



REENTRY ASSURANCES DOCUMENT, PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME, AND LOCAL PLAN FOR REMOTE LEARNING

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020**. The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

Submission

- **All required documents must be emailed** as a single package to: Back.ToSchool@state.nm.us by **July 15, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at Gwen.Warniment@state.nm.us or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at Katarina.Sandoval@state.nm.us.

To access Reentry guidance documents and resources, visit the PED website at <https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

6/25/2020

ASSURANCES DOCUMENT

Date: **July 15, 2020**

School District/State Charter Name: **Digital Arts and Technology Academy**

Name of Person Completing Assurances: **Lisa Myhre, Justin MacDonald**

Contact Phone Number: **505-270-4175, 405-471-3163**

Contact Email: **lisa.mhyre@datacharter.org , justin.macdonald@datacharter.org**

District/State Charter (LEA) identified/named as **Digital Arts and Technology Academy** hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for Reentry for the 2020-2021 school year; and
2. the LEA will continue to enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2020-21 school year regardless of status of instructional model; and
3. the LEA will develop and submit a Remote Learning Plan for all students, Pre-K through 12th grade for the 2020-21 school year by July 15, 2020; **OR**
4. the LEA will choose to make up potential lost instructional hours in-person should physical school closure be required.



July 15, 2020



Superintendent/Charter Leader

School Board President

Date

Signature

Signature

PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

- 1) **ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;**
- 2) **a five-day school week and one hundred ninety instructional days during the 2020-2021 school year;** or
- 3) **a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.**

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.

Date **July 15, 2020**

District/State Charter Name: **Digital Arts and Technology Academy**

(1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to **all students district-wide**;

(2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

(3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

Unlike many schools and districts, DATA, by the nature of our program focus that includes a high degree of technology use and varied instructional formats, was able to shift to a strict online format within days of the announcement of the Governor shuttering schools, resulting in a minimal loss to student instructional days. This ability of the DATA teaching staff allowed DATA to insure seniors were still able to meet competency requirements, and underclassmen were able to maintain the basic tenets of coursework with minor shifting in assessments to increase student project work and other presentations of knowledge, while reducing the use of traditional testing, which we know does not support knowledge retention and application as a more learner centered approach.

With this in mind, DATA will begin the coming year implementing a school wide orientation and in a start classes in a hybrid format. In addition NWEA assessment of content skills to determine student specific supports, to fill any learning gaps from the initial pandemic closing and subsequent remote learning to individualize instructional and/or tutoring support in addition to planned in person and online school hours throughout the year to address deficient areas of student skill, comprehension and/or application. *Specifically, this means that core teachers (English, Humanities and STEM teachers) will develop additional tutoring and instructional options based on the NWEA results to provide weekly additional instruction up to and including the additional SEG funded and NM legislature required 10 instructional days.* In practice this will mean that DATA academic advisors (faculty

6/25/2020

assigned advisors to a grade level cohort of 10 – 20 students and who already have strong partnerships with their grade level advisory students) will monitor their student advisee’s NWEA baseline and progress throughout the year to develop individual or small group and whole grade level plans to address deficient skills as tested for, working with content instructors to incorporate lagging skills into the current grade level scope and sequencing and/or schedule extra weekly support time for their advisee students. The additional 10 instructional days will provide teachers an opportunity to build these skills into full year sequences, extending into the extra 10 day allowed annual instructional days. Academic Advisors will maintain record keeping for their advisement group, insuring attendance in extracurricular class-periods, assessment and tracking of skill attainment and coordination with parents, with whom they already have strong partnerships built.

Plan for Prioritizing Additional Instructional Time Signature Line

Lisa Myhre

July 15, 2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date *July 15, 2020*

District/State Charter Name *Digital Arts and Technology Academy*

Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.

A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital device and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.

Option A-- Local Plan for Remote Learning

Remote Learning Plan: High School Seniors' Graduation Requirements

How are you ensuring credit requirements will continue to be met in a remote learning environment?

Every Senior will continue to register for and receive necessary coursework/instruction needed for her/him/them to earn the required (24) credits and graduate on time (May 26). Teachers will plan both online lessons that cover all content standards and requirements for each course, modifying instruction and assessments for lessons to include but not be limited to project based assignments and assessments, modifying instructional format to include combinations of in person, online and student led, and shifting the focus of assessment from memorization to application of skills and knowledge within contemporary problems/situations. Per the April 6, Continuous Learning Plan, DATA will continue to work, via academic advisors, to individually identify academic needs for seniors to support a wholistic graduation plan, including but not limited to differentiated lessons, assessments and credit recovery options as necessary. Credit recovery options may include Edgenuity online classes and other remote learning opportunities.

Describe the **local demonstrations of competency options that will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).**

At Digital Arts and Technology Academy (DATA) we provide several avenues for seniors to demonstrate competencies, including End of Course Exams, Accuplacer testing, and we engage students each year in a senior project that encapsulates their instruction and learning achievement by having students develop a project tied to their personal, post-high school goals that builds from the senior level classes they have been taking. Specifically, DATA will again ask senior student to lead their own end of course project that both prepares them with a professional portfolio, and demonstrates their course competencies by developing a project that incorporates knowledge, skills and their application from core and elective classes (See project overview below):

6/25/2020

Goal: To provide students with real-world experiences to build, use, and document the 21st-century skills desired by colleges, employers, and needed by entrepreneurs.

Objective: Working in a manageable team or alone, identify a passion that will be useful to you in your years after graduating from DATA and use your time provided to network, build plans, and create experiences that will enable you to pursue that passion and take a step toward advancing your future goals.

Deliverables: Throughout the course of the projects, students should demonstrate that they have done (and therefore CAN DO) the following:

- *Students will create a formal proposal for their project and submit it for approval no later than 2/28*
- *Students will create, schedule, and update plans related to their project using an organizational method of their choice*
- *Students will seek out and gain experience by interning, volunteering, teaching others, networking, and designing through their project within industries and fields that they wish to pursue via post-secondary education and/or apprenticeships etc.*
- *Students will document skills and accomplishments related to their project for use in resumes, cover letters, or business proposals*
- *Students will create a professional network and work with an authentic audience*
- *Students will create a working personal or professional financial plan*
- *Students will showcase overall work in a presentation of learning and through a portfolio they create*

Please describe your **plan to ensure graduation and completion of Next Steps Plans for seniors in a remote learning environment.**

For the 2020-21 academic year, DATA is implementing all classrooms with online components using the Discordapp.com platform – an app 90% of our returning students have familiarity with and had indicated a preference. Within this school set up, DATA will make the “next step plan” form electronic and available to all students via a Virtual School lobby and administrative services site, so students and academic advisors are able to develop a complete plan for each senior remotely and together and within the first couple weeks of the academic year, thus ensuring that seniors start the year knowing their status and have a complete plan to follow into graduation. Once completed, this form will be printed and signed by seniors and parents and returned to DATA for execution by academic advisors and record keeping as required in their permanent file. Administration will audit all transcripts and testing requirements to ensure that all seniors have the necessary graduation requirements and any deficiencies will be communicated.

Remote Learning Plan: Pre-K through 12th Grade

Please describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: **grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.**

As noted previously, DATA has developed a multipronged plan to include both an online only and hybrid model to meet whatever requirements arise with the pandemic recovery. To this end, DATA faculty are preparing lessons to be delivered by the school-wide adoption of the Discord platform, a platform that provides most remote instructional methods within a single platform (video, voice, text) and is fully programmable by the teacher/user to insure security requirements for students, families and data management needs.

6/25/2020

Students will be registered within course selections and standard scheduling of a 7 period, 196 day year, assuming a return to classroom instruction at some point during the academic year., meaning students have registered for classes as normal and will be provided a class schedule to establish teacher of record and content/graduation requirements are maintained and obtained.

As was demonstrated within the pandemic response in spring 2020, engagement in coursework for DATA students actually increased, and as we have now gone schoolwide, we anticipate that this trend will continue as student interest was the driving factor behind moving to the Discord platform. Our teachers are developing lessons that utilize a variety of strategies to maintain engagement, but also promote learning types of our students. Discord allows for a live stream lesson and flipped classroom techniques, provides file management, small group work, SPED/Social Work/SLP private session work, as well as access to real time text chat, and voice calls. Parents are invited to the platform and can connect directly with faculty during scheduled office hours or in between classes. Within this plan, onsite instruction will be prioritized as CDC and state guidance allows for the safety of students, faculty and other stakeholders in the DATA Community.

Grading and attendance will continue to be recorded within the Tyler Student Information System that DATA has been using for several years and is tied to our state reporting system. Teachers record attendance, track progress and assessments within the Tyler system as normal, and as DATA continues to provide access to Tyler to students, parents and the state to ensure continuity of achievement. As DATA intends to return in a Hybrid (2 days of instructions in person, supplemented with a flipped and remote classroom assignment and 50% of student body on campus at a time.

Faculty at DATA will continue to develop instructional plans that utilize a host of high quality instructional materials to students, going beyond the materials and planning additional enrichment and supplementary projects and lessons to bridge learning across courses and create experiences where students have opportunities to apply knowledge in authentic situations above and beyond the base curricula. As an example, Biology course is based on the Lab-Aids curricula scope and sequence, and our Biology teacher included within the course a real world river plastic removal project for students to apply the ecological and sustainability principles from class, incorporating ELA, Math and Historical perspectives within the project to increase relevance and student engagement.

This represents an important opportunity for the school, as DATA will continue to move to increasingly implement learner centered and experience-based instruction, encouraging faculty to supplement curricula by designing novel experiences and projects that encourage student accountability and motivation, creating a dataset to demonstrate the increasing achievement of students learning within this model and/or areas for DATA to modify to meet students' needs. Furthermore, DATA is in the process of both developing and obtaining high-quality culturally and linguistically responsive curriculum and resources to support all of our students, and that meshes with our long term objective to more fully integrate Social Emotional and Culturally and Linguistically Diverse Instruction within our school.

What **technology support will be available for families and teachers?**

DATA has over 100 laptop computers available for students to use at home if they do not have one available. The tech department will trouble shoot remotely if network issues occur, or if the computers are brought in for hardware concerns, they can be worked on at the school. Furthermore, the school will make sure that all needed software for word processing, designing, and any other elective software needs are met for all students if learning from home. We will also utilize text messaging and have individuals available at the school to answer phone calls in the event that families are unable to email due to technology issues.

6/25/2020

How will you ensure that all students have adequate access to devices and the internet?

Again, computers will be provided to students that need them for the duration of the school year. DATA has over 100 laptops and is in the process of purchasing more. Those who do not have internet, the school will look at local availability, hot spots, and other access points for students throughout the city. As the APS district has done, DATA encourages families to participate in the Comcast Internet Essentials program to ensure access to internet resources for instruction, communication, and progress monitoring. If necessary, DATA will provide funds to pay for internet for the few students who do not have it and/or will make the building available for usage.

How will you continue to provide MLSS/ RTI and SAT services in a remote learning environment?

DATA follows and is in full compliance with the APS District Guidelines for RTI and SAT identification and referrals. Teachers are provided training at the onset of each year to update them on their role and how to identify and document tier 1 and 2 interventions, make referrals to SAT coordinator and participate in SAT process. With the inclusion of remote instruction, DATA recognizes and is training staff to be more individually connected to each of our students to further strengthen necessary relationships that support weekly check-ins and increase student comfort to share and reach out for support, up to an including the option of home visits. Advisors will continue to check in with students and with the teachers of students in order to ascertain what students need to be involved in the RTI/MLSS process. Test scores, grades, absences, and teacher referral will be considered as well. Administrators will be observing teachers in an online environment and will also frequently check in to make sure all students are succeeding or receiving supports.

How will you continue to provide special education services in a remote learning environment?

DATA has adopted the Discord.com platform schoolwide for instructional and other academic purposes. To this end, all data faculty have been required to set up a series of private voice/video channels to allow SPED/SLP/Social Work/Counseling ancillary staff to have confidential and private conversations (a virtual pull-out) when critical and within the online classroom structure. Discord classrooms have also been designed for all students and support staff alike to attend class via a voice/video channel, and communicate privately within both public (for academic discussion) and private (for ancillary service facilitation) direct messages (tracked within the Discord system and available to the ancillary staff or teacher of record initiating the text message). As DATA adheres to a full inclusion model of instruction, ancillary staff are expected, if DATA returns to school in partial or full online mode, to schedule IEPs, parent meetings etc. outside of scheduled class time, ensuring student access to material and instruction. Breaks in the hybrid class schedule have been included to accommodate necessary cleaning and safety procedures, but are also included as a timeframe within the school day to allow for IEPs, parent meetings, counseling and social work sessions as needed.

How will you continue to provide bilingual education in a remote learning environment?

At present, DATA does not have specific bilingual education program at our school. DATA provides support for English Language Learner students within the classrooms, as noted within the EL question below. Furthermore, DATA will utilize test scores from ACCESS to ascertain the level of supports needed for students to access the curriculum and these supports will be communicated to the teachers and staff and be supported by a bilingual administrator and TESOL certified staff members. The individual language needs of the student will be assessed by frequent check-ins with the teacher and student to see what progress has been made and what supports are working. Click or tap here to enter text.

How will you support continued, remote instruction for dual enrollment courses?

6/25/2020

As noted in DATA's Continuous Learning Plan, Dual Credit course requirements will be set by the CNM instructors in accordance with CNM policies and procedures. Students are being made aware of this before the onset of the academic year, so they and parents are able to make decisions appropriate for their goals, educational trajectory and family capacity to pursue dual credit options. The school counselors and advisors will continue to facilitate signing up for these classes and help and support students with any questions or needs throughout the process.

Please describe measures you will take to support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.).

DATA supports EL students with full inclusion within the general education classroom. DATA's entire faculty is supported by our Dean of Students, a bilingual teacher with 15+ years' experience and a TESOL endorsed faculty member who supports staff, incorporating TESOL supports into general education unit and lesson plans relative to each students' English Language Proficiency, using WIDA Standards to develop content and tie in language development objectives.

DATA will continue to utilize surveys and direct interviews to assess the needs of our at-risk students. Furthermore, the Equity Council will work with parents, students, community members, and staff in order to develop a consistent and actionable plan to address the needs of at-risk students. This involves looking at data from a variety of sources, including test scores, socio-economic factors, behavioral data, access and home data, survey data, and community data to assess the needs of our students. We will then utilize surveys, emails, calls, and face to face community meetings (if permitted) to understand and address needs. Some potential solutions to potential family needs would be transportation provided, school supplies and clothing provided, food provided, external program and counseling provided and connections made, culturally and linguistically responsive curriculum provided and utilized, technology provided and supported, and social-emotional supports provided in and out of the classroom and school via face to face and/or remote counseling, social work, and SEL supports.

Need Supports here for Migrant children and homeless students and/or families

How will educators/staff check-in with students? How frequently? For how long?

DATA will start in a hybrid model, allowing 50% of students to be on campus at a time. This hybrid model includes online access to students and parents via Discord, in addition to in person instructional and advisory time. Each Class will meet in person 2 times a week and remotely a 3rd time and supplemented with online communication as needed to build rapport and relationships necessary to be able to gauge content success, social emotional and content learning achievement. Every faculty member is assigned an academic advisory group for whom they are advocates and check in an additional two(2) times weekly and as needed to maintain academic and personal growth. Hybrid classes will be 90 min in person classes and 45 – 60 min remote classes driven by student pace. In addition to the voice, video and chat service on Discord, staff use the Tyler SIS system to communicate with students, family/guardian(s), and educational team to maintain student trajectory toward educational achievement and graduation.

Please describe your plan for Career and Technical Education.

CTE is a core focus at DATA and will be provided within the 7-period schedule as are core classes, subject to the hybrid school or remote procedures to meet the shifting pandemic response of the state, county and school communities. Both procedures will be facilitated via a series of in person and remote lessons supported with onsite labs/hands-on experience and access to technology etc. As an example, students may receive instruction in

6/25/2020

3D printing via Discord.com to teach the base skill of programming the software and 3D design principles, then get the hands-on printer experience during the on-campus portion of the coursework plan. Equipment access to 3D printers will be scheduled to meet CDC guidelines and state set COVID response needs for group size, distancing and protective measures.

Please describe your plan to address **electives/specials and extracurricular activities.**

The majority of electives at DATA are CTE. However, fine arts, drama, and Physical Education will continue to be provided in the same NM DOH allowed capacity as core classes are. Fall Extracurricular Activities will begin practice/sessions using all CDC and NM State Health procedures (masks required, social distancing and max group size). Per the governor's health order, full contact sports, including football and soccer will not be allowed until pandemic health orders allow again. Winter and Spring Sports and activities will follow the then published CDC and State guidance to optimize student involvement in the safest manner possible, up to and including cancellation, if the Governor orders closures again.

Social and Emotional Supports

How will you create and implement frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and , and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students?

DATA will utilize Casel social-emotional needs protocols and structures to support students with social and emotional needs. The curriculum is adopted school-wide and is embedded in curriculum purchased and utilized from Newsela's specified, Casel-certified, program. Furthermore, DATA will work with community organizations that provide mental healthcare, assessments, and SEL supports. We will continue to train and retrain teachers on best practices around SEL needs of students, and also continue to train and retrain staff and students on QPR training for suicidality. Teachers and staff will be trained using online training tools to identify trauma and provide trauma support. DATA will communicate with families about what kinds of supports are in the community for them to access to support themselves and their children. The student advisors will reach out to students on a weekly basis to check in on their academic, behavioral, and social-emotional progress. They will identify any key areas that are in need of support or intervention. Teachers will also be provided a teacher support group where they can also voice their concerns and needs and find help identifying supports for their social and emotional well-being also, as teachers need to maintain health in order to support our students.

How will you support all students' social and emotional needs?

DATA has a two(2) full time counselors for 2020-21. Counselors will be available for meetings, video and phone calls, and/or email correspondence during regular school hours. They will respond to emails within 24-48 hours. Resources will be given to all students and families for referrals for counseling and support in the community, as well as crisis and emergency referrals and resources. Counselors will continue to support the social-emotional needs of students throughout this process by coordinating with administrators, teachers, and special education staff, and, in particular, with the social worker. Social work services will continue for all students that have this service indicated in their IEP via zoom, phone, and/or email. These services will be coordinated with other ancillary staff as much as possible to reduce the burden on the student/family resources, while still providing the necessary services and support to the students. Counselors will provide additional support to administrators and teachers to help coordinate best practice strategies for continued success of all students, in accordance with ASCA guidelines, mindsets & behaviors. If indicated, counselors and social workers can help develop and implement professional

6/25/2020

development and support for teachers/staff. DATA will follow and adhere to all state and federal Pandemic guidelines as they are communicated and developed.

How will you ensure continued mandatory reporting and wellness checks?

DATA will utilize the wellness team, which will consist of selected special education teachers, counselors, social workers, teachers, and administration. This team will make sure that all teachers are consistently in contact with all students and recording absences or lack of academic success. Advisors will continue to check up on their students and record attendance patterns and grades. They will reach out to teachers if a student has more than 3 absences or is not turning work in or making academic progress. Teachers will have regularly scheduled office hours in which students can check in with the teacher on needs and supports. The school will continue to send out surveys on academic, social-emotional, and physiological needs from the families. Any family identified as needing support will be contacted by the wellness team. All staff will be trained and retrained on mandatory reporting practices and will continue to be supported by the wellness team in terms of concerns and questions. Furthermore, Engage NM will continue to be utilized to provide consistent check ins with students that appear to be disengaged. They will report to DATA and the school will also provide to them details of students who are behind or not engaged. The counselor and wellness team will have biweekly discussions of students of concern.

Family & Community Communication

How will you keep families informed about changing circumstances?

The school will send periodic emails and updates through the SIS parent communication tool, SchoolMessenger. Updates will include updates from the state health department, the Public Education Department, the governor's office, the mayor of Albuquerque, and the Albuquerque Public Schools. We will keep parents and students up to date on school closures, PPE requirements, sick students or staff, academic opportunities, college and career readiness, and other resources. We will also utilize the text message feature for any more urgent or time sensitive communication. The school will also maintain its website, Facebook page, Twitter account, and Instagram accounts as necessary with information regarding changes in services. Furthermore, any family who does not have access to the internet will be provided internet, either via the community or through a plan with the school, and computers if necessary to facilitate.

How will you support families and caregivers as they facilitate learning and the social-emotional needs of students at home?

The counseling staff will be working remotely and face to face (if conditions allow) so that they can work with students around social-emotional needs. This may be in the form of in person and online groups, one on one sessions, videos, readings, journaling, or counseling and social work sessions. Supports will also be provided to the teachers in order for them to provide supports and best practice teaching within the classrooms in order to support students. Furthermore, there will be resources, both in the school and out, that will be provided to parents so that they can more successfully provide for their student's social-emotional needs at home.

How will you ensure families and students are supported in multiple, appropriate languages?

6/25/2020

DATA has regular access to APS interpreter services and uses this service for communications both written and oral as needed to meet our families' language needs. DATA will continue to check in with parents and students to ensure that language needs are met. Lastly, DATA will ascertain family language needs via survey so that we can ensure that all languages are supported when needed.

How will you collaborate with childcare providers to support families' access to childcare?

DATA will connect with local childcare providers and state and local programs to ascertain what is available for our families in need of childcare. We will communicate with parents and students what resources are available and help facilitate connecting families with these resources. We will further connect with families frequently on their needs via survey and direct interview in order to make sure that needs are continually met.

Other

Please include any other relevant information or documents related to your Remote Learning Plan

Please see next page.

Option B -- No Remote Learning Plan

If a school district or state charter either cannot provide or chooses not to provide a robust remote learning plan, the school district or state charter will instead make up for instructional hours lost during periods of school closure by adding school days to the academic calendar to allow for in-person instruction. Please fully describe your plan for creating and implementing Option B below.

Not applicable, DATA has developed a complete hybrid learning plan that can shift easily to full in person or remote as necessary.

6/25/2020

Local Plan for Remote Learning Signature Line

Lisa Myhre

July 15, 2020

Superintendent/Charter Leader Signature

Date y

Al Sanchez July 15, 2020