

# Distance Learning Plan Template for Charter Schools

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On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

## Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps 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"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner 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	Pointe Schools	Charter Holder Entity ID	79455
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dr. Jody Williamson	
Representative Telephone Number		623-209-0017	
Representative E-Mail Address		jwilliamson@pointeschools.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
Canyon Pointe Academy	<b>79909</b>	078925002
Pinnacle Pointe Academy	<b>80473</b>	078925003
North Pointe Preparatory	<b>79456</b>	078925001

## Distance Learning Background Information

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

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	180
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	850	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	200	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	850
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.).		

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	<input checked="" type="checkbox"/> 5. Other (Please explain below)
<b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b>	
<p>We intend to operate distance learning for all students until August 17<sup>th</sup> or until ADHS’s public health benchmarks are met in such a way that schools are allowed to open on-campus.</p> <p>When schools are allowed to open on-campus, we will continue offering distance learning for families who choose that option and for students who have been exposed to COVID and are required to quarantine.</p> <p>If more of our students choose on-campus learning than we can safely physically distance in a classroom, we intend to implement a hybrid schedule (one group M/W on-campus and T/Th/F online and another group T/Th on-campus and M/W/F online).</p>	

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

*\*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
K-6 1. Every school day, parents will complete and submit an attestation of time students spent on educational activities. 2. The teacher will verify all student attendance via the attestation and provide the information to the registrar. 3. The registrar will enter attendance in the SIS.	K-6 1. Teacher 2. Teacher, Registrar 3. Registrar, School Principal	K-6 1. Daily 2. Weekly 3. Monthly	K-6 1. Attestation Form 2. Attendance Log 3. SIS Attendance Logs
7 – 12 4. Each period, the teacher will take attendance via Zoom or Google Meets and enter it into the SIS in the same manner they do for on-campus students. 5. Students who are not present at the beginning of the class but arrive within 15 minutes of class starting will be marked tardy. Students will not be admitted into the Zoom classroom after the first 15 minutes of class and will be marked absent. 6. If students have technical difficulty and cannot log into Zoom/Google Meets, they may be counted present if they e-mail the teacher and complete that day’s work in Google Classroom by 3:00 pm	7-12 4. Teacher 5. Teacher 6. Teacher	7-12 4. Each scheduled class period. 5. Each scheduled class period. 6. As needed each scheduled class period.	7-12 4. SIS attendance log 5. SIS attendance log 6. E-mails and submitted work

*b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
K-12 1. Students will have regular check-ins and assignments.	K-12 1. Students/Classroom teacher	K-12 1. Weekly	K-12 1. Teacher's Gradebook
7-12 2. Each class period, the receptionist will run an absence report and contact parents if a student is absent but has not been excused by the parent. 3. Follow up via phone call and email with parents of students who have 3 days of unexcused absences.	7-12 2. Receptionist and Registrar 3. Administrative Team, including Principal, Dean of Students, Counselor, and Academic Advisor	7-12 2. Daily 3. Weekly	7-12 2. Absence Report/Phone Log 3. Absence Report/Phone log

## 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>All teachers will teach virtually from their classroom, following the school bell schedule.</li> <li>Teachers who are approved to work from home will follow school bell schedule and be available via email and Zoom during normal work hours.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers, Principal, Department Chairs</li> <li>Teachers, Principal, Department Chairs</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>Daily</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans, student attendance, logs.</li> <li>Work from Home Request form, lesson plans, student attendance, logs.</li> </ol>
<ol style="list-style-type: none"> <li>Staff who are approved to work from home will follow the plan approved by their supervisor.</li> </ol>	<ol style="list-style-type: none"> <li>Staff member and Supervisor</li> </ol>	<ol style="list-style-type: none"> <li>Weekly</li> </ol>	<ol style="list-style-type: none"> <li>Work from home plan, work product.</li> </ol>

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>HR policies are communicated through Employee Handbook. Superintendent handles HR questions/concerns.</li> </ol>	<ol style="list-style-type: none"> <li>Superintendent</li> </ol>	<ol style="list-style-type: none"> <li>Yearly &amp; as needed</li> </ol>	<ol style="list-style-type: none"> <li>Employee Handbook Acknowledgement and Agreement Form, emails, notes</li> </ol>
<ol style="list-style-type: none"> <li>Employees who are scheduled to work virtually will fill out a Work from Home Request Form.</li> </ol>	<ol style="list-style-type: none"> <li>Employee, Superintendent</li> </ol>	<ol style="list-style-type: none"> <li>Per occurrence (indicated on form)</li> </ol>	<ol style="list-style-type: none"> <li>Work from Home Request Form</li> </ol>
<ol style="list-style-type: none"> <li>The faculty/staff will meet regularly with each other and administration (including department chair meetings, department meetings, and grade level meetings).</li> </ol>	<ol style="list-style-type: none"> <li>Principal, department chair, grade level lead</li> </ol>	<ol style="list-style-type: none"> <li>Monthly</li> </ol>	<ol style="list-style-type: none"> <li>Staff log-in</li> </ol>
<ol style="list-style-type: none"> <li>The administration will routinely communicate with Faculty/staff as needed via email and texts</li> </ol>	<ol style="list-style-type: none"> <li>Administration</li> </ol>	<ol style="list-style-type: none"> <li>As needed</li> </ol>	<ol style="list-style-type: none"> <li>Emails and texts</li> </ol>



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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Develop Professional Development Calendar (K-6)</li> <li>2. Provide pre-service online learning classes</li> <li>3. Teachers Professional Development Offerings</li> <li>4. Team meetings (K-6 whole school; 7-12 by department and grade level)</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrator</li> <li>2. Administrator</li> <li>3. Administrator or designee</li> <li>4. Administrator, Dept Chair, Grade Level Lead</li> </ol>	<ol style="list-style-type: none"> <li>1. End of July</li> <li>2. Before school resumes on 8/3</li> <li>3. Quarterly virtually</li> <li>4. Monthly virtually</li> </ol>	<ol style="list-style-type: none"> <li>1. Calendar for Professional Development</li> <li>2. Certificates of Completion</li> <li>3. Certificates of Completion, Attendance sheet, or teacher PPDP log</li> <li>4. Attendance sheet or email follow-up</li> </ol>

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

<p>K-12 - Trauma Informed Classrooms, Effective Learning Online, Technical Online (Google Classroom Professional Development), Data Assessment, Epilepsy, Diabetes, DCS reporting, Assessment (Summative and Formative), Confidentiality and FERPA          K-6 I-Steep Benchmark Testing, Culturally Responsive Teaching and The Brain Book Study          K-8 Beyond Textbooks (2 trainings), Enrich and Reteach, PLCs          6-12 Suicide Prevention Training          7-12 Universal Design for Learning, RULER social-emotional training,</p>
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**Connectivity (1.a.iii)**

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

	Students	Teachers	Staff
<b>What was Used to Establish Need?</b>			
Questionnaire	X		
Personal Contact and Discussion		X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other: K-6 Giving a desktop computer	X		
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours			
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.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Standard-based Formative Assessment - at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
1-3	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
4-6	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
7-8	Direct Instruction via Zoom Google Classroom Independent Study Independent practice	Beyond Textbooks EdPuzzle Pearson Khan Academy Delta Math Varsity Learning	Beyond Textbooks Formative Assessments. Quizzes - bi-weekly Bell Work - daily Discussions Exit Tickets	Teacher developed unit assessments and final exams.
9-12	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Independent practice	Pearson All things Algebra EdPuzzle Khan Academy Delta Math Varsity Learning Advanced Placement	Quizzes - bi-weekly Bell Work - daily Discussions Exit Tickets	Teacher developed unit assessments and final exams.

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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<b>Educational Delivery Methodologies</b>	<b>Content Provider/Program Used</b>	<b>Formative Assessment Strategies and Frequency</b>	<b>Summative Assessment Strategies and Frequency</b>
Kindergarten	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Standard-based Formative Assessment Check for Understanding during small group - weekly	Teacher developed unit assessments
1-3	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
4-6	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
7-8	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning	Beyond Textbooks Quill IXL Common Lit Flocabulary Edpuzzle	Beyond Textbooks Formative Assessments Quill Bell Work - daily Quizzes - weekly Discussions Exit Tickets	Teacher developed unit assessments and final exams. Essays/papers Projects
9-12	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning	Beyond Textbooks Quill IXL Common Lit Edpuzzle Quizzez Advanced Placement	Quill Bell Work - daily Quizzes - weekly Discussions Exit Tickets	Teacher developed unit assessments and final exams. Essays/papers Projects

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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<b>Educational Delivery Methodologies</b>	<b>Content Provider/Program Used</b>	<b>Formative Assessment Strategies and Frequency</b>	<b>Summative Assessment Strategies and Frequency</b>
Kindergarten	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Standard-based Formative Assessment Check for Understanding during small group - weekly	Teacher-created unit assessments
1-3	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
4-6	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
7-8	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning	Beyond Textbooks McGraw Hill EdPuzzle Pearson PBS Springboard	Quizzes – bi-weekly Bell work - daily Discussions Exit Tickets	Teacher developed unit assessments and final exams.
9-12	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning	Pearson McGraw Hill Khan Academy PBS Advanced Placement	Quizzes - bi-weekly Bell Work - daily Discussions Exit Tickets	Teacher developed unit assessments and final exams.

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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<b>Educational Delivery Methodologies</b>	<b>Content Provider/Program Used</b>	<b>Formative Assessment Strategies and Frequency</b>	<b>Summative Assessment Strategies and Frequency</b>
Kindergarten	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Standard-based Formative Assessment Check for Understanding during small group - weekly	Teacher developed unit assessments
1-3	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
4-6	Direct Instruction via Google Meet or ZOOM Independent Study Project-Based Learning Small Group Instruction	Beyond Textbooks	Beyond Textbooks Formative Assessment – Extended Response at the end of each instructional period for that standard Check for Understanding during small group - weekly	Teacher developed unit assessments
7-8	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning Youtube	Beyond Textbooks Students of History Content Textbooks Primary source texts Khan Academy Think Law	E Quizzes - weekly Document Analysis Bell Work - daily Discussions - daily Exit Tickets - daily Kahoots Student performance recordings	Teacher developed unit assessments and final exams. Projects Performances
9-12	Direct Instruction via Zoom or Google Meets Google Classroom Independent Study Project-Based Learning Youtube	Advanced Placement Content Textbooks Khan Academy Primary sources Quizlet Contemporary news outlets Pearson Visual Learning Springboard Udemy	Quizzes - weekly Document Analysis Bell Work - daily Discussions - daily Exit Tickets Student performance recordings	Teacher developed unit assessments and final exams. Projects Performances Speaking Quizzes/Tests

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

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### 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
<ol style="list-style-type: none"> <li>1. Comprehensive review with parents of the student’s current IEP, results of prior year distance learning, and analysis of gaps that may be identified</li> <li>2. Consideration of Compensatory Services for students</li> <li>3. Additional Training on Distance Learning for Students with Disabilities</li> <li>4. Small group in-person instruction for those whose IEP teams determine the need for attendance (when allowed by governor orders)</li> <li>5. Additional training for teachers on making sure modifications and accommodations are being done appropriately for distance learning</li> <li>6. Schedule for related services and all services provided</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Special Services and Special Education Teachers</li> <li>2. Director of Special Services</li> <li>3. Special Education Teachers</li> <li>4. IEP teams</li> <li>5. Director of Special Services</li> <li>6. Special Education Service Providers</li> </ol>	<ol style="list-style-type: none"> <li>1. By September 30, 2020</li> <li>2. By September 30, 2020</li> <li>3. Ongoing throughout the year as needs are identified</li> <li>4. As determined by IEPs</li> <li>5. Ongoing throughout the year as needs are identified</li> <li>6. Schedules completed by the start of Special Education services on August 3<sup>rd</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Revised IEPs as needed; meeting notices of IEP meetings</li> <li>2. Review form for compensatory services</li> <li>3. Certificates of Completion</li> <li>4. Sign in sheets for students receiving services</li> <li>5. Certificates of Completion</li> <li>6. Resource and all related service schedule</li> </ol>

**Process for Implementing Action Step**

Parents will be invited to participate in comprehensive review of IEPs to see if IEPs need to be modified based on current student needs. IEPs will be amended as needed. Parents will also be invited to provide input for compensatory services for students to determine if that is needed. As teachers continue to provide learning for students with disabilities and as ADE makes available additional training, teachers will attend training as areas of need are identified. Students who have needs that require more specialized and in-person learning will be offered the option to attend on campus learning as determined by the IEP team. Additional training on modifications and accommodations will be provided as areas of need are identified. All service providers will develop a schedule to ensure all IEP services are provided as outlined in IEPs. The Director of Special Services will ensure that all timelines are met and that all identified needs are served.

*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
<ol style="list-style-type: none"> <li>1. Assess students based on PHLOTE forms and prior year's testing.</li> <li>2. Develop ILLP for students who are not highly-proficient or proficient on AZELLA</li> <li>3. Provide support through ELL class (NP) for students who qualify through AZELLA testing.</li> <li>4. Provide ELL support within the class for students who qualify through AZELLA testing.</li> </ol>	<ol style="list-style-type: none"> <li>1. AZELLA Coordinator</li> <li>2. ELL Coordinator, ELL teacher</li> <li>3. ELL teacher</li> <li>4. ELL Coordinator, general education teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Following state guidelines</li> <li>2. Within 30 days of identification per AZELLA test results.</li> <li>3. Daily</li> <li>4. Daily</li> </ol>	<ol style="list-style-type: none"> <li>1. Test results</li> <li>2. ILLP</li> <li>3. Class schedule</li> <li>4. ILLP</li> </ol>

**Process for Implementing Action Step**

Families will be contacted to schedule individual meetings with students to complete AZELLA testing based on PHLOTE forms. ILLP plans for students who are not "proficient" or "highly proficient" will be developed by a team including the teacher/s responsible for direct ELL instruction for the student. Support (such as virtual individual and/or group instruction, supplemental materials, etc.) will be provided to the student based on the ILLP and ILLPs will be reviewed/evaluated each semester based on student needs.



### 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	4-6	7-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	x	x	x	x	x
	Packet of Social and Emotional Topics	x	x	x		
	Online Social Emotional videos	x	x	x	x	x
	Parent Training					
	Other:					

		Kinder	1-3	4-6	7-8	9-12
<b>Counseling Services</b>	In-Person				X	X
	Phone				X	X
	Webcast					
	Email/IM				X	X
	Other: Zoom				X	X

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
<ol style="list-style-type: none"> <li>Teachers will check in with students during in person virtual meetings</li> <li>K-6 Teachers will create lessons and projects related to social emotional topics that are relevant and needed for their individual classes</li> <li>Teachers will share online social emotional videos as relevant to their individual classes</li> </ol>	<ol style="list-style-type: none"> <li>Teachers</li> <li>Teachers</li> <li>Teachers</li> </ol>	<ol style="list-style-type: none"> <li>Weekly</li> <li>As needed at least monthly</li> <li>As relevant/needed</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans</li> <li>Lesson plans</li> <li>Lesson plans</li> </ol>

### 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.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
1. Formative Assessment 2. Summative Assessment	1. Classroom teachers 2. Classroom teachers	1. Daily/weekly 2. By unit, final exams (7-12)	1. Lesson Plans with objectives 2. Grade book

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

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

<b>Benchmark Assessments (Math)</b>			
	<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>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>1-3</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>4-6</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>7-8</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>9-12</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>1-3</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>4-6</i>	<i>iSteep</i>	<i>In person as possible; online as needed</i>	<i>August 2020, January 2021, May 2021</i>
<i>7-8</i>	<i>Quill</i>	<i>Online</i>	<i>August 2020, October 2020, January 2021, April 2021</i>
<i>9-12</i>	<i>Quill</i>	<i>Online</i>	<i>August 2020, October 2020, January 2021, April 2021</i>

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

### **Additional Information (Optional)**

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