

## Charter Holder Information

Charter Holder Name	Jordan Krause	Charter Holder Entity ID	79073
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Jordan Krause		
Representative Telephone Number	520-343-8933		
Representative E-Mail Address	jkrause@tcdschampions.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
Tucson Country Day School	79073	108773000

## 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.*

Distance Learning Plan Template 2020-2021

*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	610	Start Date for Distance Learning	8/5/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	610
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 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:		
TCDS will provide distance learning the entire school year for any student whose family chooses this option. Once in-person learning becomes available, TCDS will also provide this option to families in a five-day per week option, or three-day per week in-person and two-day per week remote option.			

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
<ol style="list-style-type: none"> <li>1. Student attendance will be taken at each scheduled zoom meeting.</li> <li>2. Student assignment completion will be monitored.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers, Attendance clerk.</li> <li>2. Classroom teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Three to four times per day, depending on the number of scheduled classes.</li> <li>2. Once per week.</li> </ol>	<ol style="list-style-type: none"> <li>1. A google sheet will be updated daily with attendance records.</li> <li>2. A google sheet will be updated weekly with assignment completion rates for each student.</li> </ol>

*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
<ol style="list-style-type: none"> <li>Every student is invited to their teachers' google classrooms.</li> <li>Students will participate in daily synchronous and asynchronous learning.</li> <li>Teachers will be holding daily office hours to meet with students individually.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers and students</li> <li>Teachers and students</li> <li>Teachers and students</li> </ol>	<ol style="list-style-type: none"> <li>August 5th</li> <li>Daily</li> <li>Daily</li> </ol>	<ol style="list-style-type: none"> <li>Google classroom</li> <li>Weekly schedule</li> <li>Weekly schedule</li> </ol>

### 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
<ol style="list-style-type: none"> <li>Teachers have weekly schedules that outline when synchronous and asynchronous learning is expected to take place.</li> <li>Professional development</li> </ol>	<ol style="list-style-type: none"> <li>Principal, Assistant Principal</li> <li>Principal, Assistant Principal</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>Weekly</li> </ol>	<ol style="list-style-type: none"> <li>Schedules in google sheets</li> <li>Notes kept in the teaching team shared drives.</li> </ol>

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Monday Memo is provided to staff outlining needs, happenings, and information pertaining to the week ahead.</li> <li>Staff are permitted to work on site or remotely. They are to email the office manager each Monday outlining the days they plan to be working on campus that week.</li> </ol>	<ol style="list-style-type: none"> <li>Principal</li> <li>Principal, Office Manager</li> </ol>	<ol style="list-style-type: none"> <li>Weekly</li> <li>Daily</li> </ol>	<ol style="list-style-type: none"> <li>Emails</li> <li>Emails</li> </ol>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional development will be offered to all staff providing training in the use of various resources, mindsets, and practices.	1. Principal, Assistant Principal	1. Weekly	1. Notes located in each teaching team's shared drive.

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

Asset-based instruction Teaching with Love and Logic Anecdotal Notes How to provide effective enrichment opportunities for students Providing effective remote intervention Using Khan Academy, Time for Kids, Raz-kids, and Second Step SEL curriculum How to manage google classrooms
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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	X	X
Personal Contact and Discussion		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			

Supplemental Utility Support (Internet)		X	X
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

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

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

<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>
Kindergarten	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Google Classroom, Zoom, Khan Kids, San Francisco Unified School District Curriculum</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
1-3	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Google Classroom, Zoom, Khan Academy, San Francisco Unified School District Curriculum</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
4-6	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Google Classroom, Zoom, Khan Academy, San Francisco Unified School District Curriculum</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
7-8	<i>Synchronous instruction via Zoom, asynchronous</i>	<i>Google Classroom, Zoom, Khan Academy, Illustrative Mathematics</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>

	<i>independent study, enrichment via learning menu</i>			
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA/Humanities)</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>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Raz kids, Reading A-Z, Time for Kids</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
1-3	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Raz kids, Reading A-Z, Time for Kids</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
4-6	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Reading A-Z, Time for Kids, ReadWorks</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
7-8	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>ReadWorks, Sora</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
9-12				

<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>
Kindergarten	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Mystery Science, Studies Weekly</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>

Distance Learning Plan Template 2020-2021

1-3	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Mystery Science, Studies Weekly</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
4-6	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Mystery Science, Studies Weekly</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
7-8	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>Mystery Science, Studies Weekly, Amplify Science</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every three weeks.</i>
9-12				

<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>
<i>Kindergarten</i>	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>duolingo (Spanish) Quaver (Music) Personal Fitness Plan (P.E.) Staff developed art activities Scratch (technology)</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every quarter.</i>
<i>1-3</i>	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>duolingo (Spanish) Quaver (Music) Personal Fitness Plan (P.E.) Staff developed art activities Scratch (technology)</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every quarter.</i>
<i>4-6</i>	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>duolingo (Spanish) Quaver (Music) Personal Fitness Plan (P.E.) Staff developed art activities Scratch (technology)</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every quarter.</i>



7-8	<i>Synchronous instruction via Zoom, asynchronous independent study, enrichment via learning menu</i>	<i>duolingo (Spanish) Quaver (Music) Personal Fitness Plan (P.E.) Staff developed art activities Typing master, Codu, sketchup (technology)</i>	<i>Daily Anecdotal Notes</i>	<i>Summative assessment of subject power standards every quarter.</i>
9-12				

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

### Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

***In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.***

*a. Describe how the charter school will ensure access and meet the needs of students with disabilities.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All students with an IEP will receive services remotely and in-person, depending on the need.	1. Grade level case managers, paraprofessionals, and/or related service providers (OT, speech, ect.)	1. Daily	1. Schedules, quarterly progress reports.

**Process for Implementing Action Step**

Case managers and/or paraprofessionals will be attending general education zoom meetings daily with special education students. They will also lead students in small group meetings to provide support and services between scheduled general education meetings. Case managers will be communicating with parents weekly, providing a summary of student performance, including areas of strength and areas for further development.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. English Learners will be provided direct EL instruction.	1. EL Coordinator	1. Weekly	1. Schedules, notes in shared drive

**Process for Implementing Action Step**

The EL Coordinator at TCDS will contact all families of EL students with a phone call to establish a time each week to provide direct instruction. This instruction may happen over the phone, zoom meeting, or in person, depending on the request of the families.

**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	X	X	X	X	
	Packet of Social and Emotional Topics	X	X	X	X	
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other:					

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

## Distance Learning Plan Template 2020-2021

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All K-8 students will receive scheduled direct instruction in Social Emotional Learning.	1. Teachers	1. Three to five times per week	1. Schedules, google classroom

### 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
<ol style="list-style-type: none"> <li>Students will be provided scheduled, direct instruction in all core subjects.</li> <li>Students will be provided practice/review tasks to build towards mastery.</li> <li>Students will be provided enrichment tasks to deepen knowledge and understanding of grade level standards.</li> <li>Students will be provided intervention if they are showing signs of struggling with grade level standards.</li> <li>Students will be assessed on their grade level standards.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers</li> <li>Teachers</li> <li>Teachers</li> <li>Teachers, Interventionists</li> <li>Teachers</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>Daily</li> <li>Weekly</li> <li>Weekly</li> <li>Every three weeks</li> </ol>	<ol style="list-style-type: none"> <li>Schedules, google classroom</li> <li>Schedules, google classroom</li> <li>Schedules, google classroom</li> <li>Schedules, notes in grade level shared drives</li> <li>Synergy grade book</li> </ol>

### Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	San Francisco Unified School District Curriculum Benchmark Assessments	online	September 30 - October 4 December 9 - 13

Distance Learning Plan Template 2020-2021

			March 9 - 13 May 11 - 15
1-3	San Francisco Unified School District Curriculum Benchmark Assessments	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
4-6	San Francisco Unified School District Curriculum Benchmark Assessments	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
7-8	Illustrative Mathematics Benchmark Assessments	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
9-12			

<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>
Kindergarten	Reading A-Z CORE Phonics	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
1-3	Reading A-Z CORE Phonics	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
4-6	Reading A-Z ReadWorks	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15

Distance Learning Plan Template 2020-2021

7-8	ReadWorks	online	September 30 - October 4 December 9 - 13 March 9 - 13 May 11 - 15
9-12			

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

**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.