

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:

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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	The Charter Foundation	Charter Holder Entity ID	6355
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Steve Radakovich/ Sandra Barr/ Courtney Braren		
Representative Telephone Number	5202961100		
Representative E-Mail Address	sbarr@amerischools.org , sradakovich@amerischools.org , cbraren@amerischools.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
AmeriSchools Academy Camelback	6063	108722001
AmeriSchools Academy Country Club	79296	108722005
AmeriSchools Academy Yuma	78904	108722004
AmeriSchools Academy Norht	91212	108722008

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	678	Start Date for Distance Learning	August 5 (Camelback) August 6 (Country Club, Yuma and North)
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	378
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: We have offered parents three choices for the 2021 school year. The first choice is to attend school in the building Monday through Friday. Each site has created a safety protocol aligned with local health department. The second choice is for students to attend this class virtually. Teachers will stream, group conference with students in the class and outside and parents will pick up any school materials at the site for students to participate in school activities at home. These students will attend school during school hours at home based on parent choice. This choice is referred to as the virtual classroom. The third		

option is to provide an online curriculum allowing students to work through their curriculum based on family schedules. The curriculum is aligned to the state standards and teachers act more as facilitators throughout the day. This choice is considered online instruction and a schedule meeting time will be established to support student learning. Communication is daily through email and schedule teacher meetings.

Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	No

**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
Virtual classroom	Classroom teachers	Morning and afternoon	Teachers and students will sign into the LMS and teachers will have visual accounting for students in the morning

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			and in the afternoon.
Online instruction	Classroom teacher	Daily Log in	Teachers will monitor student log in and completion of tasks. This will include reaching out weekly to maintain contact and scheduling conferences calls as needed. The LMS logs teacher communication and posts.
All	Classroom teacher	Weekly	Work completion

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
Parent Square	Principal/Registrar/ district	This occurs weekly or more frequently as needed- it is sent to a parents email.	PowerSchool
Class Dojo	Principal/teacher	This communication can be daily. It is sent to the phone app and email.	Yearly summary of posts, parent feedback, messages from home and class stories
LMS	Principal/teacher/district	Daily communication and announcements	Email to student email from school and teacher. Housed in the email system and LMS

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
Accept training on hardware and software tools to be used for distance learning	Superintendent/Consultant/Principial/IT	Five day orientation and training PD Weekly throughout year	Training intervention logs Online and in class observation
Lesson plans and student packets	Teacher	Weekly	Notification from teacher that packets were uploaded. Observation of classroom lessons filmed for student use.
Filmed remote lessons and teaching	Teacher	Daily for specified time	Saved films and lessons Observation
Computers, software and teaching tools for each teacher	Administration, IT	Ongoing	Teaching from school and remote locations

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District network for all staff and students E-mail accounts, conferencing and one on one communication, packets and lesson plans delivered, tracking logs for online time spent with students.	IT	On going	Logs completed by teachers and students/parents for study and online times.
In-school opening possible with teacher being remote.	Administration	Short term depending on virus	On line observation of teaching.

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
Notification to employees of any policy changes during pandemic.	LEA Board	Orientation and as changes occur	Employee
Weekly updates	Principal and Superintendent	Weekly	Meeting attendance logs

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Software	Technology director, Teacher, Superintendents, Principals	Weekly meetings are scheduled at each site and each site has 5 days of pre-service	Agendas, sign in sheets, bills from subcontractors
IDEA, Homeless, and EL	Principals	Preservice	PowerPoints, sign in sheets, and agendas
Teacher selected professional training	The board	Teachers choose to participate in extra training. The teacher asks permission and writes a proposal about how the training will inform instruction and we shared with colleagues. Once approved sharing occurs during professional development time	Approved purchase orders

List Specific Professional Development Topics That Will Be Covered

This year we will be trained on our LMS, office 365 for school implementation, class dojo, special education, shifts in English Language Learning programs, software adoptions, curriculum frameworks addressing science and social science, assessment and data.

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Streaming, recorded teacher videos, supplies picked up by</i>	<i>Engage NY, IM Mathematics, Excel mathematics, Imagine</i>	<i>Exit Tickets- response and student work.</i>	<i>Unit math assessments in person and video</i>

	<i>parents, virtual classroom and notebook</i>	<i>Learning</i>	<p><i>Progress monitoring every month for students progressing at average rate</i></p> <p><i>Tier III -twice a month Intervention alerts are used throughout the school year to design small group remediation and then assessment to determine mastery.</i></p>	<i>conferencing</i>
1-3	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Engage NY, IM Mathematics, Excel mathematics, Imagine Learning, 3rd and up Khan Academy</i>	<p><i>Exit Tickets- response and student work.</i></p> <p><i>Progress monitoring every month for students progressing at average rate</i></p> <p><i>Exit Tickets- response and student work.</i></p> <p><i>Progress monitoring every month for students progressing at average rate</i></p> <p><i>Tier III -twice a month Intervention alerts are used throughout the school year to design small group remediation and then assessment to determine mastery.</i></p>	<p><i>Unit math assessments in person and video conferencing</i></p> <p><i>Galileo is benchmark testing four times a year mathematics.</i></p>

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<p>4-6</p>	<p><i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i></p>	<p><i>Engage NY, IM Mathematics, Excel mathematics, Imagine Learning, Khan Academy</i></p>	<p><i>Exit tickets and student work.</i></p> <p><i>Classroom assessments in mathematics in person and video conferencing.</i></p> <p><i>Formative assessment and checks for understanding is daily to determine mastery in mathematics and progress monitoring is used to determine academic needs.</i></p> <p><i>Intervention alerts are used throughout the school year to design small group remediation and then assessment to determine mastery.</i></p>	<p><i>End of unit assessments will be given in Math, Language Arts, Social Sciences and Science.</i></p> <p><i>Galileo tests are used for benchmarks and summative</i></p>
<p>7-8</p>	<p><i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i></p>	<p><i>Engage NY, Carnegie, Imagine Learning, Khan Academy</i></p>	<p><i>Exit tickets and daily work.</i></p> <p><i>Classroom assessments in mathematics in person and video conferencing.</i></p> <p><i>Formative assessment and checks for understanding is daily to determine mastery in mathematics and progress monitoring is used to determine academic needs.</i></p>	<p><i>End of unit assessments will be given in Math, Language Arts, Social Sciences and Science.</i></p> <p><i>Galileo tests are used for benchmarks and summative.</i></p>

			<p><i>Intervention alerts are used throughout the school year to design small group remediation and then assessment to determine mastery.</i></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>	<i>Streaming, recorded teacher videos, supplies picked up by parents</i>	<i>Pearson Realize, EPIC, Imagine Learning,</i>	<p><i>Daily: Comprehension questions and responses.</i></p> <p><i>Use skill specific diagnostics, DIBELS progress monitoring, including phonemic awareness, phonics, and letter sound correlation, written drawing and word reading.</i></p> <p><i>Assessment occurs during instruction with a written assessment twice a month.</i></p> <p><i>Formative assessments occur each month on specific skills.</i></p>	<i>DIBELS and teacher created tests. Students are monitored throughout the year for reading subskills, decoding and comprehension.</i>
<i>1-3</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Pearson Realize, EPIC, Imagine Learning, NEWSELA, and Readworks</i>	<i>Daily :Comprehension questions and responses to classwork.</i>	<i>DIBELS and teacher created summative assessments or program provided summative assessments.</i>

			<p><i>Use skill specific diagnostics, DIBELS progress monitoring, focusing on phonics, comprehension, fluency, and written drawing and words</i></p> <p><i>Assessment occur during instruction and weekly. Specific skills are tested at least 2 times per month to determine student growth. Discrete skills focus on phonics, grapheme and sound correlation, and comprehension</i></p> <p><i>Formative assessments occur each month on specific skills and used to determine intervention.</i></p>	<p><i>Galileo is given as benchmarks and intervention alerts are how students are identified for extra support.</i></p>
4-6	<p><i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i></p>	<p><i>Teacher selected texts aligned with teacher modified frameworks, Khan Academy, EPIC, NEWSLA, and Readworks,</i></p>	<p><i>Comprehension questions, vocabulary, graphology, and written expression</i></p> <p><i>Assessment occur during instruction and every other week.</i></p> <p><i>Formative assessments occur each month on specific skills and used to determine intervention.</i></p>	<p><i>Teacher created summative assessments aligned with the teacher framework.</i></p> <p><i>Galileo is given as benchmarks and intervention alerts are how students are identified for extra support.</i></p>

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7-8	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Teacher selected texts aligned with teacher modified frameworks, Khan Academy, EPIC, NEWSELA, and Readworks,</i>	<p><i>Comprehension questions, vocabulary, graphology, morphology, and written expression</i></p> <p><i>Assessment occur during instruction and every other week.</i></p> <p><i>Formative assessments occur each month on specific skills and used to determine intervention.</i></p>	<p><i>Teacher created summative assessments aligned with the teacher framework.</i></p> <p><i>Galileo is given as benchmarks and intervention alerts are how students are identified for extra support.</i></p>
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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>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<p><i>Mystery Science, EPIC!, and schoolwide curriculum frameworks</i></p> <p><i>North and South- Science weekly</i></p>	<i>Comprehension questions, diagrams, drawings and close sentences.</i>	<i>This is project based.</i>
<i>1-3</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<p><i>Mystery Science, EPIC!, and schoolwide curriculum frameworks,</i></p> <p><i>North and South- Science weekly</i></p>	<i>Labs, comprehension question, diagrams, drawing, and projects.</i>	<i>Projects and Galileo testing four times a year.</i>
<i>4-6</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and</i>	<i>Mystery Science, EPIC!, and schoolwide curriculum frameworks</i>	<i>Labs, comprehension question, diagrams, drawing, and projects.</i>	<i>Projects, teacher designed assessments, and Galileo testing four times a year.</i>

	<i>notebook</i>	<i>North and South- Science weekly</i>		
<i>7-8</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Teacher directed, CPO science</i>	<i>Labs, comprehension question, diagrams, drawing, and projects.</i>	<i>Projects, teacher designed assessments, and Galileo testing four times a year.</i>
<i>9-12</i>				

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>
<i>Kindergarten</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Social science – EPIC and frameworks, North and South- Social Studies Weekly</i>	<i>Discussions, pictures, and responses</i>	
<i>1-3</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>Social science – EPIC and frameworks North and South- Social Studies Weekly</i>	<i>Written responses, discussions, timelines, and diagrams Formative assessments include daily work and projects</i>	
<i>4-6</i>	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>North and South- Social Studies Weekly</i>	<i>Written responses, discussions, timelines, and diagrams Formative assessments include daily work and projects</i>	

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7-8	<i>Streaming, recorded teacher videos, supplies picked up by parents, virtual classroom and notebook</i>	<i>North and South- Social Studies Weekly</i>	<i>Written responses, discussions, timelines, and diagrams</i> <i>Formative assessments include daily work and projects</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)

Intervention will be provided to students online. This will be based on weekly work submitted and results from benchmarks. A schedule for small group teams will be created to meet the student needs and supports, visual, auditory and kinesthetic materials will be provided for students to increase the learning opportunity.

Art, Music and PE, will have posts and videos. Grades will be based on participation by students posting to the class.

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
Training of all special education subcontractors	Superintendent and principal	Pre-service all subcontractors will be provided the same training as the staff.	Sign in sheets and agenda
Student training	All teachers and subcontractor	The first week of school will train all students on the LMS, where to find their task and how to video conference using their email	LMS log in and tasks to help students navigate the system
Scheduled special education services	Special education subcontractors and teachers	Based on the IEP	LMS log
Online SST procedures	Special education team including subcontractors	Train the staff during the month of August on how to start SSTs on low achieving students	Meeting agenda, SST forms

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Testing	All teachers, subcontractors and leadership team	Case by case- students not developing at the same rate as expected	PWN, Meeting notices
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Process for Implementing Action Step

Currently we are the training stage. We are reviewing our IEPs and prioritizing students who were identified last year for services and developing IEP goals. Training begin the last week of July. Once students are able to get onto the LMS, we will create a schedule for services for all special education students and adjusted to meet IEP requirements, testing and individual student needs.

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 PHLOTE	Superintendent	Within the first week of school all PHLOTES will be reviewed through ADE connect. Students needing assessment will be scheduled a time to with a qualified tester	Pearson Access Next results
EL program	Superintendent /principal	Each teacher will review the testing data and their yearly plan to address specific for each child.	Agenda from professional development
EL intervention	Superintendent	Interventions time will be scheduled with a HQ, SEI intervention to provide systematic and explicit instruction on language	Lesson plans and LMS

Process for Implementing Action Step

Currently we are reviewing all PHLOTES. Imagine Learning has been selected because they support struggling EL and develop skills for greater comprehension and working on getting students to navigate the LMS. Once this occurs, testing times will be established for AZELLA and a scheduled time for EL services will be provided.

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.

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		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	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: online class					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	x	x	x	x	
	Phone	x	x	x	x	
	Webcast	x	x	x	x	
	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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Kids at Hope	Teacher and principal at sites using K@H	Daily reminder, pledges	Visual messages
Growth Mindset /Middle school leadership	Principal at CC	Daily reminders and interactions between staff and students	Visual messages, discussion and partnership with the U of A
SEL	Superintendent	Training will occur for staff the first week of September. Monthly work in committee will develop systems for teachers, principals, staff and administration to ensure the health and well-being of our families.	Agendas, documents and movement toward a clear plan for social, emotional learning. This will include comprehensive activities, specialist and practices.
Crisis Training	Principals	As required by state law, 6 th grade and up have been trained on the teen crisis.	Certificates of attendance
Outreach	Registrars	Registrars communicate with families daily and have information about needs, challenges and concerns. This is shared with the principal so that support services can be either be provided or a list of	Compiled list of providers

		services is provided	
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Benchmark assessments	Principals	Four times a year Galileo is used to determine student mastery toward science, mathematics and language arts goals. Students are provided intervention based on results. Intervention are monitored more frequently to determine if further evaluation is needed through special education.	Benchmark results, weekly teacher meetings with principal
Teacher grades	Teachers	Weekly grades reflect the level of student mastery of the tasks, skills and meeting of the standards.	Report Cards- three per year.
DIBELS	Principals	Benchmarks are used for students are level and progress monitoring is used for students needing strategic and intensive interventions	Dibels reports
Classroom assessments	Teachers	Classroom assessments are used to determine the mastery of skills, mastery of a standards and a need for interventions	Grade in the grade book, weekly teacher meeting with principals, intervention logs
State level assessments	Principals	State level assessments tell of student mastery of specific content areas. AZELLA, AZMERIT, and AIMS are used to determine student summer program and needs for interventions	State level data

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)

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	<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>Math diagnostic Imagine Learning</i>	<i>One on video conferencing</i>	<i>August 17- September 4 October 19-November 10 January 10-February 2nd April 19- May 14</i>
<i>1-3</i>	<i>Galileo /Imagine Learning</i>	<i>Online</i>	<i>August 17- September 4 October 19-November 10 January 10-February 2nd April 19- May 14</i>
<i>4-6</i>	<i>Galileo / Imagine Learning</i>	<i>Online</i>	<i>August 17- September 4 October 19-November 10 January 10-February 2nd April 19- May 14</i>
<i>7-8</i>	<i>Galileo /Imagine Learning</i>	<i>Online</i>	<i>August 17- September 4 October 19-November 10 January 10-February 2nd April 19- May 14</i>
<i>9-12</i>			

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>Dibels and Imagine Learning AZELLA</i>	<i>One on one video conferencing In person (scheduled) or one on one video conferencing</i>	<i>August 17- September 4 October 19-November 10 January 10-February 2nd April 19- May 14</i>

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1-3	Galileo DIBELS	Online One on one video conferencing In person (scheduled) or one on one video conferencing	August 17- September 4 October 19-November 10 January 10-February 2 nd April 19- May 14
4-6	Galileo	Online In person (scheduled) or one on one video conferencing	August 17- September 4 October 19-November 10 January 10-February 2 nd April 19- May 14
7-8	Galileo	Online In person (scheduled) or one on one video conferencing	August 17- September 4 October 19-November 10 January 10-February 2 nd April 19- May 14
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)

DIBELS will be administered one on one. Currently the site is working through the plan for state assessments to ensure secure environments. This is for state level assessments.

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.

