

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:

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

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

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

Charter Holder Information

Charter Holder Name	David M. Batchelder	Charter Holder Entity ID	79063
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	David M. Batchelder		
Representative Telephone Number	(480) 345 – 2306		
Representative E-Mail Address	DBatchelder@madisonprep.org		

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
James Madison Preparatory School, Inc.	79113	078795000

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 JMPS Governing Board approved calendar change and 180 instructional days on 27 July 2020
How many instructional days did the charter school operate for School Year 2019-2020?	189

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	175	Start Date for Distance Learning	08/17/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	95	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	185
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).		

	<input checked="" type="checkbox"/> 5. Other (Please explain below)
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:	
<p>We plan to offer distance learning ONLY for our students, beginning 17 August 2020. When it is safe to open the campus based on metrics provided by CDC, AZDofPI, ADHS, we will open our campus to those families who choose to return to the campus, and continue to provide online classroom access to students parents that request it. We have announced that we will not open the campus for classes until after Fall Break, 12 October 2020. Families who choose to continue online learning after we open may do so for the entire school year, or may decide to come back to campus, with decision points every three weeks. Once the campus is open, students will follow their regular day schedule (Periods 1 – 6) in person or via Google Meet, and all students will be included in all classroom activities, assignments, lectures and discussions live daily.</p>	

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	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
Direct Communication w teachers via Google Meets/Classroom	Teachers, Director of Faculty and Instruction (DFI) Grant, School Operations Coordinator (SOC) Curtis	Daily for each hour attendance, Attendance reported by teachers at end of each day using My Attendance Tracker, Recorded by SOC and reported via Schoolmaster	Google Meets records class meetings, My Attendance Tracker, Schoolmaster
Student participation in face to face lectures/discussions via Google Meets	Teachers, Director of Faculty and Instruction (DFI), School Operations Coordinator (SOC) Curtis	Daily for each hour attendance, Attendance reported by teachers at end of each day using My Attendance Tracker, Recorded by SOC and reported via Schoolmaster, Participation grades in gradebooks	Google Meets records class meetings, My Attendance Tracker, Schoolmaster, Gradebooks
Students required to complete daily assignments	Teachers, Director of Faculty and Instruction (DFI), School Operations Coordinator (SOC) Curtis	Daily for each hour attendance, Attendance reported by teachers at end of each day using My Attendance Tracker, Recorded by SOC and reported via Schoolmaster, Participation grades in gradebooks	Google Meets records class meetings, My Attendance Tracker, Schoolmaster, Gradebooks

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
Virtual Homeroom Meetings- 30 mins/wk via Google Meets	Teacher/ Advisors, DFI, SOC, Director of Community Relations (DCR) D Batchelder	AT LEAST WEEKLY	Google Meets recording, My Attendance Tracker
Follow up email/ phone calls to students/parents who are missing online class or homeroom sessions/not turning in assignments	Teacher/ Advisors to contact students in classes and/or homerooms, DFI, DCR; Student Support Coordinator (SSC) A Sheaffer if mental health referral/follow up needed	PRN teachers to report individual contacts OR failure to contact to DFI on the day	Google Meets recording, My Attendance Tracker, phone logs/emails (if needed)
All School Assembly 1x/wk	DFI, DCR, and Director of Operations (DO) S Batchelder	Weekly, PRN	Recording of meeting, live attendance of participants by 1-3 staff members, My Attendance Tracker

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
<ul style="list-style-type: none"> Teachers will be expected to be in their classrooms broadcasting their classes as scheduled each day Monday - Friday, unless they work virtually. In either case, all staff must lead/facilitate scheduled sessions on campus or from home. Staff will be using Google Classroom and Meet for 	<ul style="list-style-type: none"> DFI, DCR, DO 	<ul style="list-style-type: none"> Checked daily via My Attendance, Google Classroom/Meets Checked weekly for completeness Attendance log for office hours 	<ul style="list-style-type: none"> Employee attendance records Visual check in by administrator via classroom cameras. Recordings of class lessons/ meetings on Google Meet. My Attendance records

<p>direct instruction, either on campus or virtually.</p> <ul style="list-style-type: none"> • Staff will hold three sessions a week for office hours with students who need more help, whether on campus or virtually. • Teacher/Homeroom advisors, <p>Support and Office staff working to perform all staff functions on campus wherever possible, campus open from 7:30 am- 4 pm.</p>			
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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
<ul style="list-style-type: none"> • Weekly staff meetings will occur via Google Meet each Wednesday morning. • School Directors and Business Operations are available to all faculty and staff • Full resource list and referrals available 	<ul style="list-style-type: none"> • DFI, DO, DCR, SOC 	<ul style="list-style-type: none"> • Weekly • As needed 	<ul style="list-style-type: none"> • Staff meeting agenda/attendance • Confidential records in employee files

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<ul style="list-style-type: none"> • Mandatory staff professional development on Google Classroom & Google Meet week of July 27, 2020 • Optional additional staff development week of August 3, 2020 	<p>DFI, Staff Google pros (Cert Level 1 & 2);</p>	<ul style="list-style-type: none"> • 4 training sessions of an hour each • 3 optional sessions to go more in depth on using Google Classroom and Meet. 	<p>Attendance will be taken and recorded that staff are present for all sessions.</p>
<ul style="list-style-type: none"> • Mandatory Staff PD seminars on Special Education on Aug 5 & 6, 2020 	<p>DCR, Sped Contractor Lambrakis</p>	<ul style="list-style-type: none"> • 1-90 minute session each day 	<p>Attendance taken</p>

List Specific Professional Development Topics That Will Be Covered

Introduction to Google Classroom/All about assignments in Google Classroom

1. How to create a class
2. How to invite students
3. What are all the tabs (classwork, stream, people, gradebooks)
4. What are the assignment types (material, assignment, quiz assignment, question)
5. How to post/schedule assignments (differentiate between assignments/quizzes/materials/questions)
6. How to make assessments in google forms
7. How to create a copy of each assignment for individual students
8. How to assign to a subset of the class (especially modified assignments for SPED)
9. Accessing and organizing your google drive (basic, there is more about this in an optional session)
10. The joys of Reuse Post, and how to use it to save time (and the option of a boilerplate/base versions of assignments class).

Google Forms

1. How to create a quiz assignment
2. How to build an assignment in forms
3. How to establish grade weighting and auto grading
4. How to limit student responses (editable and not editable) (one submission or multiple submissions per student)
5. Basic intro to the types of questions in forms
6. How to grade and return assignments in google forms (and what does this mean in classroom)

Communication 101

1. How to find and respond to student comments (aka how to use your Gmail)
2. Introduction to comment types on classroom
3. How to set create appointments for office hours sign-ups via google calendar
4. The difference between comments to the entire class and private comments
5. How to use the organizational structures in Classroom (topics, to do lists, etc.)
6. How to use the grading pane in classroom (and return assignments)
7. How to tag a student in an editing comment so that they are aware their assignment needs to be fixed (mainly ELA)
8. How to email students including a student work summary

Google Meet

1. How to turn on Google Meet within Classroom
2. How to manage students within Google Meet
3. How to record a Google Meet class
4. How to post a Google Meet class recording in Classroom
5. How to share your screen during Meet, and how to still see your students while screen sharing
6. Installing the proper extensions- grid view, nod, mote (hand raise/thumbs up)

More about Gradebooks and Grading

1. How to use the Google gradebook with weighting to help students get a sense of where they are
2. How to use the classroom gradebook and transfer to the JMPS gradebook easily (Optional topic)
3. How to create and use rubrics in classroom
4. Comments on jpegs and comments on submitted documents for individual feedback
5. How to build and use canned comments in the Classroom grading pane
6. How to grade short answers in forms efficiently (and why you maybe shouldn't)
7. Comments in google forms on answers

More about Meet!

1. How to use Meet Effectively! More ideas for getting more out of Meet and the digital classroom environment
2. How to show web pages, documents, PPT, or videos through Google Meet
3. How to use a virtual whiteboard with Google Meet

Ease of use

1. Login to two different chrome windows if you don't want to be toggling between a personal and school account
2. Pinning tabs within chrome
3. Organizing google drive/converting Microsoft documents into google versions

4. Archive emails vs. saving into a million folders
5. Setting email filters
6. Installing helpful chrome extensions
7. Use an incognito window to get a “student view” (not within google classroom)
8. Google sites are meh but can be accessed by parents unlike google classroom
9. Google groups have been setup to email by grade
10. Integrate your outlook calendar into your Gmail calendar

Special Education- Transition

1. Philosophy of transition services/programs
2. Moving from academic goals/services to transition goals/services
3. Review of AZ DofEd and OSEP requirements for IEP students in transition (age 15 and up)
4. Discussion of support and education activities for transition
5. Documentation requirements

Special Education- Providing IEP services/504 support during Distance Learning

1. Description of our service provision for JMPS students, including methods for interface online- Google Meets/ Zoom with therapists
2. Coordinating contractors with JMPS faculty, discussion of use of Google Classroom and materials for IEP/504 students
3. Reporting requirements/sample reporting methods
4. Introduction to new students (brief) and accommodations

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	<input checked="" type="checkbox"/>		
Personal Contact and Discussion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Needs Assessment-Available data	<input checked="" type="checkbox"/>		
Other:		Tech Provided	Tech Provided
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WIFI Hot Spot			
Supplemental Utility Support (Internet)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extended Weekday Hours		<input checked="" type="checkbox"/>	
24/7 Support			
Other:	PRN via Text, 24 hr response		

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)
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	<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>	NA			
<i>1-3</i>	NA			
4-6	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Text provided in person prior to the start of school, texts available as needed, homework assigned from text • Supplemental math materials and computer manipulatives 	Google Classroom & Meet Class texts/resources- Saxon Math 76 plus web resources- Khan Academy, YouTube, as assigned. Teacher facilitated discussion board	HW grades, quiz scores, test scores- Includes daily homework assignments/checkins, frequent quizzes- pop and weekly, chapter/unit/midterm tests	Trimester final exams AZM practice tests TBD AZM2 Math April 2021
7-8	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Online instruction from web with Teacher support • Supplemental math materials and computer manipulatives 	Google Classroom & Meet Class texts/resources- Larson Algebra 1plus web resources- Khan Academy, YouTube as assigned. Teacher facilitated discussion board	HW grades, quiz scores, test scores. Includes daily homework assignments/checkins, frequent quizzes- pop and weekly, chapter/unit/midterm tests	Trimester final exams AZM practice tests TBD AZM2 Math April 2021
9-12	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class 	Google Classroom & Meet Class texts/resources	HW grades, quiz scores, test scores. Includes daily homework	Trimester final exams AZM2- April 2021

	<p>Activities/Lecture/Discussion 1x/week (grade 9)</p> <ul style="list-style-type: none"> • Direct Instruction via Google Meet DAILY in Phase 2 grades 10-12 • Teacher Office Hours 3x/week, Online Tutoring by appointment • Text provided in person prior to the start of school, texts available as needed, homework assigned from text • Online instruction from web with Teacher support • Supplemental math materials and computer manipulatives 	<p>including: Larson Math Alg 1 &2, Geometry, Larson Single Variable Calculus; McDougal Pre- Calculus, Cengage Statistics; plus web resources- Khan Academy, YouTube, Teacher facilitated discussion board</p>	<p>assignments/checkins, research projects/papers, frequent quizzes- pop and weekly, chapter/unit/midterm tests</p>	<p>ACT- Spring 2021</p>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	NA			
<i>1-3</i>	NA			
<i>4-6</i>	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Online instruction from web with Teacher support 	<p>Google Classroom & Meets Common Lit.Org site for reading activities Web based activities for spelling, punctuation, grammar, vocabulary development</p>	<p>HW grades, quiz scores, test scores, research projects/papers, creative writing assignments, daily drills and list activities, frequent quizzes, chapter, unit, and midterm tests</p>	<p>Trimester final exams AZM2- April 2021</p>

		Creative and research writing exercises, teacher guided		
7-8	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text • Online instruction from web with Teacher support 	<p>Google Classroom & Meets Common Lit.Org site for reading activities Web based activities for spelling, punctuation, grammar, vocabulary development Journals/creative writing Research and creative writing topics assigned</p>	<p>HW grades, quiz scores, test scores, research projects/papers, creative writing assignments, daily drills and list activities, frequent quizzes, chapter, unit, and midterm tests</p>	<p>Trimester final exams AZM2 - April 2021</p>
9-12	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Phase 2 Online Required LIVE Class DAILY • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text 	<p>Google Classroom & Meet Common Lit.Org site for reading activities Norton, Folger, Penguin Texts Web based activities for spelling, punctuation, grammar, vocabulary development Journals/creative writing shared via Google docs</p>	<p>HW grades, quiz scores, test scores, research projects/papers, creative writing assignments, daily drills and list activities, frequent quizzes, chapter, unit, and midterm tests</p>	<p>Trimester final exams AZM2- April 2021</p>

	<ul style="list-style-type: none"> • Online instruction from web with Teacher support 	Research and creative writing topics assigned		
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
4-6	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Lab demonstrations via Google Meets and YouTube • Teacher Office Hours 3x/week, Online Tutoring by appointment • Online instruction from web with Teacher support 	Google Classroom & Meet Pearson Interactive Elementary Science 6 McGraw Hill Science 6 Focus on Science 6	HW grades, quiz scores, unit and midterm test scores; Lab observations and simple home lab experiences; Notes checks	Trimester final exams AZM2- April 2021
7-8	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Lab demonstrations via Google Meets and YouTube • Phase 2 Online Required LIVE Class DAILY 	Google Classroom & Meet McGraw Hill Science 7 Pearson Interactive Science Intro to Chemistry, Sound and Light, Forces and Motion Focus on Science 7	HW grades, quiz scores, unit and midterm test scores; Lab observations and simple home lab experiences; Notes checks	Trimester final exams AZ AIMS Science-Spring 2021

	<ul style="list-style-type: none"> • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text • Online instruction from web with Teacher support 			
9-12	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Lab demonstrations via Google Meets and YouTube • Phase 2 Online Required LIVE Class DAILY • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text • Online instruction from web with Teacher support 	<p>Google Classroom & Meets Texts 9th Grade Science: Prentice Hall Earth Science by Tarbuck and Lutgens</p> <p>Biology; Glencoe</p> <p>Chemistry: Pearson/Prentice Hall Chemistry The Central Science by Brown, LeMay, and Bursten</p> <p>Anatomy and Physiology: McGraw Hill Hole's Essentials of Human Anatomy and Physiology by Shier, Butler, and Lewis</p>	<p>HW grades, quiz scores, unit and midterm test scores; Lab observations and simple home lab experiences; Notes checks</p>	<p>Trimester final exams</p> <p>AZ AIMS Science- Spring 2021</p> <p>ACT- April 2021</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten				
1-3				
4-6	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text • Online instruction from web with Teacher support 	<p>Google Classroom & Meet</p> <p>Elementary Music Theory online, Selected Kids YouTube videos</p> <p>Elementary Health Kids Health. Org</p> <p>Various online Art activities</p>	HW grades, papers, projects, discussion participation, quiz scores, unit and midterm test scores	Trimester final exams
7-8	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text 	<p>Google Classroom & Meet</p> <p>Pearson World History (8) and American History (7) Interactive, Kids YouTube</p> <p>Elementary Kids Health.org</p>	HW grades, papers, projects, discussion participation, quiz scores, unit and midterm test scores	Trimester final exams

	<ul style="list-style-type: none"> • Online instruction from web with Teacher support 			
9-12	<ul style="list-style-type: none"> • Direct Instruction via Google Meet- Phase 1 &2 Online Required LIVE Class Activities/Lecture/Discussion 1x/week • Teacher Office Hours 3x/week, Online Tutoring by appointment • Texts provided in person prior to the start of school, available as needed, homework assigned from text • Online instruction from web with Teacher support 	Wide Variety of American and World History, Civics, Spanish, Latin, Art History, World Religions, Computer, Logic... Textbooks, web resources, videos, Google Slide and Powerpoint presentations	HW grades, papers, projects, discussion participation, quiz scores, unit and midterm test scores	Trimester final exams

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

<ul style="list-style-type: none"> • JMPS will start the school year on Monday 17 August. ALL STUDENTS AND TEACHERS will start this school year online. • We will be using Google Classroom as our basic online platform. Students have been assigned an email address and must use this email address for all school related communications in order to receive credit. • Students will receive a daily LIVE ONLINE schedule and MUST attend the required LIVE ONLINE class sessions once per week for each course. There will be required work for EVERY CLASS EVERY DAY. • Students will have REQUIRED daily assignments and check-ins for teachers to take attendance. ALL JMPS ATTENDANCE, ACADEMIC, AND GRADING POLICIES ARE IN FORCE DURING DISTANCE LEARNING. • There will be available office hours opportunities a minimum three times per week per teacher. These office hours will occur between 3 and 4 pm. • Phase One is in place to make sure that JMPS students are connecting, attending classes, completing their work as required, and feeling more competent and comfortable as online learners.

- Each homeroom will have a required live online meeting with the advisor weekly, with separate times for middle school and high school.
- For Technical Support with Google Classrooms, students and parents should TEXT Ms. Stutzman at 917.410.0854

Phase TWO

- Once our students are connected (our goal is by mid-September), students in grades 10-12 will attend their six classes live on Google Meets each day M-F, starting at 8 am. Grades 6-9 will continue class attendance and participation as in Phase 1.

Phase THREE

- The JMPS will open for on-campus classes as soon as is safely possible, but THE EARLIEST we see this being possible would be after Fall Break (12 October). We will ONLY open the campus for classes if the metrics announced by the AZ Dept of Health Services indicate that AZ is headed in the right direction in terms of all measures. Once we open the campus, we will be conducting classes BOTH on-campus and via distance learning using the 6 class period per day schedule, which we will stream live to our online students.

Minimum Level of Contact Required to Maintain Enrollment-

- School Attendance - ALL JMPS ATTENDANCE, ACADEMIC, AND GRADING POLICIES ARE IN FORCE DURING DISTANCE LEARNING.

Starting the school year in a virtual instructional model will require students to be academically engaged on a daily basis. Regular class attendance is essential for success in school. As required by state law, student attendance must be taken every day. We require students to participate in virtual learning during ALL SCHEDULED REQUIRED CLASS times. Students will be marked present ONLY if they have been academically engaged in class that day. Academic engagement can include, but is not limited to:

- Attempted and completed assignments
- Participation in Google Meets live instruction
- Documented access of pre-recorded instructional videos
- Email, phone, or other communication with the teacher constituting virtual instruction
- Minutes logged on online learning platforms such as Google Classroom or other online applications

Students will be marked absent if they have not demonstrated academic engagement for the day. Parents/guardians will receive an email or phone call to notify them of the absence. ALL JMPS teachers will be recording attendance each period and will enter their daily attendance to the front office by 3:30 pm.

In the event that a student is marked absent but did engage in class instruction after attendance was reported, the student's attendance will be adjusted the next school day, and he/she will be marked present.

Parents or guardians may call their students “out” as an excused absence by contacting the school office at 480.345.2306 if they are unable to academically engage in class that day. All call-ins should be by 9 AM, or at the earliest possible time. All normal school policies regarding make-up work and grading apply. Reasons for excused absences may include:

- Lack of computer access or internet connectivity
- Illness
- Bereavement
- Family emergencies
- Observance of religious holidays of the family's faith

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
1. Review ALL IEP for service needs and minutes 2. Build and confirm schedule for student direct contact time/IEP goal work with Sped contractors 3. Complete evals and METs for returning and new students 4. Online service minutes provided by Sped teacher and providers 5. Conduct Google Meets sessions	DCR, Sped Contractor/Teacher, School Psych/Speech/OT/HI providers	1. Summer, completed 2. Schedule to be completed by August 21, 2020 3. Summer and ongoing 4. Weekly and monthly as IEP requires 5. Daily/weekly with Sped contractor/Teacher, Speech and related therapies.	MET/IEP meeting and documents Progress Reports/Documentation Google Meets recordings, attendance via My Classroom Attendance IXL Login data for goal progress in reading/ELA, math

6. Monitor IXL and web usage and progress		6. Weekly review and summary by Sped contractor/Teacher.	
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Process for Implementing Action Step

Special Education Students will be receiving services for their IEP goals via Google Classroom with Sped contractor. In addition, some students will use IXL and other web-based programs for some of their goal instruction. Speech and other therapy service providers will be contacting parents to arrange those services. DCR and Sped contractor.

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
Review all new students for English learner needs - none enrolled as of 8/14/2020 If EL students enroll, we will conduct screenings and deliver instruction as appropriate	DCR, Sped Contractor, EL Contractor (if needed based on enrollment), DFI	Before school starts and at enrollment	45 day screenings, AZELLA testing, My Classroom Attendance

Process for Implementing Action Step

Enrollment of EL student, completion of PHLOTE, EL needs identified at enrollment or via 45 day screening, instruction to be provided by EL contracted provider

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				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Packet of Social and Emotional Topics				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Online Social Emotional videos					

	Parent Information Training				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other: Staff and Teacher Training via Terros				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Webcast					
	Email/IM				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Other: Referrals to local providers PRN				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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
Facilitates and supports delivery of SEL materials. Takes inventory of student/grade level needs and delivers academic, career and personal social development lessons	Teacher/ Advisors, Student Support Coordinator (SSC)	SEL materials at least monthly ECAP reviews at conference times, at least 2x/year	Teacher observations, SSC contact logs, ECAP forms, discipline reports

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
Trimester Finals in each class to determine final grades Grades and GPA determine mastery- 75% overall for course grade demonstrates competency	Teachers, DFI	5-6 finals each trimester/ student, depending on schedule. PE no finals in any grade, seniors must take 5 classes	

Grade promotion based on credits earned, GPA for the school year			
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Benchmark Assessments (1.a.vii)

In the tables below, list the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
4-6	AZM2	In person	April 5 - 9, 2021
7-8	AZM2	In person	April 5 - 9, 2021
9-12	AZM2, ACT	In person	April 5 - 9, 2021

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
4-6	AZM2	In person	April 5 - 9, 2021
7-8	AZM2, AIM Science	In person	April 5 - 9, 2021
9-12	AZM2, AIMS Science, ACT	In person	April 5 - 9, 2021

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

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Additional Information (Optional)

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