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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	Tucson Youth Development	Charter Holder Entity ID	4422
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Jay Slauter (Executive Director/Superintendent)	
Representative Telephone Number		(520) 623-5843	
Representative E-Mail Address		jay.slauter@tucsonyouth.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
ACE Charter High School	5861	108660201
YouthWorks Charter High School	90286	108660202

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.

How many instructional days will the charter school operate for School Year 2020-2021?	*180 School Days*
How many instructional days did the charter school operate for School Year 2019-2020?	*180 School Days*

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

Estimated Enrollment for FY 2021	98 students	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	98 students	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			

> Students will be divided evenly and organized into distinctive two groups. The first group would attend on Monday, Wednesday, and Friday. The second group would attend on Tuesday and Thursday, however in the following week the second group would now attend Monday, Wednesday and Friday with the first group attending Tuesday and Thursday. This rotation would continue through the remainder of the school year or until further direction from the Arizona State Board for Charter Schools (ASBSC).

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. Teachers will record attendance in PowerSchool at the beginning of each class period. 2. Teachers will attempt to contact absent students OR provide these names to the Student Supports Coordinator (SSC) for follow-up. 3. Based on direction from the SSC and College and Career Readiness Advisor (CCRA), tutors will email students an absence notification and offer academic support 4. The SSC will make daily phone calls to listen and respond to student needs with appropriate resources. This consists of reaching out to families who are disengaged students.	1. Teacher 2. Teacher 3. SSC, CCRA, and Tutors 4. SSC	1. Daily 2. Daily 3. 11:30 am and 3:00 pm daily 4. Daily	1. Student participation in a virtual classroom period, and/or submission of assignment(s) 2. Email and shared contact log in Google Drive 3. Email and shared contact log in Google Drive 4. Documented in MTSS Intervention Form

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. Teachers will provide synchronous or asynchronous instruction to students. In addition, teachers will communicate with students and/or parents via Google Meet, telephone, and email 2. Tutors will contact students to provide lesson assistance 3. Special Education Team will contact students for academic or socioemotional assistance 4. Contact juniors and seniors to monitor coursework and academic progress 5. Student Support Coordinator will oversee student contact for disengaged and/or academically struggling students. This will be conducted on a regular basis through personal phone calls, texts, or virtual meetings. This will also include checking	1. Teacher 2. Tutor 3. Special Education Teachers 4. CCRA 5. SSC 6. SSC 7. All school staff 8. CCRA & SSC	1. Daily 2. Daily 3. Daily 4. Twice per week 5. Daily 6. Daily 7. Once per week 8. Once per week (or as needed)	1. Teacher will log contact time, date, and student name on a live Google document 2. Shared Tutor Google document 3. Shared CCRA Google document 4. Shared MTSS Google document 5. Parent, teacher and administration meetings along with log review 6. Documented in MTSS Google document 7. MTSS meeting minutes 8. Data review meeting minutes

to ensure their district-issued device is working and that they have internet connectivity. 6. SSC would also follow through with parents, teachers, and administration on attendance issues or patterns 7. Weekly staff MTSS meeting 8. Students will be provided support as we determine they are/may be needed. This can include academic and/or socioemotional supports/resources.			

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 will provide weekly lesson plans for their 6 class periods of instruction; this also includes one ECAP period each week. Teachers will	1. Teacher 2. Teacher 3. Teacher 4. Principal/Assistant Principal	1. Weekly 2. Daily 3. Weekly 4. Daily/weekly 5. Daily/weekly (as needed) 6. Daily w/weekly report	1. Lesson plans 2. Weekly data report via *Go Guardian* 3. Weekly data report via *Go Guardian*

choose to work: (1) remotely, (2) on-site, or (3) some combination of these two with a commitment to working the entire 8-hour work day in one of these locations. 2. Whether working remotely or on-site, teachers will maintain regular class times for each period (in accordance with our 2019-2020 bell schedule) and will be available during the duration of the time allotted for each class period. 3. Teachers will adhere to LEA grading policy and update student grades weekly. 4. Teacher instruction will be observed by administration and ASBCS. 5. Teachers and/or the district testing coordinator will oversee formative, summative, and benchmark	5. Teacher/district testing coordinator 6. CCRA 7. SSC 8. Tutors	7. Daily w/weekly report 8. Daily w/weekly report	4. Observation feedback/principal documentation 5. Testing data 6. Shared CCRA Google document 7. Shared SSC Google document 8. Shared Tutor Google document

assessments via synchronous or asynchronous methodologies. 6. The CCRA will support the juniors and seniors to stay on track for graduation. The CCRA will provide necessary accommodations for students entering post-secondary planning. 7. The SSC will provide social/emotional and academic support to learners at a distance. Furthermore, the SSC will utilize the MTSS framework which includes familial and community resources. 8. The tutors will take the necessary actions by maintaining a log to monitor student academic assistance. It is vital they establish a rapport with students through daily communication via emails, video			

conferencing or phone call.			

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. School Administration and support staff will be available on site. 2. Staff meetings will discuss updates in respective departments and specific items such as SEI, Exceptional Education, and the Multi-Tiered System of Supports (MTSS). 3. School administration will conduct instructional observations for each class. The instructional observation will provide teachers with meaningful and direct feedback to work on with their Instructional coach and professional development providers.	1. Administration, CCRA, SSC, and Exceptional Education 2. All School staff 3. Administration	1. Early August 2. Weekly 3. Weekly	1. Meetings and emails 2. Meeting minutes, agenda 3. Google Meet, On-site classroom

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. The school will hold a professional development training workshop to showcase a variety of ways to use technology in instruction. This "Mix it Up" workshop will provide teachers an opportunity to enhance their current lessons with a variety of educational technology applications through collaboration and hands-on training. This workshop will be followed by team meetings, collaborative/shared folders, surveys and additional information to enhance future workshops and individual coaching for EdTech instruction. 2. The Assistant Principal of Curriculum and Instruction will provide instructional coaching and pedagogical support. 3. MTSS texts will be	1. Education Technology Professional Development Specialist and Assistant Principal of Curriculum and Instruction (APAL) 2. APAL 3. Lead SSC	1. Weekly workshops and coaching. 2. Observations and coaching. 3. Weekly/ongoing	1. PLC/PD workshop sign-in sheets, collaborative/ shared folders, individual teacher files 2. Documented observations and instructional coaching-related documents 3. MTSS texts & meeting notes

utilized by the lead SSC to develop approaches to students in need of support.			

List Specific Professional Development Topics That Will Be Covered

Attendance protocols; MTSS student support training; articles/literature supporting, guiding, and assisting DL; education technology; pedagogical professional development.

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			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hotspot			
Supplemental Utility Support (Internet)	X		
Other: On-campus WIFI/network access	X	X	X
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)			
	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	• Overall virtual learning that facilitates peer-to-peer activity and builds classroom culture/climate • Synchronous whole and small group activities through Google Meet • Direct instruction through Google Meet • Asynchronous learning activities through PLP • Blended learning (partially face-to-face; partially remote)	• Google Meet with teacher • System Curriculum Maps for Standards-Alignment • Google Classroom with Google Meet and Full Google Suite	Daily lessons and weekly formative assessments	Quarter and/or semester benchmarks

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8				
9-12	• Overall virtual learning that facilitates peer-to-peer activity and builds classroom culture/climate	• Google Meet with teacher • System Curriculum Maps for Standards-Alignment	Daily lessons and weekly formative assessments	Quarter and/or semester benchmarks

	- Synchronous whole and small group activities through Google Meet - Direct instruction through Google Meet - Asynchronous learning activities through PLP and/or Rosetta Stone - Blended learning (partially face-to-face; partially remote)	Google Classroom with Google Meet and Full Google Suite	

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8				
9-12	- Virtual/in-person lessons - Overall virtual learning that facilitates peer-to-peer activity and builds classroom culture/climate - Synchronous whole and small group	- Google Meet with teacher - System Curriculum Maps for Standards-Alignment - Google Classroom with Google Meet and Full Google Suite	Daily lessons and weekly formative assessments	Quarter and/or semester benchmarks

	activities through Google Meet ● Direct instruction through Google Meet ● Blended learning (partially face-to-face; partially remote)		

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8				
9-12	● Virtual/in-person lessons ● Overall virtual learning that facilitates peer-to-peer activity and builds classroom culture/climate ● Synchronous whole and small group activities through Google Meet ● Direct instruction through Google Meet	● Google Meet with teacher ● System Curriculum Maps for Standards-Alignment ● Google Classroom with Google Meet and Full Google Suite	Daily lessons and weekly formative assessments	Quarter and/or semester benchmarks

	- Asynchronous learning activities through a learning management system. - Blended learning (partially face-to-face; partially remote)			

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

The LEA will provide substantive, teacher-led distance learning instruction beginning on August, 5, 2020. This is the first day of the charter schools' instructional calendar submitted to ADE. The schools will offer synchronous learning where a teacher provides instruction in real-time. Students will be scheduled with a bell schedule using the same class times and days of the week as when the students are enrolled in the brick and mortar schools.

Teachers will maintain a roster of students enrolled in each period each day. All students will be issued Chromebooks and required to login to the class with the specified teacher at the beginning of each period. Teachers will take attendance and record the attendance in PowerSchool. Teachers will then deliver real-time instruction using online platforms including Math XL and other curricular platforms they prepared during extensive off-contract curriculum development during the month of June 2020. Teachers will track and record student progress daily. Teacher activity as well as student activity in the remote learning environment will be tracked and recorded daily using *Go Guardian* statistical tracking analysis.

After August 17, 2020, any student who wishes to receive in-person support at either of the brick and mortar schools will be allowed to do so. These in-person support services include student supervision and strategic support for students in need during standard school hours. This support may include teacher-led or paraprofessional support for students with distance learning instruction. Parents and guardians will be notified of school operations. The schools' distance learning plan will be posted on the schools' website by August 4, 2020. Parents and guardians will be notified of the requirements of A.R.S. § 15-802 and the minimum level of contact required to maintain enrollment as indicated in the distance learning plan.

Each school will also post its mitigation plan on its website prior to opening the buildings for on-site support services on August 17, 2020. Finally, each school will post on its website the details of their plan to provide free, on-site learning opportunities and support services. The schools will notify all parents of the availability of this opportunity.

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. School will be available as a resource center with support staff assistance and Special Education assistance 2. Conduct Child Find Activities 3. Verify enrolled students with disabilities 4. Develop instruction schedule for students with disabilities using student IEPs 5. Develop schedule for related services using student IEPs 6. Provide synchronous instruction and services using Google Classroom tools	1. Special Education staff 2. Teacher(s), Staff, School Leader 3. SPED Teacher, Office Manager, ESS Data Specialist 4. SPED Teacher, ESS Coordinator, School Leader 5. Therapists/Counselor, ESS Coordinator, School Leader 6. SPED Teacher/Therapist/Counselor	1. Daily 2. Within 45 days of enrollment and ongoing throughout the school year 3. Prior to beginning of instruction and then upon enrollment of new students 4. Prior to beginning of instruction and then upon enrollment of new students or IEP revisions 5. Prior to beginning of instruction and then upon enrollment of new students or IEP revisions 6. Following SPED & Services schedules based on student IEPs	1. Google document 2. 45 Day Screening Forms 3. SPED Census Report 4. SPED Teacher Instruction Schedule 5. Related Services Schedule (speech therapy, occupational therapy, and counseling 6. SPED Teacher Instruction Schedule Related Services Schedule; Related Services Schedule; SPED Instruction Log; Therapy/Counseling Log
Process for Implementing Action Step			

Students with disabilities identified eligible for special education and related services under the IDEA or ADA Section 504 will receive all supports and services as outlined in student Individual Education Programs (IEPs) or 504 Accommodation Plans. The certified special education teacher will be responsible for the delivery of specially designed instruction (SDI) to all students identified eligible under IDEA. Specially designed instruction will be provided to students in synchronous sessions and asynchronous activities through the special education teacher's Google Classroom. Accommodations and modifications needed in the general education setting will be delivered through a collaborative model. The special education and general education teachers will work as a team to implement accommodations and modifications outlined in student IEPs or 504 accommodation plans when those are to be implemented in the general education classroom. When IEPs or 504 accommodation plans dictate that services, accommodations, and modifications are to be delivered in the special education setting, the special education teacher will ensure that these are delivered in the special education Google Classroom setting.

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. Provide targeted and integrated instruction to SEI students according to their proficiency levels 2. Determine placement of students 3. Ensure minute requirements are being met and lessons are aligned with 2019 ELP standards (500 minutes of targeted instruction) 4. Ensure teachers are using data to drive instruction 5. Implementation of daily formatives and weekly summative assessments to gather data in order to drive instruction	1. EL Coordinator 2. EL Coordinator 3. EL Coordinator/AP for Curriculum and Instruction 4. LEA Test Coordinator 5. EL Coordinator 6. EL Coordinator 7. EL Coordinator	1. Daily 2. Weekly 3. Weekly 4. Weekly 5. Weekly 6. Monthly 7. Monthly	1. Teacher lesson plans; EL data 2. PHLOTE / AZELLA placement assessment (when safe to conduct in-person) / EL70 Report 3. Lesson plans / Google Classroom / teacher and coaching logs 4. Coaching logs 5. Edulastic data 6. Coaching logs 7. Coaching logs

6. Provide professional development to SEI instructors based on 2019 7. ELP standards and research-based strategies for ELD instruction			

Process for Implementing Action Step

The school will implement the SEI Pull-Out Model to address the needs of English learning students. All English learning students will attend a remote English learning class in conjunction with a remote core English class. The English learning class will consist of at least 50 minutes per day/250 minutes per week of targeted instruction. The student will also be integrated in a regular English course that consists of at least 50 minutes per day/250 minutes per week. The site-ELAS coordinator will determine the placement of students by using information provided by parents/guardians and/or students in PHLOTE and previous AZELLA data if applicable. The site-ELAS coordinator will conduct AZELLA placement assessments when it is safe to do so in-person by following all requirements set by ADE. SEI Instructors will utilize Google Classroom, as well as other virtual tools, to provide targeted and integrated instruction to English Language Learners. SEI Teachers will create lesson plans for targeted ELD instruction which include language objectives connected to content instruction, clearly defined targeted ELP standards performance indicators, and research-based instructional strategies. EL Coordinator will ensure minute requirements are being met by documenting evidence from lesson plans, Google Classroom, and teacher/coaching logs. Daily formatives & weekly summatives will be done with Edulastic being used for benchmark, final and midterms. Teachers will gather and analyze data from assessments conducted in Edulastic in order to drive instruction. Action steps taken from data analysis will be documented by teachers in their lesson plans. The Assistant Principal for Curriculum and Instruction will ensure teachers are using data to drive instruction by monitoring and providing feedback on lesson plans. The EL Coordinator will provide professional development to SEI Instructors based on 2019 ELP standards and research-based strategies for ELD on a monthly basis. This will be done virtually and a log will be kept to ensure objectives are being met.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in					X
	Packet of Social and Emotional Topics					X

	Online Social Emotional videos					X
	Parent Training					X
	Other:					X

		Kinder	1-3	4-5	6-8	9-12
	In-Person					X
	Phone					X
Counseling Services	Webcast					X
	Email/IM					X
	Other: Casa de los Niños (CDLN)					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. The SSC will serve as a liaison between the school and the home, directing students and/or their families to community-based resources. 2. For Positive Behavioral Interventions and Supports (PBIS), the SSC will connect families with Casa de los Niños (CDLN) for interventions such as therapy, skill building (resiliency, anger management,	1. SSC 2. SSC, CDLN 3. SSC 4. SSC/support	1. Daily 2. Daily 3. Weekly and as needed 4. Weekly and as needed	1. Shared SSC Google Drive documentation; community resource referrals 2. MTSS referral 3. School website and YouTube channel 4. Communication platforms.

concentration), IEP and 504 support. 3. The SSC will also share tips and celebrations for families and students on the school's YouTube channel to help everyone stay connected while safely social distancing. 4. The school will use its support staff to access multiple communications platforms including Facebook, school website, school YouTube account, Google/ Zoom meetings, and not limited to printed and handwritten messages.			

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. Utilize weekly and/or unit formative assessments to gauge student progress and determine necessary academic interventions.	1. Teachers 2. Teachers	1. Weekly 2. Weekly	1. MathXL, Edulastic 2. Assessment data

2. Review and evaluate assessment data to identify academic trends and areas of need			

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten			
1-3			
4-6			
7-8			
9-12	*NWEA MAP Growth*	*In-person and remote*	*August 2020, January 2021, April 2021*

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten			
1-3			
4-6			
7-8			
9-12	*NWEA MAP Growth*	*In-person and remote*	*August 2020, January 2021, April 2021*

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.