

Revised 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:

Distance Learning Plan Template 2020-2021

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

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	StrengthBuilding Partners	Charter Holder Entity ID	91992
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Pamela Clark-Raines	
Representative Telephone Number		520-481-7690	
Representative E-Mail Address		pamsuecr@gmail.com	

School Information

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

School Name	Entity ID	CTDS
Las Puertas Community School	92497	108227001

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.

Distance Learning Plan Template 2020-2021

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?	200	
How many instructional days did the charter school operate for School Year 2019-2020?	200	

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	72	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	72	Estimated Number of Students Participating in Distance Learning for a Portion of the year	72
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 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 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 intend to operate distance learning until the Fall break (October 12 – October 16) and, based upon surveys with stakeholders, the state of the pandemic and any executive orders by the Governor, we intend to use a hybrid approach after Fall break, beginning on October 19 th . 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.).			
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			Yes

the FY2020 school year prior to the school closure?

**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. August 5 th – August 7 th : Attendance will be taken by two different methods during this time. Parents will contact the school to let staff know that the student is working on the assigned packets, and time spent working. Any families that have not called by 10:00 will be called by staff members to determine student attendance. Students can also demonstrate attendance by completing packet work and turning it in. 2. August 10 th – August 14 th : Attendance will be taken by three different methods during this time. During this time, computers will be	1. Office staff, Administration, Educational Staff 2. Office staff, Administration, Educational Staff, Orientation Instructors. 3. Office staff, Administration, Educational Staff, Teacher Assistant 4. Office staff, Administration, Educational Staff, Teacher Assistant 5. Office staff, Administration, Educational Staff, Teacher Assistant	1. Attendance will be taken in this manner daily during this time. 2. Attendance will be taken in this manner daily during this time. 3. Attendance will be taken in this manner daily during this time. 4. Attendance will be taken in this manner daily during this time. 5. Attendance will be taken in this manner daily during this time.	1. Attendance logs kept by office staff receiving/making calls, and teachers receiving work. 2. Attendance logs kept by office staff receiving/making calls, and teachers receiving work. Attendance logs from orientation sessions. 3. Attendance entered into the SIS (PowerSchool) by teachers and office staff. 4. Attendance entered into the SIS (PowerSchool) by teachers and office staff. 5. Attendance entered into the SIS (PowerSchool) by teachers and office staff.

Distance Learning Plan Template 2020-2021

<p>distributed to small groups of students (<16) at the school. Students will receive orientation and training on how to log into their accounts, and how to use the computers for distance learning platforms. Students will also continue to work on packets of work when not at school. Attendance will be taken for students who attend orientation at the school. Students who are not scheduled for orientation must have family members call in to let staff know the amount of time they are working on packets. Any families that have not called by 10:00 will be called by staff members to determine student attendance. Students can also turn in completed work to demonstrate attendance.</p> <p>3. August 17th –September 9th for middle school students and August 17th – September 17th for high school students. Due to the shortage of laptops across the country and our orders being repeatedly canceled, virtual classes have been postponed until September 9th for middle school and September 17th for high school. Attendance will be taken by two different methods during this time. Parents will contact the school to let staff know that the student is working on the assigned packets, and time spent working. Any families that have not called by 10:00 will be called by staff members to determine student attendance. Students</p>			
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Distance Learning Plan Template 2020-2021

<p>can also demonstrate attendance by completing packet work and turning it in.</p> <p>4. September 9th – October 9th for middle school and September 17th – October 9th for high school: During this time, students will be logging into Zoom/Google Meets sessions with teacher for distance learning. Teachers will take attendance for each Zoom/Google Meets classroom session during the day. This attendance will be turned in to the office manager each day. Calls will be made by office staff, TA's, and administration to students who have not signed into their first Zoom/Google Meets session virtual class.</p> <p>5. After October 9th: Determinations will be made whether to continue with a complete distance learning model as previously, or to switch to a hybrid model. If a hybrid model is possible, attendance will be taken at the school for students that attend on their designated day. Students that have a designated home day will log in to the learning platform and demonstrate attendance by work completed</p>			
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b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Contact by all families and discuss the opening of school plan through quarter 1 (August 5th – October 9th). Families will be contacted prior to August 5th by</p>	<p>1. Educational Staff, Office Staff, Administration 2. Educational Staff, Office Staff, Administration 3. Educational Staff, Office Staff, Administration</p>	<p>1. Calls to begin July 30th and continue through August 5th. 2. Daily calls to families from August 5th – August 14th 3. Daily calls to families from August 17th – September 9th</p>	<p>1. Call sheets, call script for opening school plan, completed call surveys. 2. Attendance logs taken by office and educational staff. 3. Attendance logs taken by</p>

Distance Learning Plan Template 2020-2021

<p>telephone in order to discuss the opening plan. Families will be given a survey to determine technology needs. The Plan will be posted on the school website, and also available to families for pick up at the school.</p> <ol style="list-style-type: none"> 2. August 5th – August 14th: Daily contact with families via telephone or email. 3. August 17th –September 9th for middle school students and August 17th – September 17th for high school students: Daily contact with families via telephone or email. 4. September 9th – October 9th for middle school and September 17th – October 9th for high school: Daily contact with students through Zoom/Google Meets classroom sessions. Contact with parents and students via phone if students are struggling with distance learning. Also during this time there will be contact by teachers, administration, and the school social worker to check on social and emotional wellbeing of students. Las Puertas will also setup virtual parent/teacher meetings to discuss progress of students, and also parent Zoom/Google Meets classes to help parents understand the technology students are using to learn remotely. 5. TBD based on if continuing with distance learning or switching to hybrid model. 	<ol style="list-style-type: none"> 4. Educational Staff, Administration, Social Worker (LCSW) 5. TBD based on if continuing with distance learning or switching to hybrid model 	<p>for middle school students and August 17th – September 17th for high school students:</p> <ol style="list-style-type: none"> 4. Daily Zoom/Google Meets classroom sessions and calls home when needed. August 17th –October 9th 5. TBD based on if continuing with distance learning or switching to hybrid model 	<p>office and educational staff.</p> <ol style="list-style-type: none"> 4. Daily Zoom/Google Meets attendance. Call logs of home contact made by teachers and administrators. 5. TBD based on if continuing with distance learning or switching to hybrid model
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Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Prior to August 3rd contact staff and determine comfort level of staff, and intentions of working remotely or on site. PD and class setup prior to first day of school for students (August 3rd – August 4th): Staff will attend all staff and PD via Zoom/Google Meets meetings. Educational staff will prepare for distance learning. Office staff will set up SIS for scheduled classes. All staff working virtually will complete a weekly time and effort form. August 5th – October 9th: Staff working from home will complete all duties using remote tools. All staff will attend staff meetings via Zoom/Google Meets. Teachers will plan and host Zoom/Google Meets classroom sessions. Teachers will have daily virtual office hours to help struggling students on an individual basis. TBD based on continuing with distance learning or switching models. 	<ol style="list-style-type: none"> Principal Principal Principal TBD based on continuing with distance learning or switching models. 	<ol style="list-style-type: none"> Prior to August 3rd August 3rd – August 4th August 5th – October 9th TBD based on continuing with distance learning or switching models. 	<ol style="list-style-type: none"> List of staff working virtually Virtual sign-in sheet for Zoom/Google Meets meetings and PD, weekly time and effort forms Virtual sign-in sheets for meetings, weekly time and effort forms, notes from virtual classroom walkthroughs. TBD based on continuing with distance learning or switching models.

- 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
<ol style="list-style-type: none"> Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and 	<ol style="list-style-type: none"> Human Resources and administration Human Resources and administration Human Resources and administration 	<ol style="list-style-type: none"> Prior to August 3, 2020 Prior to August 3, 2020 Prior to August 3, 2020 Prior to August 3, 2020 Weekly since March 10, 2020 	<ol style="list-style-type: none"> Policies Policies and Staff working virtually Policies Policies and staff working virtually

Distance Learning Plan Template 2020-2021

<p>protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness.</p> <ol style="list-style-type: none"> 2. Offer options (e.g., telework or virtual learning opportunities) for staff at higher risk for severe illness. 3. Offer flexible sick leave policies and practices. 4. Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts). 5. The school social worker, a Licensed Certified Social Worker (LCSW) maintains both virtual and phone contact with staff to monitor mood and health. 6. Twice per week virtual staff meetings and an open "phone" policy with all administrative staff and LCSW for to provide constant support, continued team building, and positive feedback for the work being done to provide learning opportunities to students and support to families. 	<ol style="list-style-type: none"> 4. Human Resources and administration 5. LCSW 6. LCSW, administration 	<ol style="list-style-type: none"> 6. Weekly since March 10, 2020 	<ol style="list-style-type: none"> 5. Interview with LCSW, staff 6. Staff/PLC meeting minutes
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop a professional development calendar that includes PD on distance learning platforms and instruction. 2. Provide PD to staff on Google Classrooms, Zoom, Google Meets, CDC 	<ol style="list-style-type: none"> 1. Principal 2. Principal 3. Principal 4. Principal 5. Principal 	<ol style="list-style-type: none"> 1. Through month of July 2. Scheduled August 3rd and 4th 3. Virtual PLC meetings scheduled for each Wednesday throughout the school year 4. Late August through early October 	<ol style="list-style-type: none"> 1. Completed Professional Development Calendar 2. Agendas, Handouts, Virtual sign-in sheets, notes from PD 3. Agendas, Handouts, Virtual sign-in sheets, notes from meetings

Distance Learning Plan Template 2020-2021

<p>guidelines, and student engagement while distance learning.</p> <ol style="list-style-type: none"> 3. Schedule and implement weekly virtual PLC meetings to discuss and improve virtual learning model. 4. Schedule and implement PD for benchmark program, reading support program, and new online curriculum platforms. 5. Revisit professional development calendar and determine additional needs of instructional staff for support with virtual or hybrid learning models. 		<ol style="list-style-type: none"> 5. Ongoing throughout the school year. 	<ol style="list-style-type: none"> 4. Agendas, Handouts, Virtual sign-in sheets, notes from PD 5. Revised professional development calendar.
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List Specific Professional Development Topics That Will Be Covered

<p>Google Classrooms, Zoom, Google Meets, CDC guidelines, Student engagement while distance learning, Mastery Connect (benchmark program), Achieve3000 (reading support program), Amplify (Social Studies and LA curriculum), Suicide Prevention/Intervention/ Need to Report, Working with Children of Trauma, Parent resources, StrengthBuilding</p>
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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	➤➤		
Personal Contact and Discussion	➤➤	➤➤	➤➤
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	➤➤	➤➤	➤➤
WIFI Hot Spot	➤➤	➤➤	➤➤
Supplemental Utility Support (Internet)	➤➤	➤➤	➤➤
Other:			

When will stakeholders have access to IT Support Availability?			
Traditional School Hours	➔	➔	➔
Extended Weekday Hours			
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	NA			
1-3	NA			
4-6	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
7-8	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
9-12	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)
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Distance Learning Plan Template 2020-2021

	<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>NA</i>			
<i>1-3</i>	<i>NA</i>			
<i>4-6</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
<i>7-8</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
<i>9-12</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>NA</i>			
<i>1-3</i>	<i>NA</i>			
<i>4-6</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
<i>7-8</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through</i>

Distance Learning Plan Template 2020-2021

9-12	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Google Classrooms. Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
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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>	<i>NA</i>			
<i>1-3</i>	<i>NA</i>			
<i>4-6</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
<i>7-8</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>
<i>9-12</i>	<i>Direct Instruction via Zoom/Google Meets</i>	<i>Google Classroom/Teacher created curriculum using a variety of sources</i>	<i>Weekly and or unit/subunit assessments created by teacher, delivered through Google Classroom</i>	<i>Scheduled benchmarks; 1 per quarter using Mastery Connect. Teacher created end of unit tests or final projects delivered through Google Classrooms.</i>

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

Teachers are working with each other in PLCs to create meaningful virtual learning experiences. Teachers will have scheduled Zoom/Google Meets classes, but will also be available to help students through virtual office hours every day, so students can get more 1 on 1 support. Students who are having trouble using technology, will be given dedicated time each week to work with staff to resolve issues. Mastery Connect and Achieve3000 offer tools for teachers to support students in all subjects.

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
<ol style="list-style-type: none"> 1. Identify all students with disabilities (IEP's and 504 Plans) and develop individual distance learning plans based on needs of students. 2. Implement distance learning plans 3. Review with students and families effectiveness of distance learning plan 	<ol style="list-style-type: none"> 1. Principal, Special Education Teacher 2. Principal, Special Education Teacher, Classroom Teacher 3. Principal, Special Education Teacher, Classroom Teacher 	<ol style="list-style-type: none"> 1. August 5th – August 14th 2. August 17th – October 9th 3. Ongoing process throughout time of distance learning. 	<ol style="list-style-type: none"> 1. Meeting notes, distance learning plans for each student based on needs. 2. Special education teacher notes on student progress and contact logs 3. Notes and virtual sign-in sheets from distance learning plan review meetings.

Process for Implementing Action Step

The process for implementation will involve virtual meetings with individual students, their parents/guardians, their teachers, and the special education teacher to determine the best course of action with each child for distance learning. This will include how accommodations will be implemented and when support times will be set up for each individual. The special education teacher will develop a schedule for regular check-ins with each student who has an IEP. The principal and teachers will develop a schedule for check-ins with students who have 504 plans. Effectiveness of each plan will be evaluated and necessary adjustments will be made.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Identify all students that are English Learners and develop individual support plans based on the language needs of each student. 2. Implement support plans 3. Review with students and families effectiveness of support plan 	<ol style="list-style-type: none"> 1. Principal, Educational Staff 2. Principal, Educational Staff 3. Principal, Educational Staff 	<ol style="list-style-type: none"> 1. August 5th – August 14th 2. August 17th – October 9th 3. Ongoing process throughout time of distance learning. 	<ol style="list-style-type: none"> 1. Meeting notes, support plans for each student based on language needs. 2. Notes on student progress compiled at weekly staff meetings to discuss concerns of student progress. 3. Notes and virtual sign-in sheets from support plan review meetings.

Process for Implementing Action Step

The process for implementation will involve virtual meetings with individual students, their parents/guardians, and their teachers to determine the best course of action to support each English Language learner with distance learning. This will include what strategies will be used and when support times will be set up for each individual. The classroom teachers will develop a schedule for regular check-ins with each English language learner. A schedule will be set up for all language test to be given.

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	NA	NA	NA	➡➡	➡➡
	Packet of Social and Emotional Topics					
	Online Social Emotional videos				➡➡	➡➡
	Parent Training					
	Other: 1. The License Certified Social Worker (LCSW) will reach out to families/students via telephone calls and texts. Make referrals, if needed 2. With the assistance of two Masters Level Social work interns, the LCSW will develop and implement groups using social and emotional topics via google				➡➡	➡➡

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	NA	NA	NA		
	Phone				➡➡	➡➡
	Webcast					
	Email/IM				➡➡	➡➡
	Other: Zoom/Google Meets/skype				➡➡	➡➡

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. Reach out to families/students via telephone/texts as follow up to students known as needing this support. Make appropriate	1. LCSW 2. LCSW 3. LCSW 4. LCSW and Masters level	1. Every other week, more often as needed 2. Every other week, more often as needed	1. Calendar of contacts 2. Calendar of contacts 3. Calendar of contacts 4. Outline of group and dates

Distance Learning Plan Template 2020-2021

<p>referrals/arrangements for follow-up. 2.Reach out to families/students via phone/texts as a “check-in” as to how “school” is going and needs that may have arisen. Make appropriate referrals/arrangements for follow-up. 3. Through contact with staff, follow up on any warning signals staff may have received 4. Conduct support groups focused on social/emotional issues. Follow up contact with students, when need is demonstrated in groups. 5. As interns become known to students, through participating in google classes and groups, have them also reach out to assigned families/students. 6.Offer Zoom/Google Meets support groups to parents</p>	<p>Social Work interns 5. LCSW and Masters level Social Work interns 6. LCSW and Masters level Social Work interns</p>	<p>3. PRN 4. One round of 6 week groups each semester 5. PRN 6. One series per semester</p>	<p>5. Calendar of contacts 6. Outline of group and dates</p>
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Develop a method for students to demonstrate mastery of content through distance learning. Determine grading and assessment policies with distance learning. 2. Implementation of assessment and grading policies while students are participating in virtual learning 3. Review of assessment and grading policies for distance learning.</p>	<p>1. Principal, Educational Staff 2. Principal, Educational Staff 3. Principal, Educational Staff</p>	<p>1. August 3rd-August 17th 2. August 17th- October 9th 3. Ongoing throughout the school year.</p>	<p>1. Notes and virtual sign-in sheets from PD and PLCs, and plan for assessment and grading policies to determine mastery of standards. 2. Notes and virtual sign-in sheets from PLC meetings on effectiveness of virtual learning, and effectiveness of assessments and grading policies. 3. Notes and virtual sign-in sheets from PLC meetings on review of assessments and grading policies for distance learning.</p>

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>	<i>NA</i>		
<i>1-3</i>	<i>NA</i>		
<i>4-6</i>	<i>Benchmark test created from item bank using Mastery Connect</i>	<i>Ideally the test would be given at school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>Benchmark 1: August 24th - September 4th Benchmark 2: November 30th - December 4th, Benchmark 3: March 15th - March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>
<i>7-8</i>	<i>Benchmark test created from item bank using Mastery Connect</i>	<i>Ideally the test would be given at school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>Benchmark 1: August 24th - September 4th Benchmark 2: November 30th - December 4th, Benchmark 3: March 15th - March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>
<i>9-12</i>	<i>Benchmark test created from item bank using Mastery Connect</i>	<i>Ideally the test would be given at school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>Benchmark 1: August 24th - September 4th Benchmark 2: November 30th - December 4th, Benchmark 3: March 15th - March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>NA</i>		
<i>1-3</i>	<i>NA</i>		
<i>4-6</i>	<i>Benchmark test created from item</i>	<i>Ideally the test would be given at</i>	<i>Benchmark 1: August 24th -</i>

	<i>bank using Mastery Connect</i>	<i>school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>September 4th Benchmark 2: November 30th-December 4th, Benchmark 3: March 15th- March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>
7-8	<i>Benchmark test created from item bank using Mastery Connect</i>	<i>Ideally the test would be given at school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>Benchmark 1: August 24th- September 4th Benchmark 2: November 30th-December 4th, Benchmark 3: March 15th- March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>
9-12	<i>Benchmark test created from item bank using Mastery Connect</i>	<i>Ideally the test would be given at school in person to assure the validity of the benchmark, but some tests may need to be given online with the assurance from a parent/guardian observer. This will be based on the comfort level of the families with regards to their health concerns.</i>	<i>Benchmark 1: August 24th- September 4th Benchmark 2: November 30th-December 4th, Benchmark 3: March 15th- March 19th. (Not all benchmarks are scheduled during proposed time of distance learning, but included in case distance learning is extended.)</i>

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

Benchmark tests will be given using the Mastery Connect program. Students will have login information and all tests can be taken online through Mastery Connect. In addition to benchmark tests with Mastery Connect, all students will be given pre, interim, and post tests using Achieve3000 to determine student Lexile levels and improvement in those levels. These tests will also be accessed by students online.

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.

Las Puertas Community School has developed a communication system with families that help creates relationships with both students and families. The foundation that has been built over its years of operation supports this plan and the outreach and communication that will reinforce its success.

Below is the plan that was given to families and posted on the website along with policies for entering the school building:

Plan for Opening School 2020-2021

August 5th - August 7th: August 5th is the first official day of school. We will not have students in the building during this time. Tony, our bus driver, and Olivia, our new Teacher's Assistant, will be delivering a packet of work that students can complete, or parents can pick up the packet of work from school. Parents may come to the school during this time to fill out enrollment paperwork. We still need to take attendance during this time. We will be calling home, but parents are encouraged to call in and communicate that their child is working on the packet.

August 10th - August 14th: During this week we will be holding student orientations. Each day we will have set aside for no more than 15 students. You will be informed what day your child will be assigned, and we will provide transportation for students that need it. The orientation will be from 10:00 - 1:00. Students will be assigned a Chromebook that they can take home with them for distance learning. During the orientation students will learn how to access their account and log on to classes for distance learning from home. On the days of the week when the student is not at school for orientation students will be working on the packet of work, or if they have their computer online assignments. If parents are not comfortable with students coming to school for the orientation it is not required, but it is recommended for students that may need help with technology. Below are the safety measures and policies that will be followed while students are in the building at Las Puertas. Attendance will be taken during this time by students or parents calling in to say that students are completing the packet work, or students emailing their teachers that they are completing work once the students have their laptop.

August 17th - October 9th: Distance Learning: In order to create the safest possible environment for our students, families, and staff Las Puertas will be practicing distance learning for at least the first quarter of school. Students will receive their classwork and instruction online. Students are required to login to their daily class schedules and Zoom/Google Meets classes from 10:00 - 1:30. The students will have 30 minute Zoom/Google Meets classes with each of their teachers according to their daily schedule. After 1:30 students will complete assignments and will have access to help from their teachers through virtual office hours. There will be no face to face instruction at the school during this time. We will however continue to bring in students on their assigned days according to the schedule given August 10th - 14th. These students will have the option of being picked up by the school bus. Students that come in on their assigned day will be at school from 10:00 - 1:30. Students will be assigned a classroom, and will log in to their schedule of classes just as if they were at home. As previously, students are not required to come in on their assigned day, but it is highly recommended for students that are struggling with technology and virtual learning. This will be a time that students can get help with the technology. Students at Las Puertas will follow all of the safety measures and policies listed below. During this time, students must log in to their classes in order to be counted for attendance and to earn the participation portion of their grade.

By the Governor's Executive Order, after August 17th if parents need a place for their child to work, students will be allowed to come into the school building during school hours (9:00 - 4:00). Students who come in during this time will still log into their virtual classes from 10:00 - 1:30. There will not be face to face instruction during this time and the students' teachers will not be available for individual face to face tutoring. School bus transportation will not be available for these students. Students must be dropped off and picked up if coming into the school not on their assigned day. Students will be assigned a classroom as they come in, and will login and begin their virtual work. Each classroom will have a maximum occupancy based on social distancing requirements.

Overview

August 5th - August 7th: Packet of work delivered by Tony, or picked up from school.
Attendance recorded by phoning in.

August 10th - August 14th: Orientation: Assigned group of students in school each day.
Computers assigned and directions for how to access classes.
Attendance recorded by phoning in or emailing in.

August 17th - October 9th: Distance Learning: All students are doing distance (virtual) learning.
All students log in to classes 10:00 - 1:30. Individual work after 1:30.

Assigned group of students in school for technology support.
Attendance recorded by logging into Zoom Classes.

Safety Policies and Procedures While at Las Puertas

- Temperature will be taken with a non-contact forehead scanning thermometer. Anyone with a temperature of 100.4 or greater will not be allowed to enter the school or bus.
- All people entering the school or the bus must wear a face mask at all times while in the school or the bus. Students will be provided with a clean face mask when entering the school or the bus, and the mask will be collected and washed at the end of the day.
- All students in the school must practice social distancing. All classroom desks will be marked out on the floor and must remain on the marks.
- All classrooms will have occupancy limits that will be strictly enforced.
- Only one student at a time will be permitted to use the restroom. Restrooms will be cleaned and sanitized every hour.
- Only one student per set of seats (siblings excluded) will be allowed on the bus. The bus will be cleaned and sanitized after pick up and drop off.
- Only one student at a time will be allowed to enter the office area.
- If students are eating breakfast or lunch at school, they are required to practice social distancing while eating (6ft from nearest person). A desk shield may be required if eating in the classroom.
- Students will be required to use hand sanitizer when entering or leaving the classroom.
- Classrooms will be cleaned and sanitized daily.
- If any student displays symptoms of COVID-19 they will be quarantined at school until an adult can pick them up.