orient teachers to the special instructional needs and abilities of students who have an IEP or 504 Plan.</p>	<p>School director and Special Education coordinator on-site.</p>	<p>10am staff meetings each day August 3— August 14 and on-going.</p>	<p>Teachers will be able to recognize and support students with special needs and provide accommodations and/ or modifications remotely.</p> <p>Professional development calendar          Zoom attendance sheets          Meeting notes</p>

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

<ul style="list-style-type: none"> <li>▪ How to use technology for remote instruction;</li> <li>▪ How to use the UbD model to provide enriched Zoom engagement and participation;</li> <li>▪ How to chunk instruction to provide off-screen time and small group work;</li> <li>▪ How to support students with special needs remotely</li> </ul>
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### 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	x	x	x
Other:			

What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X		
Extended Weekday Hours	X		
24/7 Support		X	X
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)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8				
9-12	1. Direct instruction via Zoom and MS Teams, using project-based learning with online resources, podcasts, videos, engineering and architecture problems.	Students will have textbooks for Algebra 1 and 2 and Geometry— <i>Reveal Mathematics, Interactive Student Edition</i> , McGraw Hill. A graphing calculator can be found at <a href="https://www.desmos.com/calculator">https://www.desmos.com/calculator</a> for use in Alg 1, Alg 2 and Geometry as needed.	Including but not limited to: quizzes, homework, knowledge check questionnaire, group research projects and presentations on applied mathematics, mathematics explorations via real world scenarios (how do engineers use geometry). Consistent and regular frequency, one quiz per week, two homework assignments per week, one research project per quarter.	Including but not limited to: end of unit testing, cumulative end of quarter testing. Summative assessments are taken once at the end of every unit and once at the end of every quarter.

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	<p>2. Math 12 Web-based video lessons combined with direct teacher instruction on Zoom and support via Microsoft Teams</p> <p>Support texts will include:  <i>Math Adventures with Python: An Illustrated Guide to Exploring Math with Code</i>  <i>Doing Math with Python: Use Programming to Explore Algebra, Statistics, Calculus, and More!</i></p>	<p>Edhesive: Nationally recognized high school online class. Topics will include how to:</p> <ul style="list-style-type: none"> <li>code in Python and conceptualize course content</li> <li>navigate and utilize Edhesive’s online course</li> <li>pace course learning for themselves and students</li> <li>differentiate teaching methods for varied learners</li> <li>customize online modules for student success</li> <li>manage a blended classroom with hands-on techniques</li> <li>effectively use teacher and student support resources</li> </ul>	<p>Daily practice activities and assignments that are provided by the Edhesive curriculum, and quizzes every 2 to 3 weeks</p>	<p>Edhesive provides 5 unit tests per semester, scheduled every 3 to 4 weeks</p>
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<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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<p>1. Direct instruction via Zoom/Microsoft Teams</p> <p>2. Small group instruction via Zoom/Microsoft Teams</p> <p>3. Independent review and skills development</p>	<p>1. Teacher developed literary analysis curriculum aligned to Arizona State Standards; Teacher developed writing and presentations based on the Arizona State Standards</p> <p>2. Small group/class discussion via Zoom/Microsoft Teams</p> <p>3. Teacher developed content and</p>	<p>1. Direct observation and evaluation in class, small group and one-on-one</p> <p>2. Teacher assessment and feedback of daily/weekly assignments</p> <p>3. Teacher assessment and feedback of daily/weekly assignments</p>	<p>1. Teacher-led summative assessment and unit assessments in various forms including exams, written responses/essays, and presentations.</p> <p>2. Weekly discussion/analysis questions and similar material, bi-weekly quizzes and exams, completion of quarter/semester</p>

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		strategies & other supplemental programs and materials		final unit project/exam 3. Weekly discussion/analysis questions and similar material, bi-weekly quizzes and exams, completion of quarter/semester final unit project/exam
	Every class will include a presentation component, a discussion, and group and individual practice	Teacher designed content delivered through Zoom online interface and MS Teams shared files for paperwork	Students will be evaluated every class on short writing and participation, and will have essays and written assignments each quarter; classes will adjust dynamically in response to demonstrated areas of need	Students will be expected to demonstrate familiarity with the material covered and will be assessed on a bi-weekly basis for vocabulary, for thematic understanding, and for ability to apply their knowledge.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	Classes will be held live remotely according to the school's schedule Whole-class instruction and in-class group work will occur remotely during these times through Zoom, which will include the use of breakout rooms (monitored by the teacher) for student group activities Class materials, assignments, and tests will be posted, submitted, and graded through Microsoft Teams (including all homework and other assignments to be completed outside of class time) Microsoft Teams will also be used	Office 365- Microsoft OneDrive Zoom Microsoft Teams  Book: STEM-Student Research Handbook	Live classes will have regular checks for understanding, verbal questioning, and opportunities for informal assessments (both verbal and written) Students will complete written homework assignments based on course activities and materials following each live class through the Teams platform (using software such as Word, Excel, PowerPoint, or internet-based research)  Formative assessment strategies include concept maps, learning logs/journals, quick-writes,	Students will receive two 'take-home' summative tests each quarter through the Teams platform (at the conclusion of each major course unit) Students will also conduct one individual or group project each quarter, also to be collaborated on and submitted via Teams  Summative Assessments include scientific poster, research report, debate, oral report, collage, physical models, prototype, museum exhibit, timelines, and tests. Summative assessments are given approximately 1-2 times per quarter,

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	<p>simultaneously with Zoom during class times for students to access course materials and collaborate on group assignments                  Course activities, due dates, and supplemental materials will also be posted regularly on the existing class blogs                  Students can interact and request help with the teacher or each other via email or the Teams platform</p> <p>Methods will include:</p> <ul style="list-style-type: none"> <li>• Inquiry-Based Learning</li> <li>• Project-Based Learning</li> <li>• Student-designed research projects</li> </ul>		<p>homework assignments, research notes, quizzes plans/prototypes and preliminary drawings, one-on-one meetings, group meetings.                  Formative assessments are done regularly, approximately once or twice a week.</p>	<p>depending on the class and type of assessment.</p>
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<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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<p>1. LEAD Guitar                  Instructional methods delivered VIA Zoom in real time class instruction. Could include but is not limited to guest lecture, instructional video within the class and collaborative interaction between students and teachers as well as student to student.</p>	<p>Content will be provided by UA Presents Lead Guitar curriculum and delivered via Zoom, Microsoft teams and direct email access.</p>	<p>Formative assessments will include informal weekly observations of students playing, attendance, daily participation, individual performances and quizzes.</p>	<p>Summative assessments will include Unit benchmarks accomplishments per the Lead Guitar provided curriculum</p>

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	<p>2. Watershed Management Instructional methods delivered VIA Zoom and Microsoft Teams in real time class instruction.</p>	<p>Content will be provided by teacher in a variety of mediums including, lecture guest lecture, online videos, reading resources, project- based learning, and GIS.</p>	<p>Formative assessments will include reflection writing, presentations, essay writing, online binder checks, attendance, participation and reading logs.</p>	<p>Summative assessments will include final design presentations and individual student reports.</p>
	<p>3. French 1 and 2 Remote instruction will be provided using Zoom interactive platform and MS Teams for written work, and will include audio activities</p>	<p>Support will be provided by the following books:  Bon Voyage Workbook and Audio Activities Glencoe French 1 Teacher Wraparound Edition Glencoe French 1 Bon voyage! Bon voyage! Level 2 Glencoe French Bon Voyage Level 2, Workbook and Audio Activities</p>	<p>Formative assessments will include weekly vocabulary and grammar worksheets and quizzes as well as pronunciation</p>	<p>Summative assessments will include binder checks and comprehensive tests as well as pronunciation, vocabulary, and grammar evaluations</p>
	<p>4. Humanities Remote instruction will use Zoom interactive platform and MS Teams for written work, and will include videos and films, as well as opportunities for small group work and class discussion</p>	<p>Units will focus on critically thinking about and discussing current issues in humanities that deal with race, gender, as well as cultural studies involving philosophy, religion, and politics. Students will read selective texts, screen films, and study current events.</p>	<p>Units will include weekly written reflections, no shorter than half a page, and will require critical thinking about the topic, beyond opinions, that is supported by facts and textual evidence.</p>	<p>Students will receive two 'take-home' summative tests each quarter through the Teams platform (at the conclusion of each major course unit Students will also conduct one individual or group project each quarter, also to be collaborated on and submitted via Teams</p>
	<p>5. Health Instructional methods delivered VIA Zoom and Microsoft Teams in real time class instruction.</p>	<p>Units will focus on the study of and the overarching relationship between health and the environments—social, natural, physical. This class will collaborate with core 9<sup>th</sup> grade classes—civics, visual arts, and language arts,</p>	<p>Each reading and activity will be accompanied by a reflection and discussion assignment. Reflection readings will be posted every Monday, with <b>each reflection assignment due by the following Friday (no later than 5pm)</b>. Each reflection must be no shorter than half a page and must make connections between both the given reading and class notes</p>	<p>Students will receive two 'take-home' summative tests each quarter through the Teams platform (at the conclusion of each major course unit Students will also conduct one individual or group project each quarter, also to be collaborated on and submitted via Teams</p>

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	<p>6. Culinary Arts Instructional methods delivered VIA Zoom in real time class instruction. May include, but is not limited to, guest lectures, instructional video within the class, and collaborative interaction between students and teachers as well as student to student.</p>	<p>Content will be provided by teacher/Chef, interactive video presentations, “round table” discussions, and project-based learning VIA Microsoft Teams and Zoom. Students will prepare foods in real time remotely using local ingredients</p>	<p>Formative assessments will be in the format of weekly observation of technique learned in class, daily participation, and short reflections based on interactive videos.</p>	<p>Summative Assessments will be in the format of unit exams based on Culinary curriculum, as well as collaborative assignments created by two or more staff members.</p>
	<p>7. Visual Arts Instruction will be delivered via Zoom and MS Teams by the arts instructor as Inquiry and Project-Based Learning. Student-designed art assignments</p>	<p>Content materials: Articles, websites, books, art materials in coordination with core classes across the program</p>	<p>Formative assessment strategies include: responses to readings (in class and homework); preliminary sketches and concept drawings; written reflections. 1-2 times/week.</p>	<p>Summative Assessments include: slide presentation, individual or group; visual presentation of own work and written reflection; participation in group critiques. Summative assessments given 1-2 times per quarter.</p>

**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.***

*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
On-site SPED coordinator will provide one half day in-service training regarding how	School director and on-site SPED coordinator	August 13 and on-going	Professional development calendar Zoom attendance sheets

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to support students with special needs and safeguards outlined by HIPAA			Meeting notes
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**Process for Implementing Action Step**

On-site SPED coordinator will organize and provide in-service training and on-going support to faculty, students, and families as needed.

*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
Currently the school does not have any ELL students. Several staff members are fluent in a second language—Spanish, French, Japanese, and several African dialects. We do have access to a deaf translator and have used that service for a deaf parent of a hearing student.	School director and dual language staff members.	Weekly as needed.	Record of student ELL enrollment

**Process for Implementing Action Step**

Concurrent with ELL student enrollment ESL resources will be provided so that the student’s language barrier does not interfere with their education.

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

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					X
	Webcast					X
	Email/IM					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. We are a smaller school with a staff to student ratio of 1:7. We have a strong school culture that is supported by a sense of responsibility and care. Students will seek out staff members for counseling and will support their peers and uphold the school norms	School staff, teachers, and students and families.	Daily and on-going.	Teacher reports Student outreach Family reports Coaching logs
2. We anticipate that cyber-bullying may become a problem with the use of Zoom and MS Teams technology—virtual coaching to staff will be provided	School staff, teachers, and students and families.	Pre-reopening staff orientation and on-going.	Teacher reports Student outreach Family reports Coaching logs

### 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
Teachers of each content area are highly trained with strong teaching experience—assessments for competency is built into the course evaluations at the high school level. They	School director and teachers.	Daily.	Student grades Student work Teacher reports Staff meeting discussions Attendance records

include portfolios, presentations, reports, research papers, quizzes and tests, etc. Each is graded using a school rubric.			
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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.

<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>
<i>Kindergarten</i>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	AzM2 statewide test ACT	Spring 2021 online and in person Spring 2021 in person at school	Spring 2021 Spring 2021

<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>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	AzM2 statewide test ACT	Spring 2021 online and in person Spring 2021 in person at school	Spring 2021 Spring 2021

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

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### Additional Information (Optional)

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.