

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.

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Charter Holder Information

Charter Holder Name	Kingman Academy of Learning	Charter Holder Entity ID	088620000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Eric Lillis		
Representative Telephone Number	928.681.2400		
Representative E-Mail Address	elillis@kaolaz.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
Kingman Academy of Learning High School	79275	088620204
Kingman Academy of Learning Middle School	79275	088620103
Kingman Academy of Learning Intermediate School	79275	088620102
Kingman Academy of Learning Primary School	79275	088620101

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?	144
How many instructional days did the charter school operate for School Year 2019-2020?	144

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1448	Start Date for Distance Learning	8-10-2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	450
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input 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:			
All school sites will offer a Remote Learning option. Parents can opt into a full remote model for one quarter at a time at any school. At the end of each quarter it will be evaluated whether continued remote learning is necessary based on the state of the pandemic in our community. Kingman Academy of Learning High School will operate a hybrid model with half the students receiving face to face instruction and half the			

students utilizing distance learning. Students will attend class Mon/Wed or Tues/Thurs at our High School only.

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. Daily tracking of student attendance via digital attendance submission. 2. Summary of student daily attendance	1. Classroom Teacher 2. Site secretary	1. Daily 2. Weekly	1. Google Sheet Summary 2. Google Sheet Summary

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submitted to school secretary for SIS verification			
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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
<ol style="list-style-type: none"> Classroom teacher to schedule one-on-one Meet the Teacher and digital orientation Daily communication via Google Classroom Weekly Google Meets Session with class during scheduled period (Middle & High School) 	<ol style="list-style-type: none"> Classroom teacher Classroom teacher Classroom teacher 	<ol style="list-style-type: none"> Initial meeting- one time Daily Weekly 	Classroom sign up/sign in sheet Google Classroom Streams/Classwork Google Meets

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
<ol style="list-style-type: none"> Teachers will have consistent hours of availability to service remote learners All Staffuly will work on campus in their classrooms/ evnironments unless unable to do so and coordinated with our HR 	<ol style="list-style-type: none"> Classroom Teacher All Staffuly Teacher Teacher 	<ol style="list-style-type: none"> Daily Daily Ongoing Ongoing 	<ol style="list-style-type: none"> Each Principal will be added to all digital classrooms to ensure teachers are following the Remote Learning Framework Site Principal for verification of attendance Class Dojo portfolios

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<p>department to work remotely.</p> <p>3. Class Dojo will be used for remote learners in our K-2 classrooms.</p> <p>4. Google Classroom Platform will be utilized in our 3-12 classrooms.</p>			<p>4. Google Classroom Classwork</p>
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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
<p>1. Principals will communicate all site specific information to staff</p> <p>2. Executive Director will communicate all schoolwide information to staff</p> <p>3. HR Director will communicate all health and wellness policies and resources to all staff via email</p>	<p>1. Site principal</p> <p>2. Executive Director</p> <p>3. HR Director</p>	<p>1. As need with a minimum of weekly</p> <p>2. As needed with a minimum of monthly</p> <p>3. As needed</p>	<p>1. School Newsletter, email correspondence</p> <p>2. Schoolwide Newsletter, email correspondence</p> <p>3. Email correspondence</p>

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. Remote Learning Framework designed and</p>	<p>1. Director of Curriculum & Instruction</p>	<p>1. Distributed to all staff July 10</p>	<p>1. Google Classroom – Staff Survey</p>

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<p>communicated with staff</p> <ol style="list-style-type: none"> 2. Curate Professional Development on Demand through staff resource library in Google Classroom 3. Hands on Professional Development on Virtual Instruction including G-Suite, Social and Emotional Needs, and 4. Virtual meetings with staff to implement and troubleshoot Google Classroom/Remote Learning Plan expectations 	<ol style="list-style-type: none"> 2. Director of Curriculum & Instruction, Site Principal, Selected Classroom Teachers 3. Director of Curriculum & Instruction, Site Principal 4. Director of Curriculum & Instruction, Site Principal 	<ol style="list-style-type: none"> 2. Distributed to staff July 10 3. Available July 15 4. August 3-6 5. All items As needed beginning July 15 	<ol style="list-style-type: none"> 2. Attendance Sign-in Sheet 3. Meeting Notes
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List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. Google Classroom, Screencastify, Google Forms, Google Meets, Google Slides, Class Dojo, Converting PDF into Editable Docs, Social & Emotional Learning, Trauma Informed Teaching Practices, Jostens Renaissance Culture and Climate structures.
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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
What was Used to Establish Need?			
Questionnaire	X	X	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			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other: weekend support	X	X	X

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

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

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>
<i>Kindergarten</i>	<ol style="list-style-type: none"> 1. Pre-Recorded direct instruction utilizing Screencastify and Class Dojo 2. Digital access with diagnostic and student specific academic lessons 3. Direct Instruction via Zoom 	<ol style="list-style-type: none"> 1. Saxon Math 2. eSpark 	<ol style="list-style-type: none"> 1. Saxon Assessment bi-weekly 2. Galileo Assessment quarterly 	<ol style="list-style-type: none"> 1. Teacher developed Standards Assessment Tool
<i>1-3</i>	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify and Class Dojo 2. Standards based digital and video instruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (eSpark) 4. Direct Instruction via Zoom/GoogleMeets 5. Digital access-online content specific 	<ol style="list-style-type: none"> 1. Saxon Math 2. Engage New York 3. eSpark 	<ol style="list-style-type: none"> 1. Digital Interactive Notebook Weekly 2. Saxon Assessment bi-weekly 3. Galileo Assessment quarterly 	<ol style="list-style-type: none"> 1. Saxon Unit Assesemt 2. Teacher developed Standards Assesment Tool 3. Teacher Created Individual Standard Based Galileo Assessment

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	practice and review			
4-6	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (eSpark 4-5, Study Island 6) 4. Direct Instruction via Zoom/GoogleMeets 5. Digital access-online content specific practice and review 	<ol style="list-style-type: none"> 1. Saxon Math 2. Math for Today 3. Engage NY 	<ol style="list-style-type: none"> 1. Saxon Assessment bi-weekly 2. Galileo Assessment Quarterly 3. Performance Coach Formative Assessments monthly 4. Study Island Individual Assignments 	<ol style="list-style-type: none"> 1. Saxon Unit Assesemt 2. Teacher developed Standards Assesment Tool 3. Teacher Created Individual Standard Based Galileo Assessment
7-8	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 	<ol style="list-style-type: none"> 1. Saxon Math 2. Performance Coach 3. Study Island 4. Teacher created materials 	<ol style="list-style-type: none"> 1. Saxon Assessment bi-weekly 2. Galileo Assessment Quarterly 3. Performance Coach Formative Assessments monthly 4. Study Island Individual Assignments 	<ol style="list-style-type: none"> 1. Saxon Unit Assesemt 2. Teacher developed Standards Assesment Tool 3. Teacher Created Individual Standard Based Galileo Assessment

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	<ol style="list-style-type: none"> 3. Digital access with diagnostic and student specific academic lessons (Study Island) 4. Direct Instruction via Zoom/Google Meets 5. Digital access-online content specific practice and review 			
9-12	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify and Loom 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (Mathmatics Vision Project, Galileo) 4. Direct Instruction via Zoom/GoogleMeets 5. Digital access-online content specific practice and review 	<ol style="list-style-type: none"> 1. McGraw Hill text/ digital access 2. Manga-sensei.com 3. Mathematics Vision Project 	<ol style="list-style-type: none"> 1. Google Quizzes 2. Classcraft Quests 3. Google Meets / Zoom Meetings (Informal Assessments for the most part) 4. Classcraft Boss Battles 5. Standard Homework Assignments from the textbooks 	<ol style="list-style-type: none"> 1. Classcraft Quests 2. Standard Homework Assignments from the textbooks 3.

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. Prerecorded instructional videos (teacher and provider generated) managed in Class Dojo 2. Digital access with diagnostic and student specific academic lessons 3. Zoom direct instruction 	<ol style="list-style-type: none"> 1. Ready Reading 2. eSpark 3. Harcourt Decodable Series 4. Handwritng without Tears 	<ol style="list-style-type: none"> 1. Ready Assessments bi-weekly 2. Galileo Benchmark Assessment quarterly 3. Zoom small group observation 	<ol style="list-style-type: none"> 1. Ready Unit Assessment 2. Teacher developed Standards Assessment Tool 3. Teacher Created Individual Standard Based Galileo Assessment
<i>1-3</i>	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (eSpark) 4. Direct Instruction via Zoom <p>Digital access-online content</p>	<ol style="list-style-type: none"> 1. Ready Reading 2. eSpark 3. Epic On-line 4. Scholastic News 5. Handwritng without Tears 	<ol style="list-style-type: none"> 1. Ready Assessments bi-weekly 2. Galileo Benchmark Assessment quarterly 3. Zoom small group observation 	<ol style="list-style-type: none"> 1. Ready Unit Assessment 2. Teacher developed Standards Assessment Tool 3. Teacher Created Individual Standard Based Galileo Assessment

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	specific practice and review			
4-6	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (eSpark) 4. Direct Instruction via Zoom 5. Digital access-online content specific practice and review 	<ol style="list-style-type: none"> 1. Ready Reading 2. Engage NY 3. eSpark (4-5) 4. Study Island (6) 5. Perormance Coach (6) 	<ol style="list-style-type: none"> 1. Ready Assessments bi-weekly 2. Galileo Benchmark Assessment quarterly 3. Zoom/Google Meets small group observation 4. Study Island Assignments 	<ol style="list-style-type: none"> 1. Ready Unit Assessment 2. Teacher developed Standards Assessment Tool 3. Teacher Created Individual Standard Based Galileo Assessment
7-8	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with 	<ol style="list-style-type: none"> 1. Performance Coach 2. Study Island 3. Engage NY 4. Teacher created materials 	<ol style="list-style-type: none"> 1. Performance Coach Assessments bi-weekly 2. Galileo Benchmark Assessment quarterly 3. Zoom/Google Meets small group observation 4. Study Island Assignments 	<ol style="list-style-type: none"> 4. Performance Coach Unit Assessment 5. Teacher developed Standards Assessment Tool 6. Teacher Created Individual Standard Based Galileo Assessment

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	<p>diagnostic and student specific academic lessons (eSpark)</p> <p>4. Direct Instruction via Zoom</p> <p>Digital access-online content specific practice and review</p>			
9-12	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify & Loom 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Google Classroom in conjunction with Google Slides, Google Meets/Hangouts, 4. Youtube channel -, Flipgrid 5. Digital access-online content specific practice and review 	<ol style="list-style-type: none"> 1. Standards-based, teacher created materials 2. Board approved novel list 3. CommonLit 4. Newsela 5. Flipgrid 6. Youtube 	<ol style="list-style-type: none"> 1. Google Forms 2. Google Exit Tickets 3. Galileo 	<ol style="list-style-type: none"> 1. Unit Assessment 2. Teacher developed Standards Assessment Tool 3. Teacher Created Individual Standard Based Galileo Assessment

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>

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<p><i>Kindergarten</i></p>	<ol style="list-style-type: none"> 1. Class Dojo access- Video read aloud 2. Experiments at Home Science Kits 	<ol style="list-style-type: none"> 1. Let's Find Out Scholastic Reader 2. Hands On Science (teacher created kits) 	<ol style="list-style-type: none"> 1. Project Based Learning 2. Video-conference discussion of experiments and outcomes 	<ol style="list-style-type: none"> 1. Quarterly individual evaluations 2. Report Card Grading
<p>1-3</p>	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via YouTube, Khan Academy, Galileo, etc. 3. Digital access with diagnostic and student specific academic lessons (eSpark) 4. Direct Instruction via Zoom <p>Digital access-online content specific practice and review</p>	<ol style="list-style-type: none"> 1. Scholastic Science Spin 2. ReadWorks 3. Ready Reading (themed informational text) 	<ol style="list-style-type: none"> 1. Formative Quiz 2. Scholastic Teacher Resources supporting Science Spin 3. Video-conference discussion of experiments and outcomes 	<ol style="list-style-type: none"> 4. Unit Assessment 5. Teacher developed Standards Assessment Tool 6. Teacher Created Individual Standard Based Galileo Assessment
<p>4-6</p>	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Standards based digital and video insruction via 	<ol style="list-style-type: none"> 1. Scholastic Science Spin 2. ReadWorks 3. Ready Reading (themed informational text) 4. Delta Science (kits) 	<ol style="list-style-type: none"> 1. Formative Quiz 2. Scholastic Teacher Resources supporting Science Spin 3. Video-conference discussion of experiments and 	<ol style="list-style-type: none"> 4. Unit Assessment 5. Teacher developed Standards Assessment Tool 6. Teacher Created Individual Standard Based Galileo Assessment

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	<p>YouTube, Khan Academy, Galileo, etc.</p> <ol style="list-style-type: none"> Digital access with diagnostic and student specific academic lessons (eSpark) Direct Instruction via Zoom Digital access-online content specific practice and review 		<p>outcomes</p>	
7-8	<ol style="list-style-type: none"> Pre-Recorded classroom teacher direct instruction utilizing Screencastify Standards based digital and video instruction via YouTube, Khan Academy, Galileo, etc. Direct Instruction via Zoom/Google Meets Digital access-online content specific practice and review 	<ol style="list-style-type: none"> Standards-based, teacher created materials Science Made Fun 	<ol style="list-style-type: none"> Formative Quiz Scholastic Teacher Resources supporting Science Spin Video-conference discussion of experiments and outcomes 	<ol style="list-style-type: none"> Unit Assessment Teacher developed Standards Assessment Tool Teacher Created Individual Standard Based Galileo Assessment
9-12	<ol style="list-style-type: none"> Pre-Recorded classroom teacher direct instruction utilizing Screencastify & 	<ol style="list-style-type: none"> Howard Hughes Medical Institute Biointeractive Crash Course The Physics 	<ol style="list-style-type: none"> Google Quizzes (Formal and Informal Assessments) Classcraft Quests (Formal and Informal 	<ol style="list-style-type: none"> Google Quizzes (Formal and Informal Assessments) Classcraft Quests (Formal and Informal

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	<p>Loom</p> <ol style="list-style-type: none"> Standards based digital and video instruction via YouTube, Khan Academy, Galileo, etc. Digital access with diagnostic and student specific academic lessons Direct Instruction via Zoom Digital access-online content specific practice and review 	<p>Classroom</p> <ol style="list-style-type: none"> A Plus Physics PhET Simulations Vernier Remote Solutions Exploratorium Lab Exchange Experimental and Sample Lab Data Chem Ed Exchange American Chemical Society 	<p>Assessments) Google Meets / Zoom Meetings (Informal Assessments for the most part) Classcraft Boss Battles (Informal Assessment)</p>	<p>Assessments) Google Meets / Zoom Meetings (Informal Assessments for the most part) Classcraft Boss Battles (Informal Assessment) Standard Homework Assignments from the textbooks (Formal Assessments)</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<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"> Class Dojo access-video read aloud Zoom meeting small group discussion 	<ol style="list-style-type: none"> Class Dojo SEL Scholastic Readers 	<ol style="list-style-type: none"> Teacher observation Class Dojo Portfolio 	<ol style="list-style-type: none"> n/a
<i>1-3</i>	<ol style="list-style-type: none"> Pre-Recorded classroom teacher direct instruction utilizing YouTube Digital sport 	<ol style="list-style-type: none"> Class Dojo SEL Go Noodle (Math, Physical Education, Fine Motor, Open PhysEd 	<ol style="list-style-type: none"> Teacher observation Class Dojo Portfolio 	<ol style="list-style-type: none"> n/a

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	<p>related specific academic lessons</p> <ol style="list-style-type: none"> 3. Direct Instruction via Zoom 			
4-6	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing YouTube 2. Digital sport related specific academic lessons 3. Direct Instruction via Zoom 	<ol style="list-style-type: none"> 1. Open PhysEd 	<ol style="list-style-type: none"> 1. Teacher observation 2. Video 	
7-8	<ol style="list-style-type: none"> 1. Pre-Recorded classroom teacher direct instruction utilizing Screencastify 2. Google Classroom 3. Direct Instruction via Zoom 	<ol style="list-style-type: none"> 1. Teacher created standards based lessons on individual sports 		<ol style="list-style-type: none"> 1. Map My Run or Smart Watch Application to demonstrate start and end benchmarks
9-12	<ol style="list-style-type: none"> 1. <u>Art Courses</u>- A weekly overview of our academic plan will be posted so students will be aware of what 	<ol style="list-style-type: none"> 1. Google Classroom LMS; PDF Art Talk Textbook; Fourth Addition, Copyright 2005; PDF's and Google forms to produce worksheets/tests/quizzes; Newsela, Smithsonian Museums and various online Art Gallery formats: PBS/History/Discovery videos; Tutorials 	<ol style="list-style-type: none"> 1. Sketchbook assignments Drawing Activity Worksheets Projects with Artist Statement/reflec 	<ol style="list-style-type: none"> 1. Tests at the beginning and end of the course Quizzes

	<p>the objective is for the week and what assignments they will be responsible for. All assignments/project(s) will be posted on Monday along with the overview. All video content and instructions/tutorials will be included in the post, as well as document resources. Projects will be assigned every 2 weeks and due on Mondays by the end of the day. Usually, 2 weeks for completion is given for every project. Some may be shorter. Tests and quizzes will be administered through GC at various times of</p>	<p>and Documentaries from YouTube (SafeYouTube); Slideshare; Vimeo; Video of myself demonstrating Art techniques and Project steps uploaded to GC via Google Meets and other Extensions</p> <ol style="list-style-type: none"> 2. Dual Psychology Online Text - Openstax https://openstax.org/details/books/psychology 3. Introduction to Business: Book is online https://openstax.org/books/introduction-business/pages/preface (however, giving a physical copy that has proven to help with success), quizlet.com (focus on assessment of vocabulary practice), kahoot, knowledge matters (virtual business) 4. Marketing: knowledge matters (virtual business), kahoot.com 5. Personal Finance: ngpf.org (next gen personal finance), teachbanzai.com (banzai), http://www.moneyharmony.com/money-harmony-quiz, http://www.yourfreecareertest.com, https://www.sorted.org.nz/tools/money-personality-quiz, Calculate their own credit score - earning-credit.herokuapp.com/students, pbs.org (Secret History of Credit Cards video) 6. Yearbook Avenue 	<p>tions</p> <p>Monthly Art current event reports</p> <p>Art Criticism writing and discussions</p> <p>Google Meetings/Conferences</p> <ol style="list-style-type: none"> 2. Google Quizzes (Formal and Informal Assessments) Classcraft Quests (Formal and Informal Assessments) Google Meets / Zoom Meetings (Informal Assessments for the most part) 3. Classcraft Boss Battles (Informal Assessment) Standard Homework Assignments from the textbooks (Formal Assessments) Bellwork 	<p>after each section is explored</p> <p>Final: Choice-based Project/Presentation</p> <ol style="list-style-type: none"> 2. Google Forms multiple choice forms and short answer responses . Oral responses through using Edpuzzle and Screencastify. Essays typed in a Google Doc 3. Google Forms multiple choice forms and
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	<p>content completion. Google Meetings and conferences will be scheduled during daily office hours for student questions and instruction.</p> <p>2. <u>Social Studies/History</u> Newsela Library of Congress Gilder Lehrman Institute of American History National Archives The DBQ project Common Lit Department of Justice, (Justice.Gov) textbook, Youtube(Crash Course)</p> <p>3. Pre-Recorded classroom teacher direct instruction utilizing Screencastify</p> <p>4. Standards based digital and video</p>	<p>Pear Deck Google Slides as a formative assessment tool during presentations</p>	<p>Assignments (Informal Assessment)</p> <p>4. powerpoint lectures, video lectures, you tube videos google meets for key concepts that students struggle in</p> <p>5. powerpoint lectures, video lectures, you tube videos google meets for key concepts that students struggle in</p> <p>6. Google Slides as a formative assessment tool during presentations</p>	<p>short answer responses . Oral responses through using Edpuzzle and Screencastify. Essays typed in a Google Doc</p> <p>4. Chapter quizzes, questions based on the text, digital projects on microsoft office</p> <p>5. Chapter quizzes, questions based on the text, digital projects on microsoft</p>
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	insruction via YouTube, Khan Academy, Galileo, etc. 5. Digital access with diagnostic and student specific academic lessons 6. Google Classroom, Google Meets			office 6. Chapter quizzes, questions based on the text, digital projects on microsoft office
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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
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<ol style="list-style-type: none"> 1. Special Education teachers will schedule one-on-one Meet the Teacher orientations to ensure a personal plan for instructional delivery is established. (all grade levels k-12) 2. Teachers will utilize Google Classroom, Class Dojo, Zoom or Skype to establish a schedule for pre-recorded or live instruction (all grade levels k-12) 3. Paraprofessionals will have designated times for contacting individual students and families to support daily lessons (all grade levels) as well as therapies as deemed appropriate (all grade levels K-12). 4. Virtual social groups will be led by paraprofessionals (Grades 3-4-5). 5. Students have the opportunity to come to school building after dismissal time (once on-site learning is offered) for individual time with either special education teacher/paraprofessional 	<ol style="list-style-type: none"> 1. Special education 2. Teacher 3. Special education teacher/ paraprofessionals/ Director of Student Services 4. Special education teachers supervising paraprofessionals 5. Paraprofessionals in coordination with special education teachers. 6. Special education teachers/ paraprofessionals/therapists 7. Special education teacher/paraprofessionals/building administrator/ Director of Student Services 8. Special education teacher 9. Supervised by Director of Student Services and coordinated through individual case managers and provided by contract providers. 	<ol style="list-style-type: none"> 1. Aug 10-13 2. Daily as defined by IEP services and personalized distance learning plan. 3. Daily as defined in personalized distance learning plan. 4. 2 times per week for 20 min. 5. Daily by appointment from 3:00 to 4:30 p.m. M-Th Daily 6. As needed and requested by parent/students 7. Schedules are determined by amount of service times listed in IEP's and on days that therapists are scheduled for KAOL services. 	<ol style="list-style-type: none"> 1. Sign up/Sign-in Attendance sheet 2. Daily attendance logs, IEP, Progress reports, Lesson plans, agendas 3. Daily attendance logs, contact logs maintained by teachers/paraprofessionals. 4. Record of students logging in to website. 5. Daily attendance logs, contact logs maintained by teachers/paraprofessionals. 6. Attendance records, implementation of IEP. 7. Log of books sent home. Documentation of request for supplemental material. 8. Invoices with listings of times and services provided by therapists for each individual student. Therapy notes.
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<p>and/or therapists (all grade levels k-12).</p> <p>6. When in-person instruction begins, highschool students will go to an A/B schedule, alternating days in class with days utilizing distant learning. Students with significant cognitive disabilities will attend school all 4 days when school returns to on site instruction. (Grades 9-12)</p> <p>7. Middle school students (grades 6-7-8) will be offered hard copies of books and novels to have at home. In addition, audio recordings of books and novels will be offered to students and families.</p> <p>8. Therapies will be provided by contract services for speech/ occupational therapy and physical therapy through in-person, google classroom or zoom as agreed upon by therapist and parent (all grade levels k-12)</p>			
<p>Process for Implementing Action Step</p>			

<p>1. Teachers will use Signup Genius to contact each parent on their caseload to schedule a meeting to share the personal instruction plan. Each student will have a personalized letter documenting service times, provider and method of delivery.</p>
<p>2. Teachers will have a daily schedule so students can log into google classroom/classroom dojo for instruction in all areas of academic need as defined in their IEP's. Times and minutes for academic services times as well as therapy services times and method of delivery are listed and defined in the letter to parents describing personalized distance learning plan.</p>
<p>3. Paraprofessionals will have daily schedules to personally contact students and families to support online instruction and completion of lessons.</p>
<p>4. Paraprofessionals under teacher supervision will invite special education students to pre-scheduled meetings through Google. If interested, some parents may choose a small in-person social group after school (3-4-5 grades).</p> <p>5. When in-person school begins, students are being dismissed from school at 3:00 p.m. with teachers having "office hours" from 3:00 to 4:30. There may be some additional office hours scheduled within the regular school day as determined by individual teachers.</p>
<p>6. Once in person school returns, students who receive accommodations in the general education classes will continue to receive those accommodations when attending in-person classes as well as when working distantly. They will have access to their case manager for additional support as needed. Students who have significant cognitive disabilities will come to school all 4 days of the week, attending their "regular" schedule (including gen.ed classes as appropriate) 2 days per week and then then be in the special education classroom for support and access to computers on the other 2 days.</p> <p>7. Students/parents can at any time request that a hard copy of a text or novel be sent home. They may also request how to obtain an audio version of texts and novels that are being used in classes.</p> <p>8. Therapists have been working with KAOL students remotely during the initial Spring school closure so they have established practices and strategies in place for providing therapies through zoom. In addition, in-person therapy will be offered on the days that the therapists plan to be in the building (when onsite learning begins) so parents can bring in students by appointment if they have chosen to do distant learning.</p>

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a. 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. All identified EL students will have scheduled virtual meetings with the Special Programs Coordinator to ensure EL needs are being met 2. According to enrollment information, any students needing AZELLA screening will have one on one scheduled assessment coordinated 	<ol style="list-style-type: none"> 1. Special Programs Coordinator 2. Special Programs Coordinator 	<ol style="list-style-type: none"> 1. Bi-weekly or more as needed 2. As needed 	<ol style="list-style-type: none"> 1. Contact logs 2. Assessment records

Process for Implementing Action Step

<p>Special Programs Coordinator will initiate contact with all EL families. Using zoom, he will implement enrollment in regularly scheduled zoom meetings to meet EL needs.</p>

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.

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		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training					
	Other:	X				

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone				X	X
	Webcast				X	X
	Email/IM				X	X
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. All grade level teachers will implement weekly lessons focusing on social/emotional learning and wellbeing 2. One-on-one check in with individual students via phone, video 3. Sanford Harmony SEL App 	<ol style="list-style-type: none"> 1. Classroom teacher 2. Classroom teacher 	<ol style="list-style-type: none"> 1. Weekly 2. Weekly 	<ol style="list-style-type: none"> 1. Submitted digital content 2. Teacher contact 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.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Galileo benchmark assessment series	1. Director of Curriculum and Instruction	1. Quarterly	Student growth and achievement reports

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	<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>	Galileo CBAS Assessments	In-person one-on-one	August 17-27
<i>1-3</i>	Galileo CBAS Assessments	1 st - in person small group 2-3 online at home	August 17-27 August 17-20
<i>4-6</i>	Galileo CBAS Assessments	Online at home	August 17-20
<i>7-8</i>	Galileo CBAS Assessments	Online at home	August 17-20
<i>9-12</i>	Galileo CBAS Assessments	Online at home	August 17-20

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>	Galileo CBAS Assessments	In-person one-on-one	August 17-27
<i>1-3</i>	Galileo CBAS Assessments	1 st - in person small group 2-3 online at home	August 17-27 August 17-20
<i>4-6</i>	Galileo CBAS Assessments	Online at home	August 17-20
<i>7-8</i>	Galileo CBAS Assessments	Online at home	August 17-20
<i>9-12</i>	Galileo CBAS Assessments	Online at home	August 17-20

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

table above)

Kindergarten and 1st grade will have benchmark assessments administered on-site through scheduled small group delivery. 2nd through 12th grade will perform benchmark assessments digitally through the ATI/Learning.com platform.

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.