

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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

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

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

Charter Holder Information

Charter Holder Name	Painted Pony Ranch Charter	Charter Holder Entity ID	10967
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Jennifer L. Baker		
Representative Telephone Number	928-776-1212 ext. 114		
Representative E-Mail Address	willowcreek@willowcreekcharter.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
Willow Creek Charter School	78815	13-87-56-101

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	84	Start Date for Distance Learning	August 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	84
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 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: Grades 3-8 intend to operate distance learning through the 1 st quarter of the year, provided that schools can safely reopen after the 1 st quarter. Grades K-2 will be in-person for the 1st quarter.		

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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
Develop class hours start time, as well as schedule and hours for entire day of schooling.	Teachers, Director, Registrar	July 30, 2020	New schoolwide schedule is finalized and posted in DL handbook addendum to families and staff.

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Identify time frame for student early morning online check-in to be considered “tardy”, “present” or “absent”.	Teachers, Director, Registrar	Early August	Procedure finalized and documented; used by teachers to enter into SIS attendance system daily. Registrar to check attendance daily (per normal procedures) and ensure student attendance is correctly logged prior to upload to state.
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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
Create an online virtual classroom where students log in to for portions of teaching live, provide independent learning, homework and interventions schedule that students must follow.	Teachers, SPED Director	Daily	Attendance records, classroom involvement and work completed.

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
Staff will work onsite in individual classrooms and buildings while conducting the DL experience for students online.	Director	August 10, 2020, then every other week	Director will observe and document virtual teaching, Google Classroom setups and implementation, participation from students and from staff every other week.
Staff who must work remotely for sickness, contagion, shut down or other reasons will attempt to re-create the virtual classroom and schedule to continue student learning (provided they are able to do so).	Director	August 10, 2020, then every other week	Director will observe and document virtual teaching, Google Classroom setups and implementation, participation from students and from staff every other week.

b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Sick and leave policy modified to not be taken away for illness or other COVID concern. Days will only be used and deducted for vacation or personal leave.	Director	Implemented July 1, 2020	Documentation of policy change
Administration communicates with staff on all policy changes, human resource needs.	Director	Weekly	E-mails, revised Policy documents

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Online professional development trainings that staff locates is encouraged and can be purchased by the school.	Staff	Monthly	Meeting for monthly PLC meetings to discuss and plan for online PD
Scheduled in person PD (like one scheduled for September from GCU) to continue as planned, with social distancing and masks worn in meeting.	Director	Quarterly	PLC meeting agendas, notes and PD plans documented.
Required PD for Zoom and other online learning found and shared with team.	Director	During 1 st quarter – weekly Ongoing throughout the rest of the year as needs for new DL classrooms are determined.	PLC meetings

List Specific Professional Development Topics That Will Be Covered

Online resources, such as Google Classroom in depth training and Zoom. How to effectively teach students in an unconventional classroom setting, new ways of teaching standards and curriculum through online learning, how to differentiate and create teams of students to collaborate together in an online environment.

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	
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours		X	X
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>
<i>Kindergarten</i>	<i>Direct instruction using zoom</i>	<i>My Math and/or Happy</i>	<i>Verbal or written exit ticket.</i>	<i>My math Unit Checks & Final</i>

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	<i>and Google classroom.</i>	<i>Numbers</i>	<i>Daily assignments in packets or in google classroom.</i>	<i>curriculum assessments monitored through Zoom</i>
<i>1-2</i>	<i>Direct Instruction using zoom. Independent classwork using zoom with para and assignments given in google classroom. SPED students will do independent work with para, SPED teacher or private zoom conference in afternoon with teacher.</i>	<i>My Math</i>	<i>Verbal or written exit ticket. Daily assignments in packets or in google classroom. Happy Numbers SPED students will review exit tickets and misunderstood assignments with para, SPED teacher or private zoom conference in afternoon with teacher.</i>	<i>Mid module & Final Module curriculum assessments monitored through zoom or GoFormative All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i>
<i>3-4</i>	<i>Direct instruction using Google Hangouts. Khan Academy videos/Youtube videos and recorded instructional videos made by the teacher for students to reference during independent work.</i>	<i>Engage NY</i>	<i>Exit Tickets and quizzes will be completed with Go Formative. Students will also conduct additional, differentiated reteach using Happy Numbers.</i>	<i>Students will complete Mid and End of Unit assessments through Go Formative. Summative assessments will also be differentiated per student IEP's and with the suggestions of the SPED department.</i>
<i>5-6</i>	<i>Direct Instruction via Google Hangouts as well as supplemental Khan Academy or similar videos based on learning standard. This will be followed by independent work or group work with teacher check-ins</i>	<i>Engage NY (Eureka Math)</i>	<i>Student-teacher check ins. Exit tickets and standard-based quizzes through go formative.</i>	<i>Mid module and end of module assessment through Go Formative. Standard-based assessment given at differentiated times based on students level SPED Summative assessments to be differentiated in partnership with SPED teacher and to be given by SPED teacher.</i>
<i>7-8</i>	<i>Direct Instruction via zoom</i>	<i>EngageNY</i>	<i>Exit tickets will be done daily</i>	<i>Mid Module & Final Module</i>

	<p><i>Independent classwork via Google Meets.</i></p> <p><i>SPED Students will do independent work with Special Ed Teacher</i></p>		<p><i>through GoFormative.</i></p> <p><i>SPED Students: Exit Tickets are done under the supervision of Special Ed Teacher</i></p>	<p><i>Assessments through GoFormative (these are given normally every couple of weeks, depending on size of Module)</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of Special Ed Teacher</i></p>
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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>	<p><i>Direct Instruction whole group using zoom.</i></p> <p><i>Independent classwork using zoom with para and assignments given in google classroom.</i></p> <p><i>Small group direct instruction using zoom.</i></p> <p><i>SPED students will do independent work with para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>	<i>Imagine it</i>	<p><i>Verbal or written exit ticket.</i></p> <p><i>Daily assignments in packets or in google classroom.</i></p> <p><i>peardeck or small group discussions</i></p> <p><i>SPED students will review exit tickets and misunderstood assignments with para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>	<p><i>ELA weekly assessments from curriculum monitored through zoom or GoFormative. One on one reading conferences through zoom.</i></p> <p><i>Writing final writing assignments submitted through google classroom.</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>
<i>1-2</i>	<i>Direct Instruction whole</i>	<i>Imagine it</i>	<i>Verbal or written exit ticket.</i>	<i>ELA weekly assessments from</i>

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	<p><i>group using zoom. Independent classwork using zoom with para and assignments given in google classroom.</i></p> <p><i>Small group direct instruction using zoom.</i></p> <p><i>SPED students will do independent work with para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>		<p><i>Daily assignments in packets or in google classroom.</i></p> <p><i>peardeck or small group discussions</i></p> <p><i>SPED students will review exit tickets and misunderstood assignments with para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>	<p><i>curriculum monitored through zoom or GoFormative. One on one reading conferences through zoom.</i></p> <p><i>Writing final writing assignments submitted through google classroom.</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>
3-4	<p><i>Direct instruction with Google Hangouts/Zoom, as well as independent and group work. SPED students will have be provided accommodations and modifications per their IEP.</i></p>	Engage NY	<p><i>Students will complete exit tickets, independent/group work, small group instruction.</i></p>	<p><i>Students will complete Mid unit and End of unit assessments, as well as writing based assessments such as essay projects. Assessments will be created with the help of the SPED dep based on student IEPs and will be given by the SPED teacher.</i></p>
5-6	<p><i>Direct Instruction via Google hangout and following a Pear Deck Google Slide presentation for students to stay on topic and organized. Group work via hangouts utilizing assignments from</i></p>	Engage NY	<p><i>Teacher-student check ins, exit tickets, daily assignments, small group discussions.</i></p>	<p><i>Mid unit and End of unit assessments. Final writing project. Standard-based quizzes.</i></p> <p><i>SPED summative to be designed in partnership with</i></p>

	<i>our Google Classroom. Independent reading work.</i>			<i>SPED teacher and to be given by SPED teacher.</i>
7-8	<i>Direct Instruction via Zoom. Indendept work via Google Meets with heterogeneous groups utilizing different group structures SPED students do independent work with their assigned group</i>	<i>EngageNY</i>	<i>Exit tickets will be done daily through GoFormative SPED students do independent work with their assigned group</i>	<i>Mid Module & Final Module Assessments through GoFormative *Mid Modules are done 3X a quarter *Final Assessment done at the end of quarter through multiple choice and final writing assignment *All summative assessments are differentiated for SPED population and taken under the supervision of Special Ed Teacher</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>Direct Instruction using zoom. Independent classwork assignments given in google classroom, Brainpop Jr. or Flipgrid discussion board. SPED students will do independent work with para, or private zoom conference in afternoon with teacher.</i>	<i>HMH Science Dimensions</i>	<i>Turned in assignments, quizzes in Brainpop Jr. and assessment of Flipgrid Discussions.</i>	<i>Mid module & Final Module curriculum assessments monitored through zoom or GoFormative All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i>
<i>1-2</i>	<i>Direct Instruction using zoom.</i>	<i>HMH Science Dimensions</i>	<i>Turned in assignments,</i>	<i>Mid module & Final Module</i>

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	<p><i>Independent classwork assignments given in google classroom, Brainpop Jr. or Flipgrid discussion board.</i></p> <p><i>SPED students will do independent work with para, or private zoom conference in afternoon with teacher.</i></p>		<p><i>quizzes in Brainpop Jr. and assessment of Flipgrid Discussions.</i></p>	<p><i>curriculum assessments monitored through zoom or GoFormative</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>
3-4	<p><i>Direct instruction using Hangouts as well as small group/independent activities using online classroom platfor.</i></p>	<p><i>HMH Science Dimensions</i></p>	<p><i>Pre-assessment, exit tickets and written lesson checks using the online curriculum.</i></p>	<p><i>End of unit assessments and unit projects. Accommodations/modifications will be provided per student IEPs and assessments will be completed with the SPED teacher.</i></p>
5-6	<p><i>Utilizing Content providers online and interactive ebook to complete lessons as individualized pace with teacher check ins.</i></p>	<p><i>HMH Science Dimensions ED: Your friend in learning (online corresponding program)</i></p>	<p><i>Pre assessment a via online platform as well as verification of assignments and lesson checks.</i></p>	<p><i>End of unit assessments and end of unit projects. SPED students take modified test under the supervision of Special Ed Teacher</i></p>
7-8	<p><i>Direct Instruction via Zoom. Independent work via Google Meets with heterogeneous groups utilizing different group structures</i></p> <p><i>SPED students do independent work with their assigned group</i></p>	<p><i>HMH Science Dimensions</i></p>	<p><i>Daily lessons with work turned in via the HMH system.</i></p> <p><i>SPED students do independent work with their assigned group</i></p>	<p><i>Quizzes completed weekly.</i></p> <p><i>Unit Assessments completed at the end of each unit</i></p> <p><i>Module Assessment completed at the completion of Module.</i></p> <p><i>SPED students take modified test under the supervision of</i></p>

				<i>Special Ed Teacher</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>	<p><i>Direct Instruction using zoom. Independent classwork assignments given in google classroom, Brainpop Jr. or Flipgrid discussion board.</i></p> <p><i>SPED students will do independent work with para, or private zoom conference in afternoon with teacher.</i></p>	<i>Imagine it</i>	<i>Turned in assignments, quizzes in Brainpop Jr. and assessment of Flipgrid Discussions.</i>	<p><i>Mid module & Final Module curriculum assessments monitored through zoom or GoFormative or final creative project.</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>
<i>1-2</i>	<p><i>Direct Instruction using zoom. Independent classwork assignments given in google classroom, Brainpop Jr. or Flipgrid discussion board.</i></p> <p><i>SPED students will do independent work with para, or private zoom conference in afternoon with teacher.</i></p>	<i>Imagine it</i>	<i>Turned in assignments, quizzes in Brainpop Jr. and assessment of Flipgrid Discussions.</i>	<p><i>Mid module & Final Module curriculum assessments monitored through zoom or GoFormative or final creative project.</i></p> <p><i>All summative assessments are differentiated for SPED population and taken under the supervision of para, SPED teacher or private zoom conference in afternoon with teacher.</i></p>
<i>3-4</i>	<i>Direct instruction using Hangouts/Zoom. Project</i>	<i>U.S. Civics- Arizona Social Studies Standards</i>	<i>Interactive Google Slide assignments, interactive</i>	<i>Final project presentations.</i>

	<i>assignments, virtual field trips.</i>		<i>notebooks, quizzes.</i>	
5-6	<i>Independent project based learning with teacher checkins .</i>	<i>Arizona Social Studies Standards (Economics/civilizations)</i>	<i>Prograss checks, assignments, quizzes.</i>	<i>Final project presentation</i>
7-8	<i>Social Studies - Direct Instruction via Zoom *Project Based Learning Interventions - Meet with students individually or small group for Interventions based on daily exit tickets for all subjects</i>	<i>American History</i>	<i>Interactive Notebooks and daily worksheets,</i>	<i>Final product will be graded. at the end of the quarter. SPED students will have modified projects accordingly.</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)

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
SPED teacher will meet with students 2-4 days per week using an online platform.	SPED Director	Weekly	Tracking of meetings with students on a daily/weekly/monthly report
Students will be identified that have needs and goals as they are stated in	Teachers	At start of school year	IEP goals, monthly tracking from support services

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their IEP's. Qualified students will receive additional counseling, OT and speech therapy via online video and phone platforms.			
Our school counselor will maintain regular, collaborative contact with WCC teachers to ensure the social/emotional needs of our students are being met. She will provide availability for video conferences or calls with any students/families in need of social and emotional support.	Counselor, Director, SPED Director	Weekly	Tracking of meetings with students; weekly phone calls with Director to review student needs, communication with teachers to discuss support for students

Process for Implementing Action Step

The Special Education Team will regularly meet to discuss students' IEPs, as well as ways to meet the needs of special education students in the distance learning format.

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

Action Step	Person(s) R.sponsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step

We do not have English Language Learners.

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	1-2	3-4	5-6	7-8
Social Emotional Learning	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X

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	Online Social Emotional videos	X	X	X	X	X
	Parent Training					
	Other:				X	

		Kinder	1-2	3-4	5-6	7-8
Counseling Services	In-Person					
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM					
	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"> Daily emotional check-ins/ Zone of Regulation. Professional counseling services. Family Needs Assessment to identify family and student physical and emotional needs. Ongoing social-emotional awareness discussions/videos. 	<ol style="list-style-type: none"> Teachers School therapist and OT Parents will complete the Family Needs Assessment survey to be reviewed by the teacher. Teachers 	<ol style="list-style-type: none"> Daily Weekly or as needed for students who need additional social/emotional supports and students with IEPs. Once a year. Additional follow up from the teachers to provide referrals to local agencies for needs assistance. Additional surveys may be completed based on individual family needs. Daily. 	<ol style="list-style-type: none"> Conducted with attendance using individual google forms for 3rd-8th grade. Follow up discussions. Individual assessment of emotions for K-2nd. Discussion with SPED director and follow up conversations between teachers and therapists. Documentation of services provided. Completed with school-wide google form survey. Observed in lesson plans/virtual classrooms.

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
WCC will evaluate students' progress using Aimswebplus	Teachers, Sped Director	August, December, May	Test result data

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)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Aimswebplus	Testing center	August, December, May
1-3	Aimswebplus	Testing center	August, December, May
4-6	Aimswebplus	Testing center	August, December, May
7-8	Aimswebplus	Testing center	August, December, May
9-12			

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Aimswebplus	Testing center	August, December, May
1-3	Aimswebplus	Testing center	August, December, May
4-6	Aimswebplus	Testing center	August, December, May
7-8	Aimswebplus	Testing center	August, December, May
9-12			

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

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Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

Grades 3-8 intend to operate online distance learning through the 1st quarter of the year, provided that schools can safely reopen after the 1st quarter. Grades K-2 will be in-person for the 1st quarter.