

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 <u>Edgenuity</u>, 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	New Horizon School for the Performing Arts	Charter Holder Entity ID	5554
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Jann Wyler	
Representative Telephone Number		480 655-7444	

Representative E-Mail Address	jann@nhorizon.net
-------------------------------	-------------------

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

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	142	Start Date for Distance Learning	August 4, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	23	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	23 However, students who are Distance Learning can opt for On Campus Learning when available.
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:			
<p>On June 29, 2020 Governor of Arizona Doug Ducey announced in coordination with Superintendent of Public Instruction Kathy Hoffman, the first day of school for in-person learning will be delayed until August 17, 2020. Schools will be able to conduct distance learning before then should they choose. New Horizon School for the Performing Arts will provide Distance Learning for all students August 4-14, 2020. August 17, 2020 we are reopening On Campus and continuing to offer Distance Learning. The Executive Order on July 23, 2020 stated that there will be additional criteria to meet before schools can reopen in person. This Criteria will be released Friday, 7 August, 2020. Our school year will continue to start as originally planned. It will continue to be on line until further notice. When schools are allowed fully open, New Horizon School for the Performing Arts will offer On Campus and Distance Learning for the 2020-2021 school year.</p>			

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?	No

**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. Parents calls and reports the student is attending.	1. Parent	1. 7:30- 8:30 AM	1. Attendance roster and Schoolmaster
2. Secretary makes call to parents if not already reported.	2. School Secretary	2. Daily	2. Attendance roster and Schoolmaster
3. Participation in the virtual ZOOM meetings	3. Teacher	3. Daily	3. Digital record
4. Student logged into online educational software.	4. Student and parent	4. Daily	4. Digital record

5. Parent, Student, Teacher daily written Time and Effort Attestation Log.	5. Parent, Student and the Teacher	5. Weekly	5. Signed and completed Time and Effort Attestation log.
--	------------------------------------	-----------	--

b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Communicate with their teacher via phone or digital meeting software.	1. Teacher of record and the office attendance secretary.	1. Daily	1. Attendance rosters and Schoolmaster.
2. The student participates in virtual meeting.	2. Teacher of record and the office attendance secretary.	2. Daily	2. Attendance rosters and Schoolmaster
3. Daily class/homework assignments completed.	3. Teacher of record and the office attendance secretary.	3. Class/homework weekly packet will be completed every day and turned in once a week.	3. Return of the completed class/homework weekly packet.
4. Parent Attestation of Daily Time and Effort log .	4. Teacher of record	4. Weekly	4. Signed and completed Attestation of Daily Time and Effort.

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
New Horizon School for the Performing 1. Hold virtual conferences 2. Record Attendance 3. Publish and hold regular office hours . 4. Grade class/homework packets and provide feedback in a timely manner. 5. Communicate with parents and student's in a timely manner. 6. Communicate with administration and entire staff. 7. Work with the SPED team as needed.	Administration , teachers and faculty including SPED team.	Daily, weekly aooglel Meets needed.	Attendance records Email ZOOM meetings G

--	--	--	--

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Train staff on COVID-19 protocols .	1. Administrator - Jann Wyler	1. Prior and during employment virtual or in person.	1. Policies notebook, Employee Handbook, contracts, emails ZOOM recorded calls.
2. Communicate via- email or Zoom any updates from the local , state and federal levels.	2. Administrator- Jann Wyler	2. Daily	2. Written communication
3. Confirm compliance with all local state and federal laws.	3. Administrator- Jann Wyler	3. As needed	3. Digital communication
4. Administration communicates with staff through text messaging, emails, and phone calls and Zoom.	4. Administrator Jann Wyler	4. As needed	4. Digital communication
5. Weekly staff meetings	5. Administration Jann Wyler	5. Weekly	5. Sign Rosters or ZOOM in person

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional Development will be held for 2- days for the staff prior to school starting.	Administrator - Jann Wyler Academic Specialist - Nancine Maston Instructional Specialist - Cynthia Hegarty	Two days prior to the school year starting	Sign in rosters
2. On going webinars, online learning classes or possible in person training.		Ongoing	Sign in rosters. Certificates of completion.
3. Professional Development will be ongoing and mainly conducted during our weekly teacher/staff meetings.		Ongoing	Sign in rosters.

List Specific Professional Development Topics That Will Be Covered

At the beginning of the school year Professional Development will include:

1. Policy Charter Holder Distance Learning and On Campus plan
2. Policy Charter Holder Schoolwide Distance Learning plan
3. Policy Proactive Plan when a student or staff member test positive for COVID-19
4. Policy Parent Education and caregiver education of the importance of monitoring and responding to symptoms.
5. SEL Social Emotional Learning - Sanford Harmony
6. The school community
7. Administration, teacher, staff, parent, and student communication.
8. New attendance procedures for Distance Learning
9. New procedures for Breakfast and Lunch for Distance learners
10. Entering Distance Learners grades in Schoolmaster.
11. Weekly grading class/homework packets, formative assessments
12. Creating a comprehensive class/homework packet for students.
13. Formative and summative testing
14. Parent Student Teacher Handbook
15. Employee Handbook
16. Lesson Plans
17. Study schedule and requirements for Distance Learners
18. Weekly Attestation Time and Effort tracking for teachers, parents, and students.
19. Breakfast and lunch procedures
20. Parent or support coach role for the Distance Learner
21. Special Education Distance Learner and On Campus
22. Dance class Music class videos online on the school website
23. McKinney Vento
24. ZOOM , Google Meet, virtual meeting training
25. Device and connectivity needs assessment teachers and staff
26. Training on school online platforms: Prodigy, Moby Max, Reading Eggs/ Math Seeds/ ConnectED and BrainPOP
27. Curriculum Mapping
28. School Curriculum
29. School resources
30. Health and Safety
31. Grant Management
32. EL Students
33. ESSER Grant - sanitizing , disinfecting, facility readiness for school to reopen
34. Daily sanitizing , disinfecting and cleaning procedures for classrooms for staff and custodial.
35. Internet Safety.

2&3 Ongoing Professional Development during the school year includes:

1. All the above
2. Health and Safety
3. Emotional well-being

Distance Learning Plan Template 2020-2021

4. Sanford Harmony webinars
5. Edmentum webinars
6. McGraw-Hill webinars
7. Prodigy, Moby Max, Reading Eggs, BrainPOP webinars.
8. Online resources for Distance Learning
9. Teacher collaboration during Distance Learning
10. Differentiation while Distance Learning
11. EL student's learning
12. Special Education student learning.

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	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)		X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>

K	<p><i>Using the district's curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, Math Seeds, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. . Teacher online instruction 30 minutes daily. Students will use the software math program approximately 20 minutes a day.</i></p>	<p><i>McMillian Math and computer software program, Math Seeds and BrainPOP.</i></p>	<p><i>McGraw-Hill My Math, Moby Max, Math Seeds and BrainPOP weekly quizzes.</i></p>	<p><i>Quarterly Galileo Benchmarks, My Math chapter tests, and unit tests per curriculum maps</i></p>
1-3	<p><i>Using the district's curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, Prodigy, Math Seeds, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. Teacher online instruction 45-60 minutes daily. Students will use the software math program approximately 30 minutes a day.</i></p>	<p><i>McMillian Math and computer software program, Math Seeds and BrainPOP</i></p>	<p><i>McGraw-Hill My Math, Moby Max, Prodigy and BrainPOP weekly quizzes.</i></p>	<p><i>Quarterly Galileo Benchmarks, My Math chapter tests, and unit tests per curriculum maps.</i></p>

Distance Learning Plan Template 2020-2021

4-6	<i>Using the district's curriculum weekly class/homework packets and online learning will be used. Educational software (Moby Max, Prodigy, BrainPOP, or teacher created materials) and/or participation in live instruction that is teacher directed. . Teacher online instruction 60 minutes daily. Students will use the software math program approximately 30 minutes a day.</i>	<i>McGraw-Hill My Math 4th and 5th, Glencoe 6th , and software Moby Max, Prodigy, and BrainPOP.</i>	<i>McGraw-Hill My Math 4th and 5th , Glencoe 6th, Moby Max, Prodigy, and BrainPOP weekly quizzes.</i>	<i>Quarterly Galileo Benchmarks, My Math 4th and 5th, Glencoe 6th, Chapter tests and unit tests per curriculum maps.</i>
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

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>	<i>Using the district's ELA curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, Reading Eggs, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. . Teacher online instruction 30 minutes daily. Whole group, small group, individual or self paced. Students will use the software ELA program approximately 20 minutes a day.</i>	<i>McGraw-Hill Wonders and Spaulding. Software, Moby Max, Reading Eggs, and BrainPOP</i>	<i>McGraw-Hill Reading Wonders. Software Moby Max, Reading Eggs and BrainPOP weekly quizzes.</i>	<i>Quarterly Galileo Benchmarks, Reading Wonders unit tests, and chapter tests per curriculum maps.</i>
<i>1-3</i>	<i>Using the district's ELA curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, Reading Eggs, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. . Teacher online instruction 45-60 minutes</i>	<i>McGraw-Hill Wonders and Spaulding. Software, Moby Max, Reading Eggs, and BrainPOP</i>	<i>McGraw-Hill Reading Wonders. Software Moby Max, Reading Eggs and BrainPOP weekly quizzes.</i>	<i>Quarterly Galileo Benchmarks, Reading Wonders unit tests, and chapter tests per curriculum maps.</i>

Distance Learning Plan Template 2020-2021

	<i>daily. Whole group, small group, individual or self paced. Students will use the software ELA program approximately 30 minutes a day.</i>			
4-6	<i>Using the district's curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, Reading Eggs, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. . Teacher online instruction 45-60 minutes daily. Whole group, small group, individual or self paced. Students will use the software ELA program approximately 30 minutes a day.</i>	<i>McGraw-Hill Wonders books, and software Moby Max, Reading Eggs, and BrainPOP.</i>	<i>McGraw-Hill Reading Wonders. Software Moby Max, Reading Eggs and BrainPOP weekly quizzes.</i>	<i>Quarterly Galileo Benchmarks, Reading Wonders unit tests, and chapter tests per curriculum maps.</i>
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

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>Using the district's curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher directed. Teacher online instruction 20 minutes daily. Whole group, small group, individual or self paced. Students will use the software science program Moby Max or BrainPOP for approximately 20 minutes a day.</i>	<i>SRA Science books, Moby Max, and BrainPOP software.</i>	<i>SRA Science quizzes and software Moby Max, and BrainPOP weekly quizzes.</i>	<i>SRA Unit tests.</i>
<i>1-3</i>	<i>Using the district's curriculum weekly class/homework packets and online learning. will be used. Educational software (Moby Max, BrainPOP, or teacher created materials) and/ or participation in live instruction that is teacher</i>	<i>SRA Science books, Moby Max, and BrainPOP software.</i>	<i>SRA Science quizzes and software Moby Max, and BrainPOP weekly quizzes.</i>	<i>SRA Unit tests, and 3rd grade Galileo Science Quarterly Benchmarks.</i>

	<p><i>directed. Teacher online instruction 30 minutes daily. Whole group, small group, individual or self paced. Students will use the software science program Moby Max or BrainPOP for approximately 20 minutes a day.</i></p>			
4-6	<p><i>Using the district's curriculum weekly class/homework packets and online learning will be used. Educational software (Moby Max, BrainPOP, or teacher created materials) and/or participation in live instruction that is teacher directed. Teacher online instruction 45 minutes daily. Whole group, small group, individual or self paced. Students will use the software science program Moby Max or BrainPOP for approximately 20 minutes a day.</i></p>	<p><i>SRA Science books, Moby Max, and BrainPOP software.</i></p>	<p><i>SRA Science quizzes and software Moby Max, and BrainPOP weekly quizzes</i></p>	<p><i>SRA Unit tests, and 4th grade Galileo Science Quarterly Benchmarks.</i></p>
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

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>
Kindergarten	<i>Dance, and General Music classes. There will be weekly dance and music instructional videos presented by the dance and music teachers following the school curriculum. These videos will be posted on the school website for viewing and participation.</i>	<i>McGraw-Hill music is used by the music and dance teachers. The music teacher will teach General Music, music appreciation , how to sing, timing, music note reading, and history of music. The Dance teacher will create choreography, basic dance skills, routines, exercises, to promote self esteem and self mastery. Music and Dance will continue to be taught which aligns with school productions and performances.</i>	<i>Weekly assessment on ZOOM with the dance and music teacher.</i>	<i>Quarterly assessment on ZOOM with the dance and music teacher.</i>
1-3	<i>Dance, and General Music classes. There will be weekly dance and music instructional videos presented by the dance and music teachers following the school curriculum. These videos will be posted on the school website for viewing and participation.</i>	<i>McGraw-Hill music is used by the music and dance teachers. The music teacher will teach General Music, music appreciation , how to sing, timing, music note reading, and history of music. The Dance teacher will create choreography, basic dance skills, routines, exercises, to promote self esteem and self mastery. Music and Dance will continue to be taught which aligns with school productions and performances.</i>	<i>Weekly assessment on ZOOM with the dance and music teacher.</i>	<i>Quarterly assessment on ZOOM with the dance and music teacher.</i>

Distance Learning Plan Template 2020-2021

4-6	<i>Dance, General Music and Violin classes. There will be weekly dance and music instructional videos presented by the dance and music teachers following the school curriculum. These videos will be posted on the school website for viewing and participation.</i>	<i>McGraw-Hill music is used by the music and dance teachers. The music teacher will teach General Music, music appreciation, how to sing, timing, music note reading, and history of music. The Dance teacher will create choreography, basic dance skills, routines, exercises, to promote self esteem and self mastery. Music and Dance will continue to be taught which aligns with school productions and performances. The Suzuki curriculum, supplemental music instruction and watching prominent violin musicians. The beginning, intermediate and advanced students are taught how to play a violin, reading sheet music, fingering and bowing technique, and performance etiquette.</i>	<i>Weekly assessment on ZOOM with the dance, music and violin teacher.</i>	<i>Quarterly assessment on ZOOM with the dance, music and violin teacher.</i>
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

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
The Teacher of Record and the Special Ed Teacher will work together to create the weekly class/homework packet for our eighteen Special Ed students. The students with IEP's will have a distance learning plan (DLP) . The Special Ed and Speech Teachers will meet with their students daily on Google Meet.	Special Ed Teacher, Speech Teacher and the Special Ed Department Chairman.	Daily communication depending on the IEP.	Written, oral, and online communication .

Process for Implementing Action Step

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Identifying students with the PHOLOTE	1. Secretary / office	1. Upon enrollment	1. PHLOTE
2. Administer the AZELLA test.	2. AZELLA Test coordinator	2. Test schedule and as ADE requires.	2. AZELLA test results
3. Coordinate services.	3. AZELLA Test coordinator and teachers.	3. Daily	3. EL Student list
4. The Teacher of Record will create a modified class/homework packet based on our school curriculum.	4. Teacher	4. Daily	4. Completed class/homework packet.
5. The Teacher of Record will meet daily on ZOOM as a small group or individually with their EL students.	5. Teacher	5. Daily	5. Digital reporting

Process for Implementing Action Step

If an EL student is not making meaningful progress in the online program, the administrator, teacher of record, and parents convene to consider making changes in the student's academic program.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	6th only	N/A
	Phone	X	X	X	6th only	N/A
	Webcast					
	Email/IM	X	X	X	6th only	N/A
	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
New Horizon School for the Performing Arts teachers, staff, parents, and students are using the comprehensive Sanford Harmony for SEL support system. This program includes; Teacher Check-in, lesson plans on social and emotional topics, online social and emotional videos, stories and parent training. Counseling is available in person, by phone, and through email.	Administration and teachers.	Daily	Lesson plans, and written communication.

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
Students are required to have in person individual testing for math, reading, and spelling weekly by appointment only at the school testing center.	Teacher of record	Weekly by individual appointment .	Test results.

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	Galileo	In person at the school testing center.	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021 May 3-7, 2021
1-3	Galileo	In person at the school testing center.	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021 May 3-7, 2021
4-6	Galileo	In person at the school testing center.	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021

			May 3-7, 2021
7-8	N/A	N/A	N/A
9-12	N/A	N/A	N/A

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>
Kindergarten	Galileo	In person at the school testing center	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021 May 3-7, 2021
1-3	Galileo	In person at the school testing center	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021 May 3-7, 2021
4-6	Galileo	In person at the school testing center	August 5, 6, and 11, 2020 September 21-September 25, 2020 November 30 - December 4, 2020 February 22-26, 2021 May 3-7, 2021
7-8	N/A	N/A	N/A
9-12	N/A	N/A	N/A

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

Upon entering the testing center the student's and the parents who are bringing them will have their temperature taken. If their temperature is over 99 or higher the student will need to reschedule.

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.

1. ENROLLMENT , REQUIREMENTS, INFORMATION DISTANCE LEARNERS

- a. All Students must follow the enrollment guidelines. .
- b. Distance Learners must have a computer and the internet.
- c. All textbooks, workbooks, class/homework packets, emails are written in English.
- d. The school also communicates with a messaging system “One Call Now” for school announcements in English and Spanish.
- e. To enroll in the Distance Learning Program the parent must:
 - i. Attend a Distance Learning Parent meeting or meet with an administrator to fully understand the process, commitment, and importance of a distance learning coach and student’s involvement.
 - ii. Sign the Distance Learning and On Campus Contract
- f. Academic probation may result if class/homework packets and tests do not reflect adequate progress.
- g. Failure to do the Classwork/ Homework packets and fulfill the Distance Learning contract may result in the student being retained for the following year.
- h. Daily attendance and submission of all assignments is mandatory in order to maintain enrollment status
- i. Communication through the weekly Newsletter, One Call Now, a text and voice mail message system.
English and Spanish speaking secretaries will be available

2. DISTANCE LEARNING TIME AND EFFORT PARENT, STUDENT, TEACHER DAILY ATTESTATION

3. PARENT/GUARDIAN SUPPORT - ROLE OF THE DISTANCE LEARNER- SUPPORT COACH

4. TEACHER, PARENT, STUDENT, “I WILL” DISTANCE LEARNERS COMPACT.