

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	Legacy Traditional Schools	Charter Holder Entity ID	See below
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Anastasia Hawkins	
Representative Telephone Number		520.591.8725	
Representative E-Mail Address		Anastasia.hawkins@vertexeducation.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
Legacy Traditional School Maricopa	88361	11-87-19-101
Legacy Traditional School Casa Grande	90366	11-87-18-001
Legacy Traditional School Queen Creek	90534	11-87-15-001
Legacy Traditional School Northwest Tucson	91138	10-84-14-001
Legacy Traditional School Avondale	91136	07-84-16-001
Legacy Traditional School Laveen Village	91764	07-82-15-001
Legacy Traditional School Gilbert	92048	07-82-29-001
Legacy Traditional School Chandler	91134	07-84-17-001
Legacy Traditional School Surprise	92880	07-82-74-001

Legacy Traditional School North Chandler	411380	07-84-09-001
Legacy Traditional School Glendale	229646	07-84-08-001
Legacy Traditional School Peoria	1000289	07-84-07-001
Legacy Traditional School Phoenix	1000289	07-84-15-001
Legacy Traditional School East Mesa	541763	07-84-13-001
Legacy Traditional School Goodyear	1000289	07-86-35-101
Legacy Traditional School North Phoenix	1000569	07-86-37-00
Legacy Traditional School West Surprise	1000561	07-86-36-001

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	24,000	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Unsure at this time as students have option to switch back and forth between distance and in-person each quarter.	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	7,788
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input 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:			
Legacy Traditional Schools will offer two learning options for students in Arizona for the 2020-2021 school year. All students will be required to attend school online for the first two weeks. Once in-person learning may resume on Aug. 17, per state guidance, students will continue the first quarter with the learning option they have selected i.e. in-person or online. All students will have the option to choose distance learning (online) or to return to the traditional school environment and can switch to the other selection should they choose at the end of each quarter. In addition, students will have a weeklong grace period after the first official day of school to alter their selection.			
Is the charter requiring students to do distance learning? Only until the Governor allows schools to fully reopen.			No

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? Not during the delay of in-person instruction, however at all other times, yes.	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
Each Online student will be required to log in to Schoology daily to track their attendance, except in the case of illness or an emergency (A.R.S. § 15-901). In the event that a student does not log in to Schoology, we ask that the parent or guardian call and leave a message providing the reason for the absence (non log in) on the school attendance voicemail or email the school attendance email account by 3:00 p.m. in order for	1. Parents 2. Students 3. Teachers 4. Administrative Team (Principal, Assistant Principals, Secretaries, Registrars, etc.)	Each Online student will be required to log in to Schoology daily to track their attendance, except in the case of illness or an emergency (A.R.S. § 15-901). Students will be assigned weekly schoolwork each Friday for the following week. The work is designed to meet the required hours from the State. The work is to be completed independently. Teachers will post the weekly materials	Students will be assigned weekly schoolwork each Friday for the following week. The work is designed to meet the required hours from the State. The work is to be completed independently. Teachers will post the weekly materials for their course by 4:00 p.m. the Friday prior to the start of that week.

Distance Learning Plan Template 2020-2021

<p>an absence to be “excused.” Please note that an email to the classroom teacher will not suffice. Both the attendance voicemail and email accept messages 24 hours a day. Parents are welcome to call late in the evening or very early in the morning.</p> <p>*Students who log in between 3 p.m. and 11:59 p.m. will be considered present and their unexcused absence will be adjusted at the end of the week.</p> <p>We understand that during these unprecedented times, parent schedules and traditional school hours may not complement each other. Students may log in to Schoology any time between the hours of 12:00 a.m. and 11:59 p.m. to complete their schoolwork each day. We do ask that your student at least logs in once a day for attendance purposes.</p> <p>In order to help the school track attendance and report it properly to the State, students will be assigned weekly schoolwork each Friday for the following week. The work is designed to meet the required hours from the State. The work is to be completed independently. Teachers will post the weekly materials for their course by 4:00 p.m. the Friday prior to the start of that week. Teachers will be available during their regularly scheduled contracted time, 7:30 a.m. - 4:00 p.m., to answer questions from students or parents. Within one school day, teachers will respond to any student or parent correspondence that takes place outside of working hours.</p>		<p>for their course by 4:00 p.m. the Friday prior to the start of that week.</p>	
---	--	--	--

Distance Learning Plan Template 2020-2021

--	--	--	--

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
Online learning through the distance learning option will include two live tutoring sessions a week where students can interact with teachers and ask questions. No live teaching will take place but students and teachers will be able to interact daily through Schoology discussion boards using text, audio or video messages. Lessons, discussion posts, assignments, quizzes and tests will be mapped out in advance for families at the beginning of every week.	1. Teachers	Teachers will check student progress throughout the week within Schoology. Additionally, teachers will host two live tutoring sessions a week.	Teachers will open a Google Meet live session during tutoring hours to assist students with questions as needed.

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
<p>All Teachers will remotely facilitate Online Learning through Schoology from August 5- 14th. Beginning on August 17th, all classroom teachers will instruct both in-person and online students.</p> <p>All LTS Employee Handbook guidelines are required to be followed whether teaching on or off campus.</p> <p>All teachers will virtually participate in all staff meetings, IEP meetings, 504 meetings, collaborative team meetings, and any other meetings the administration deems necessary while working remotely. .</p>	1. Teachers	1. Daily	<p>Meeting Notes</p> <p>Teachers will send weekly communication by 4pm the Friday prior to the start of that week outlining what will be covered over the course of the week and share live session information with families.</p> <p>Teachers will be available during their regularly scheduled contracted time, 7:30 AM - 4:00 PM, to answer questions from students or parents. Within one school day, teachers will respond to any student or parent correspondence that takes place outside of working hours.</p>

Distance Learning Plan Template 2020-2021

--	--	--	--

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
<p>Human Resource policies and support will be provided to all LTS staff by the Vertex Human Resources department</p> <p>Develop a full Communication Plan that covers both the time before school starts throughout the first two weeks of school.</p> <p>Develop a Communication Plan that will be implemented for the remainder of the school year beyond the first two weeks of school.</p> <p>Provide opportunity for weekly meetings to share vital communications, as needed.</p> <ul style="list-style-type: none"> • Consider whether weekly meetings need to be held. <ul style="list-style-type: none"> ○ Can some be email communication/some a video update from the principal, communication over loudspeaker (consider the needs of each individual school) 	<ol style="list-style-type: none"> 1. Vertex Human Resources Department 2. Administrative Team (Principal, Assistant Principals, Secretaries, etc.) 	<ol style="list-style-type: none"> 1. Continuously as needed 2. Last week of July 3. Second week of August 4. Weekly (as needed) 	<p>Meeting Notes</p> <p>Email communications</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
----------------	-----------------------	-------------------------	----------------------------

Distance Learning Plan Template 2020-2021

<p>Through the LMS platform, employees will be provided ongoing professional development that will help teachers and administrators learn the intricacies of the LMS as a teaching tool and learning environment.</p> <p>Teachers, staff and administration will be provided webinars that will be housed in Schoology to review as needed on various topics related to online learning.</p> <p>Schedule and implement weekly virtual meetings, as needed, with all staff to problem solve struggles with program option models.</p> <p>Provide virtual coaching to staff members as needed.</p>	<ol style="list-style-type: none"> 1. Teachers 2. Administration 3. Staff <p>Every teacher is required to participate in professional development outside of what the school offers.</p> <ul style="list-style-type: none"> • The professional development sessions require approval from administration and should be tailored to the individual growth needs of each teacher. 	<ol style="list-style-type: none"> 1. Weekly 2. Monthly and as needed 3. All employees will be offered additional full day professional development opportunities throughout the academic year. 	<p>All teachers will have access to a library of self-paced, on-demand videos on the many features of the learning management system, Schoology, and how to use them. The videos can be shared with students and incorporated into courses to ensure technology enhances, not detracts, from the learning experience.</p>
--	---	--	---

List Specific Professional Development Topics That Will Be Covered

Topics may include, but are not limited to; planning curriculum, assessment, instruction, preparing the learning experience, teaching thoughtful online collaboration, and how to manage and overcome toxic online conversations. Sessions will be centered around online teaching and setting up an online learning environment based on best practices.

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		
Personal Contact and Discussion		X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	x		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support	From Schoology	From Schoology	From Schoology
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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Teacher Office Hours.	Saxon Math has been adopted for the Math program of instruction for all grades.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussions, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts.
<i>1-3</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	Saxon Math has been adopted for the Math program of instruction for all grades.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts.

Distance Learning Plan Template 2020-2021

			<ul style="list-style-type: none"> ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> ● Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
4-6	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	Saxon Math has been adopted for the Math program of instruction for all grades.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts. ● Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

Distance Learning Plan Template 2020-2021

			online submitted assignments, and long-term projects to demonstrate academic growth and performance.	
7-8	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	Saxon Math has been adopted for the Math program of instruction for all grades.	<ul style="list-style-type: none"> Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. Teachers will observe student work, noting strengths and challenges to address. Teachers will collect student writing samples as well as long term projects as evidence of growth. Teachers will provide progress reports and quarterly report cards on student academic progress. Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. Students will complete online writing assignments and post to their Schoology portal for teacher feedback. Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts. Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Teacher Office Hours.	HMH's Journeys curriculum will be utilized for the language arts program for grades K-5.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussions, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts.
<i>1-3</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Journeys curriculum will be utilized for the language arts program for grades K-5.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts.

Distance Learning Plan Template 2020-2021

			<ul style="list-style-type: none"> ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> ● Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
4-6	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Journeys curriculum will be utilized for the language arts program for grades K-5. McGraw Hill's StudySync curriculum will be used for 6-8 grade English Language Arts.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts. ● Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

Distance Learning Plan Template 2020-2021

			online submitted assignments, and long-term projects to demonstrate academic growth and performance.	
7-8	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	McGraw Hill's StudySync curriculum will be used for 6-8 grade English Language Arts.	<ul style="list-style-type: none"> Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. Teachers will observe student work, noting strengths and challenges to address. Teachers will collect student writing samples as well as long term projects as evidence of growth. Teachers will provide progress reports and quarterly report cards on student academic progress. Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. Students will complete online writing assignments and post to their Schoology portal for teacher feedback. Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. Students will take NWEA MAP benchmark or a similar assessment three times a year to demonstrate growth on grade level standards in math and English language arts. Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Teacher Office Hours.	HMH's Science Dimensions curriculum will be utilized for Science for all grades.	<ul style="list-style-type: none"> • Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. • Teachers will observe student work, noting strengths and challenges to address. • Teachers will collect student writing samples as well as long term projects as evidence of growth. • Teachers will provide progress reports and quarterly report cards on student academic progress. • Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. • Students will complete online assignments and post to their Schoology portal for teacher feedback. • Students will engage in scheduled online class discussions, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> • Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards.
<i>1-3</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Science Dimensions curriculum will be utilized for Science for all grades.	<ul style="list-style-type: none"> • Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. • Teachers will observe student work, noting strengths and challenges to address. • Teachers will collect student writing samples as well as long term projects as evidence of growth. 	<ul style="list-style-type: none"> • Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. • Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

			<ul style="list-style-type: none"> ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	
4-6	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Science Dimensions curriculum will be utilized for Science for all grades.	<ul style="list-style-type: none"> ● Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. ● Teachers will observe student work, noting strengths and challenges to address. ● Teachers will collect student writing samples as well as long term projects as evidence of growth. ● Teachers will provide progress reports and quarterly report cards on student academic progress. ● Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. ● Students will complete online writing assignments and post to their Schoology portal for teacher feedback. ● Students will engage in scheduled online class discussion threads, 	<ul style="list-style-type: none"> ● Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. ● Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

Distance Learning Plan Template 2020-2021

			online submitted assignments, and long-term projects to demonstrate academic growth and performance.	
7-8	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Science Dimensions curriculum will be utilized for Science for all grades.	<ul style="list-style-type: none"> Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. Teachers will observe student work, noting strengths and challenges to address. Teachers will collect student writing samples as well as long term projects as evidence of growth. Teachers will provide progress reports and quarterly report cards on student academic progress. Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. Students will complete online writing assignments and post to their Schoology portal for teacher feedback. Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
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>

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Teacher Office Hours.	HMH's Into Social Studies curriculum will be utilized for grades K-2.	<ul style="list-style-type: none"> • Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. • Teachers will observe student work, noting strengths and challenges to address. • Teachers will collect student writing samples as well as long term projects as evidence of growth. • Teachers will provide progress reports and quarterly report cards on student academic progress. • Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. • Students will complete online assignments and post to their Schoology portal for teacher feedback. • Students will engage in scheduled online class discussions, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> • Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards.
<i>1-3</i>	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Into Social Studies curriculum will be utilized for grades K-2. Splash curriculum will be used for grade 3.	<ul style="list-style-type: none"> • Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. • Teachers will observe student work, noting strengths and challenges to address. • Teachers will collect student writing samples as well as long term projects as evidence of growth. 	<ul style="list-style-type: none"> • Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. • Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

			<ul style="list-style-type: none"> • Teachers will provide progress reports and quarterly report cards on student academic progress. • Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. • Students will complete online writing assignments and post to their Schoology portal for teacher feedback. • Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	
4-6	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	HMH's Into Social Studies curriculum will be utilized for grades 4-5. Savvas (formerly Pearson Realize) will be utilized for grade 6-8 for social studies curriculum.	<ul style="list-style-type: none"> • Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. • Teachers will observe student work, noting strengths and challenges to address. • Teachers will collect student writing samples as well as long term projects as evidence of growth. • Teachers will provide progress reports and quarterly report cards on student academic progress. • Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. • Students will complete online writing assignments and post to their Schoology portal for teacher feedback. • Students will engage in scheduled online class discussion threads, 	<ul style="list-style-type: none"> • Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. • Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.

Distance Learning Plan Template 2020-2021

			online submitted assignments, and long-term projects to demonstrate academic growth and performance.	
7-8	Videos, Assessments, Discussion Posts, Assignments, Projects, Learning Farm, Email, Teacher Office Hours, Virtual Tutoring.	Savvas (formerly Pearson Realize) will be utilized for grade 6-8 for social studies curriculum.	<ul style="list-style-type: none"> Teachers will follow a daily and weekly schedule to monitor student activity and academic progress through their portal login for Schoology. Teachers will observe student work, noting strengths and challenges to address. Teachers will collect student writing samples as well as long term projects as evidence of growth. Teachers will provide progress reports and quarterly report cards on student academic progress. Teachers will provide enrichment and intervention opportunities for students based on data analyzed from various assessments. Students will complete online writing assignments and post to their Schoology portal for teacher feedback. Students will engage in scheduled online class discussion threads, online submitted assignments, and long-term projects to demonstrate academic growth and performance. 	<ul style="list-style-type: none"> Students will show progress through scheduled summative assessments within online lessons aligned with Arizona state standards. Students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the spring.
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)

The LTS Distance Learning Plan as developed with our online learning management system, Schoology, is designed to include several learning modalities that are maximized for delivering rigorous and meaningful instruction to students. Teachers will utilize videoconferencing, through Google Meet or similar software, to

deliver virtual tutoring sessions. Teachers will hold office hours weekly to assist students one-on-one or in small groups with classwork, learning objectives, and to evaluate their progress. Grades will be determined by formative and summative assessments, including discussions, practice activities, quizzes, tests, and other assignments that are guided by skilled professional educators. All courses align with the in-person instruction being provided at all brick and mortar LTS schools and are designed to ensure mastery of state standards, collect accurate data, and develop a foundation of learning that can be reinforced year after year, as students expand their academic acumen.

Integrated formative and summative assessments will provide students with real-time feedback on their performance. Lessons will be loaded into the virtual classroom so that students can work at their own pace and at a time that is most conducive for them to learn. The asynchronous delivery of content through the virtual classroom will optimize a student's ability to individualize their instructional program because they can work ahead, repeat lessons, revisit past concepts, and access resources for both remediation and enrichment with ease and flexibility. LTS students participating in the distance learning option will be availed of a suite of tools to work in a supportive, asynchronous instructional setting. They will have access to message their teachers whenever needed. Students will also have access to Google Drive to create, share, and submit work. They can receive feedback from their teachers on a draft of a writing assignment, for example, before submitting it for grading through the LMS using Google Drive.

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
<p>Service Provision: Services will be delivered live via Google Meet video conferences for all special education distance learners.</p> <p>Data Collection: Baseline data will allow providers to understand where students are and where to begin instruction.</p> <ul style="list-style-type: none"> Session documentation should begin for all goals with baseline data collection. <p>Service Schedules: Groups should be created in block-scheduling format and students should be invited to attend the groups via calendar invitations.</p>	<p>Service Provision: All special education providers</p> <p>Data Collection: All special education providers</p> <p>Service Schedules: All special education providers</p>	<p>Service Provision: All special education providers will be expected to design and deliver specialized instruction in alignment with students' IEPs beginning on the first day of school.</p> <p>Data Collection: Baseline data collection should be conducted on all IEP goals within the first week of school.</p> <p>Service Schedules: All special education providers should have a draft of their service schedule completed prior to the first day of school.</p>	<p>Service Provision:</p> <ul style="list-style-type: none"> IEP's <p>Data Collection:</p> <ul style="list-style-type: none"> Arizona Special Education Teachers use the Charting function of IEPPRO. Arizona Related Service Providers use Session Tracking in IEPPRO. <p>Service Schedules: Service schedules are loaded into the ESS Data Dashboard.</p>

<p>Case Management: Consultation time will be scheduled to review accommodations and modifications as needed. Case managers will hold “office hours” before and after school to meet with general education teachers to review IEP Information Sheets, by general education teacher request.</p> <ul style="list-style-type: none"> • Special education providers will familiarize themselves with the accessibility features of Schoology and serve as a resource to general education teachers on Schoology accessibility, as needed. <p>Evaluations: Establish the school’s evaluation list. The list will include:</p> <ul style="list-style-type: none"> • Re-evaluations from the 19-20 school year • Parent requests for evaluation received from March 2020 to present • Re-evaluations due by September 30, 2020 <p>New Student Records: Upon enrollment, new students with IEPs will immediately receive a comparable set of services to what is contained within their current, non-Legacy IEP.</p> <ul style="list-style-type: none"> • METs will either be accepted or the student will be referred for a new evaluation. 	<p>Case Management: All case managers and special education providers.</p> <p>Evaluations: Evaluators</p> <p>New Student Records: IEP team</p>	<ul style="list-style-type: none"> • Revisions may be made to the schedule throughout the first week. <p>Case Management: Case managers will hold “office hours” before and after school to meet with general education teachers to review IEP Information Sheets, by general education teacher request.</p> <p>Evaluations: Within the first week of school, evaluators will establish the school’s evaluation list.</p> <p>New Student Records: Within the first 30 calendar days of enrollment, the IEP team will meet to determine if the records meet state requirements and if they meet the student’s needs.</p>	<p>Case Management: All case managers will provide IEP Information Sheets to general education teachers to identify the required accommodations and modifications for their students as well as the targeted IEP goals and services.</p> <p>Evaluations: IEP’s</p> <p>New Student Records: IEP’s</p>
--	---	---	---

Distance Learning Plan Template 2020-2021

<ul style="list-style-type: none"> IEPs will either be accepted or revised. If a new evaluation is conducted, a new IEP must be written after eligibility is determined. 			
---	--	--	--

Process for Implementing Action Step

Please see responses above as the process for implementation is included. Additionally, all special education and related services will take place through live sessions via videoconferencing so that eligible students receive specialized instruction aligned to their unique needs. Sessions will be scheduled in coordination with students' needs and parents' schedules to ensure that all students receive a sufficient Free and Appropriate Public Education (FAPE).

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"> Create lesson plans with English Learner ("EL") standards for EL students. Offer EL support through live sessions. Upload EL assignments and resources for EL students to access within Schoology. 	<ol style="list-style-type: none"> Teachers 	<ol style="list-style-type: none"> Weekly As needed Upon identification 	EL plans, EL assignments in Schoology.

Process for Implementing Action Step

Please see responses above as the process for implementation is included.

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	X	N/A
	Packet of Social and Emotional Topics					N/A
	Online Social Emotional videos					N/A
	Parent Training					N/A
	Other:					N/A

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

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. Embed social emotional curriculum into social studies pacing guides to ensure these topics are covered throughout the quarter. 2. Offer in-person as well as virtual counseling. 3. Created and shared resources with families for local support as well as topics/content to discuss with their students.	1. Teachers	2. Embedded into weekly work	Social studies curriculum

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.

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>LTS students participating in the distance learning program option will have four grading periods. Report cards will provide information regarding the student's academic performance.</p> <p>Promotion Criteria: Students will be promoted when they demonstrate proficiency of the fundamental skills that are needed to be successful at the next grade level. The retention of a student in his/her grade level is the final intervention step to ensure these skills are achieved before advancing to the next grade level. Students must demonstrate accomplishment of the standards in reading, writing, mathematics, science, and social studies adopted by the Arizona State Board of Education. LTS values all academic disciplines by providing a well-rounded program of instruction. The promotion and retention policies reflect our belief that all students will be successful across all disciplines when they are proficient in the foundational skills of reading, writing and mathematics.</p>	1. Teachers	<p>LTS students participating in the distance learning program option will have four grading periods.</p> <ul style="list-style-type: none"> Progress reports will be emailed mid-grading period to provide an opportunity to address academic needs of the student. Report cards will be emailed to parents at the end of each grading period. 	Report cards will be emailed to parents at the end of each grading period. A copy of the report cards will be kept in the student's cumulative file.

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

Distance Learning Plan Template 2020-2021

<i>Kindergarten</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 14th
<i>1-3</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 11 th -13 th
<i>4-6</i>	NWEA MAP	Online	NWEA MAP testing will begin remotely on August August 7 th
<i>7-8</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 6th
<i>9-12</i>	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>	
<i>Kindergarten</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 14th	
<i>1-3</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 11 th -13 th	
<i>4-6</i>	NWEA MAP	Online	NWEA MAP testing will begin remotely on August August 7 th	
<i>7-8</i>	NWEA MAP	Online	NWEA MAP testing will be completed remotely on August 6th	
<i>9-12</i>	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)

Please Review Remote Use of MAP Testing [HERE](#). Students participating in the LTS distance learning program option will be will administered benchmark assessments through NWEA MAP aligned to content and grade level standards three times per year. Additionally, students in grades 3-8 will take the AzM2 and AzSci or similar Arizona Department of Education required standardized assessment in the Spring.

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.

N/A