

# Distance Learning Plan Template for Charter Schools

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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 to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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

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 of 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	Griffin Foundation, Inc.	Charter Holder Entity ID	79500
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Lee Griffin	
Representative Telephone Number		520-790-8400	
Representative E-Mail Address		<a href="mailto:griffin28@msn.com">griffin28@msn.com</a>	

### 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
Children Reaching for the Sky Elementary	79512	108789101
Future Investment Middle School	90470	108789102

### Distance Learning Background Information

*a. Number of Instructional Days (3.b)*

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	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	225	Start Date for Distance Learning	August 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	125
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 safety. 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:  The district is starting this school year carefully to allow our students classroom Instruction via Live Remote Learning/Home School. We are aware that this may not be ideal, still we are committed to offering every child quality and rigorous curriculum, 5 days a week, from highly qualified teachers. Instruction will be conducted by teachers utilizing Google Classroom/Google Meet online live instruction that includes		

lessons, as well as, some recorded classroom instructions with homework. Classes will be consistent with real-time classroom instruction and will utilize approved live online programs with assessment tools. At GFSD, we are planning to purchase Lenovo Smart Tablets for all our students to use at home and/or school.

In order to help us accurately plan for when it is safe to return to the classroom responsibly, we are requesting you reserve your space in one of our two learning options so we can determine frequency, class sizes, and Remote Learning/Home School opportunities. Teachers will facilitate and support a.) **Full-Time: Live Online Remote Learning/Home School instruction (5 days per week)** or b.) **Hybrid – A mixture of On-site Classroom learning (2 days per week) and live online Remote Learning/Home School Classes (3 days per week)** are all facilitated by our highly qualified teachers. You can choose which learning option is best for each child in your household. Please submit your survey to GFSD as soon as possible, you can mail or drop-off your survey sheet in the drop-off box at the school entrance.

The GFSD family is re-opening soon for the 2020-2021 school year! Thank you for your patience as we work through the many changes in the education environment. Earlier this month, **Governor Ducey made an Executive Order delaying in-person learning until Monday, August 17, 2020.** However, based on the continued increase in COVID-19 cases in Arizona, this date may be optimistic, and the in-person classroom date may change again.

Due to this uncertainty, and the importance of creating a safe and stable educational environment for our families and staff the Griffin Foundation School District has determined that **we will begin all students via Live Remote Classroom Learning/Home School on Thursday, August 6, 2020,** and then transition those interested in an on-campus learning experience when it is deemed safe for students and teachers.

which learning option you prefer until that option is not available. You can choose which learning option is best for each child in your household. Please submit your survey to GFSD as soon as possible, you can mail or drop-off your survey sheet in the drop-off box at the school entrance.

#### **Guidelines to survey options for classroom instruction**

1. Make sure that you have registered your child/children in our school, please identify the school your child/children will be enrolling in (KWAS, CRS, or FIMS).
2. Choose the Learning Option you desire for your child:
  - a. **Full-time: Live Remote Learning - Home School Classes** online classroom instruction, **5 days per week**, with lessons and homework taught by highly qualified teachers.
  - b. **Hybrid Learning** – Student will receive both Live online Remote/Home School Classes **3 days per week** and On-site in Classroom Instruction **2 days per week** with their Highly Qualified classroom Teacher.

We greatly appreciate your considering our schools. If you have specific questions about registration, please contact our school front office at [gfsdnotices@griffinfoundation.org](mailto:gfsdnotices@griffinfoundation.org) or call office 520-790-8400 for assistance.

Lastly, we hear your concerns and share the stress of these grave times in our lives. We all care about the children that we educate, and watch grow each day. Please know the safety and well-being of our students and staff are a top priority when we make decisions. We will provide you with updates over the next few weeks as we prepare **school to start remotely on August 6, 2020**. Thank you again for your patience, trust, and commitment to the Griffin Foundation Schools. Remember to stay strong and never stop believing in the power of togetherness. We look forward to seeing our students when it is deemed safe for all.

Sincerely,

**Mr. Griffin**

Mr. Griffin,

GFSD Superintendent

#### **Questions from concerned parents**

- Will All FIMS students remain in the same classroom/desk all day?  
Answer: FIMS students will remain in their same classroom and desk all day. The teachers will rotate to the various classroom.
- How will lunch and breakfast be served in school?  
Answer: All students will eat breakfast, snack, and lunch in their classroom
- What kind of Protection do you have in the classrooms?  
Answer: Sneeze Guards will be installed on each desk.
- Will you require students to wash their hands regularly?  
Answer: We have installed more sinks on campus for hand washing. There will be three large hand washing equipment available for students to wash their hands frequency.
- Will my child's temperature be monitored?  
Answer: Students' temperature will be read upon entering the school.
- Do I need to home school my child or enroll my child in a home school program?  
Answer: No, the Griffin Foundation already offers your child "**Free - No Cost**" Live online home school educational programs taught by highly qualified teachers. Parents will be allowed to sign an agreement for their child/children to checkout a Tablet for home and school use. There is no need to seek outside Home School services or you provide these services yourself. The Griffin Foundation Schools will provide all your child's educational needs.

#### **School Requirements**

- Students are required to wear a Face Mask.
- Practice social distancing.
- Stay home when you are sick.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your cough or sneeze with a tissue or your sleeve (not your hands) and immediately throw the tissue in the trash.
- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Clean and disinfect frequently touched objects and surfaces.
- Breakfast and Lunch available 5 days per week with curbside pick up at school Monday and Wednesday.
- Sneeze guards are on all desks and counters for individual protection.

<b>Is the charter requiring students to do distance learning?</b>	Choose an item.
<b>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?</b>	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
Access to Google Classroom and Meetings online for students' class participation and attendance.	Each teacher is assigned to a classroom to teach and provide instruction, as well as, homework assignments to students and these duties are monitored by administrators.	Daily: Attendance reports and tracing of time. Attendance will be taken within the first 30 minutes of class. Weekly Reports will be maintained to monitor students' involvement and classwork submitted to the classroom.	Students will be assigned an account to Google Classroom and have access to Google Meet, as well as access to other Google software applications.

***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
Contact and communicate to all enrolled students on a regular basis. Make regular contact with parents to keep them abreast of student participation.	Each teacher will ensure all students are contacted for help and support on a regular basis.	Daily: Teachers will contact and communicate with students on a regular basis. They will work with students through Meetings, Google Classroom, Zoom, Chats, and telephone.	Teachers will keep regular contact logs and reports of emails, and other methods of communication with parents and students.

### 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
Review and/or grade daily assignments submitted by students to the school with high expectations of students' achievement. Prepare and writes weekly Lesson Plans for online instructions	Teachers are responsible for assigning, reviewing, and grading assignments. In addition, teachers are responsible for preparing their weekly Lesson Plans for online instruction. Lesson Plans are monitored by administrators.	Weekly: Review and/or grade assignments are completed daily. Lesson Plans are completed weekly and monitored regularly by administrations.	Graded documents and reviewed assignments on file. Also, Weekly Lesson Plans on file.

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- 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
Administer human resource policies and provide support to employees regarding our DLP and benefit services.			

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

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

**List Specific Professional Development Topics That Will Be Covered**

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### Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

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

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Singapore Math, Scanned worksheets, Project based learning, study Island, MyON, Direct Instruction, and Power point.</i>	<i>Singapore Math, YouTube Math, Songs, and videos,</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly</i>
<i>1-3</i>	<i>Virtual Classroom, Synchronous Learning, Google Classroom, Google Meet, Google Chat, Google hangout, Google Duo, Televisual, or Interactive webinars, Project based learning, Kahoot Study at home, and Direct Instruction.</i>	<i>Study Island, Renaissance Star Math, Star Reading, myON, Google classroom, and ADE resources, and Nearpod in the classroom. Khan Academy, and Asynchronous Learning activities.</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments. Virtual Group sessions, myON writing tasks, Online Rubrics, and myON Reading activities.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
<i>4-6</i>	<i>Google Classroom and Meet, YouTube and add-ons, Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes.</i>	<i>Khan Academy, Estimation 180, Youcubed, Math Learning Center, Boddle,</i>	<i>Khan Academy allows self-pacing Progress &amp; assessment is embedded in teacher's data, quizlet, Kahoot, EdPuzzle, Flipgrid, graphic organizers.</i>	<i>Google Classroom, Quiz form, Khan Academy, Projects incorporating GC add-ons.</i>
<i>7-8</i>	<i>Google Classroom and Meet, YouTube and add-ons, Synchronous and Asynchronous instruction,</i>	<i>Khan Academy, PBS Learning Media, Exploding Dots, Youcubed, Mathalicious, estimated 180, Illuinations,</i>	<i>Calling on Students, Bell work, Weekly assessments, quizzes, and classroom practices. Teacher</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly.</i>

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	<i>and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes. Google Slides, Powerpoint, direct instruction via Google meets and classroom.</i>	<i>Math Teaching, Math Learning Center, <u>Singapore Math</u>, YouTube Math, and videos.</i>	<i>questioning, and scanned worksheets</i>	<i>Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes. Weekly assessments, and Quarterly assessments.</i>
9-12	n/a	n/a	n/a	n/a

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Singapore Math, Scanned worksheets, Project based learning, study Island, MyON, Direct Instruction, and Power point.</i>	<i>Zoo phonics, Reading, MyON, Literacy</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly</i>
1-3	<i>Virtual Classroom, Synchronous Learning, Google Classroom, Google Meet, Google Chat, Google hangout, Google Duo, Televisual, or Interactive webinars, Project based learning, Kahoot Study at home, and Direct Instruction.</i>	<i>Study Island, Renaissance Star Math, Star Reading, myON, Google classroom, and ADE resources, and Nearpod in the classroom. Khan Academy, and Asynchronous Learning activities.</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments. Virtual Group sessions, myON writing tasks, Online Rubrics, and myON Reading activities.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
4-6	<i>Google Classroom and Meet, YouTube and add-ons,</i>	<i>Newsela, Writable, Grammar Bytes ebooks with</i>	<i>Quizlet, FlipGrid, Edpuzzle, Graphic Organizers.</i>	<i>Newsela, gives quizzes, Google Classroom Quiz form,</i>

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	<i>Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes.</i>	<i>Renaissance, pen Library, typing.com, and WriteReader.</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments. Virtual Group sessions, myON writing tasks, Online Rubrics, and Reading activities.</i>	<i>Quizlet Projects incorporating, GC add-ons, writing tasks. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
7-8	<i>Google Classroom and Meet, YouTube and add-ons, Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes.</i>	<i>Study Island, Renaissance Star Reading, myON via Google classroom, and ADE resources, and Nearpod in the classroom. Khan Academy, and Learning activities through Asynchronous Instruction and Synchronous Learning, and other Ad-ons Padlet, Seesaw, Kahoot, Loom.</i>	<i>Quizlet, FlipGrid, Edpuzzle, Graphic Organizers. Teacher questioning, scanned worksheets, daily and weekly assessments. Virtual Group sessions, myON writing tasks, Online Rubrics, and Reading activities. Writing journals weekly, Quizzes, Surveys, and tests</i>	<i>Newsela, gives quizzes, Google Classroom Quiz form, Quizlet Projects, Study Island and Star Reading assessment, and Scanned tests quarterly. Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes. Incorporating, GC add-ons, and writing tasks.</i>
9-12	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Google/Meet, project-based learning, myON reading</i>	<i>Lakeshore Science, McGraw-Hill Friends and Neighbors</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly</i>
<i>1-3</i>	<i>Virtual Classroom, Synchronous Learning, Google Classroom, Google Meet, Google Chat, Google hangout, Google Duo, Televisual, or Interactive webinars, Project based learning, Kahoot Study at home, and Direct Instruction.</i>	<i>Study Island, Renaissance Star Math, Star Reading, myON, Google classroom, You Tube for kids, NOVA, NASA Kids, National Geographic for Kids, and ADE resources, Nearpod in the classroom, and Khan Academy.</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments. Virtual Group sessions, myON writing tasks, Online Rubrics, and myON Reading activities.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
<i>4-6</i>	<i>Google Classroom and Meet, YouTube and add-ons, Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes.</i>	<i>Educational Stream on Netflix, Virtual Field Trips, National Geographic regular &amp; Kids, Sandbox, NASA Climate Kids and in general, Mystery Science, NOVA, Globe Observer.</i>	<i>Newsela, allows for progress and gives quizzes. Quizlet, Kahoot Edpuzzle, graphic organizers.</i>	<i>Google Classroom Quiz form, Quizlet Projects incorporating, GC add-ons, writing tasks.</i>
<i>7-8</i>	<i>Google Classroom and Meet, Google Calendar, YouTube</i>	<i>Study Island, Renaissance Star Math, Star Reading,</i>	<i>Padlet, Quizlet, Kahoot, EdPuzzle, graphic organizers.</i>	<i>Google Classroom Quiz form, Quizlet Projects</i>

	<i>and add-ons Virtual Classroom, Synchronous Learning and Asynchronous instruction, Google Classroom, Google Meet, Google Chat, Google hangout, Google Duo, Televisual, or Interactive webinars, Project based, Direct teaching and practice through add-ons. Note- other add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes. PBS Learning Media, Panopto, and COR-Civic Online.</i>	<i>myON, Google classroom, You Tube for kids, NOVA, NASA Kids, National Geographic for Kids, McGraw-Hill, and ADE resources, and Nearpod in the classroom. Khan Academy.</i>	<i>Answering questions and writing observations on articles and Science projects, images, and videos. Sharing thoughts on a forum on multiple types of prompts. Homework assignments twice weekly. Summary writing assignments once weekly.</i>	<i>incorporating, GC add-ons, writing tasks. Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
9-12	n/a	n/a	n/a	n/a

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>Direct Instruction via Google/Meet, project-based learning, myON reading</i>	<i>Macmillan/McGraw-Hill Friends and Neighbors, and myON</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly</i>
1-3	<i>Virtual Classroom, Synchronous Learning, Google Classroom, Google Meet, Google Chat, Google hangout, Google Duo,</i>	<i>Study Island, Renaissance Star Math, Star Reading, myON, Google classroom, and ADE resources, and Nearpod in the classroom.</i>	<i>Teacher questioning, scanned worksheets, daily and weekly assessments.</i>	<i>Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions,</i>

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	<i>Televisual, or Interactive webinars, Project based learning, Kahoot Study at home, and Direct Instruction.</i>	<i>Khan Academy, and Asynchronous Learning activities.</i>	<i>Virtual Group sessions, myON writing tasks, Online Rubrics, and myON Reading activities.</i>	<i>and Short questions. teacher made tests, and Online quizzes.</i>
4-6	<i>Google Classroom and Meet, Google Calendar, YouTube and add-ons, Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor, Coggle, Google Slides with Peardeck and Hyperdoes. PBS Learning Media, Panopto, and COR-Civic Online.</i>	<i>PBS, YouTube, and Khan Academy by individually assigned videos. PBS Learning Media to provide reading materials and educational videos. Panopto for presentations and responses. And COR-Civic Online reasoning to teach students on how to trust resources. ICivics and Occasionally, Stanford History Education Group. Research projects will be completed and graded on these media platforms.</i>	<i>Padlet, Quizlet, Kahoot, EdPuzzle, graphic organizers. Answering questions and writing observations on articles, images, and videos. Sharing thoughts on a forum on multiple types of prompts. Homework assignments twice weekly. Summary writing assignments once weekly</i>	<i>Google Classroom Quiz form, Quizlet Projects incorporating, GC add-ons, writing tasks. Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions. teacher made tests, and Online quizzes.</i>
7-8	<i>Google Classroom and Meet, Google Calendar, YouTube and add-ons, Synchronous and Asynchronous instruction, and practice through ad-ons, Direct teaching and practice through add-ons. Note- Preferred add-ons Nearpod, PearDeck, Padlet, Flipgrid, EdPuzzle, Screencastify, WriteReader, BookCretor,</i>	<i>PBS Learning Media to provide reading materials and educational videos. Panopto for presentations and responses. And COR-Civic Online reasoning to teach students on how to trust resources. ICivics and Occasionally, Stanford History Education Group. Research projects will be</i>	<i>Padlet, Quizlet, Kahoot, EdPuzzle, graphic organizers. Answering questions and writing observations on articles, images, and videos. Sharing thoughts on a forum on multiple types of prompts. Homework assignments twice weekly.</i>	<i>Google Classroom Quiz form, Quizlet Projects incorporating, GC add-ons, writing tasks. Study Island and Star Early Literacy weekly assessment, and Scanned tests quarterly. Study Island built tests, Respond to a poll questions, and Short questions.</i>

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	<i>Coggle, Google Slides with Peardeck and Hyperdoes. PBS Learning Media, Panopto, and COR-Civic Online.</i>	<i>completed and graded on these media platforms.</i>	<i>Summary writing assignments once weekly</i>	<i>teacher made tests, and Online quizzes.</i>
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)**

- **Practice social distancing:** Students are required to practice social distancing while walking throughout the school. As well as on the playground; and while on schoolgrounds to start or end the day. Desks in classrooms are reduced by 50% and the desks are spread apart 4-6 feet depending on the size of the classroom.
- FIMS students will remain in their same classroom and sit at the same desk all day. The teachers will rotate to the various classroom.
- All students will eat breakfast, snack, and lunch in their classroom.
- Sneeze Guards are installed on each desk for individualized protection.
- We have installed more sinks on campus for hand washing. There will be three large hand washing foundation available for students to wash their hands frequency.
- Students’ temperature will be read upon entering the school.
- Parents will be allowed to sign an agreement for their child/children to checkout a Tablet for home and school use. There is no need to seek outside Home School services or you provide education services yourself. The Griffin Foundation Schools will provide your child’s educational needs.
- Students Wear a face mask to school every day, even if you they do not feel sick.
- Classrooms are sprayed extensively using a Misting/Fogging Spray Machine.
- Teachers and staff also help to disinfect school areas

**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.***

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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

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

Process for Implementing Action Step

### 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
<b>Social Emotional Learning</b>	Teacher Check-in					
	Packet of Social and Emotional Topics	X	X	X	X	x
	Online Social Emotional videos	x	x	x	x	x
	Parent Training					
	Other:					

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

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

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

### 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

### 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.

<b>Benchmark Assessments (Math)</b>			
	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

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<i>Kindergarten</i>	<i>Early Literacy</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>1-3</i>	<i>Star Math</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>4-6</i>	<i>Star Math</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>7-8</i>	<i>Star Math</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Early Literacy</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>1-3</i>	<i>Star Reading</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>4-6</i>	<i>Star Reading</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>7-8</i>	<i>Star Reading</i>	<i>Online</i>	<i>9/28/20, 01/11/2021,05/10/21</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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

**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.**

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