

Distance Learning Plan Template for Charter Schools

Charter Holder Information

Charter Holder Name	Stepping Stones Academy	Charter Holder Entity ID	78818
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dedre Stewart-Alliger	
Representative Telephone Number		623-465-4910	
Representative E-Mail Address		alliger@steppingstonesacademy.org or ddsa@steppingstonesacademy.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
Stepping Stones Academy	78818	07-87-81-101

Distance Learning Background Information

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

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

Distance Learning Plan Template 2020-2021

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

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

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	225	Start Date for Distance Learning	August 4, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	30
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 intend to operate distance learning for all students August 4th-14th. On August 17, 2020 or until deemed safe to return to campus after considering the benchmarks we intend to operate on campus and off campus/distance learning. Families may choose on campus or off campus learning based on what is best for them.

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Attendance at Zoom Meetings 2. Completion of Daily Assignments	1. Classroom teachers 2. Classroom teachers	1. Weekly 2. Daily	1. Zoom Attendance Sheets 2. Documentation of submitted

Distance Learning Plan Template 2020-2021

3. Parent documentation of amount of time spent on educational activities 4. Email messages between teacher and student	3. Classroom teachers 4. Classroom teachers The information will be reviewed at least two times per month by administrators	3. Weekly 4. Weekly	schoolwork 3. Documentation Records/Logs completed by parents and reviewed by teachers 4. Documentation and Copies of emails
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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
1. Aug. 4 th -14 th – Contact three times per week through Zoom meetings, phone calls, and/or emails 2. Starting August 17 th – Contact daily through Zoom meetings, phone calls, and/or emails	1. Classroom teachers 2. Classroom teachers The information will be reviewed at least two times per month by administrators	1. Weekly 2. Daily and Weekly	1. Zoom Attendance Sheets, Copies and Documentation of Emails, and Communication Documentation Logs 2. Zoom Attendance Sheets, Copies and Documentation of Emails, Communication Documentation Logs

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
1. Aug. 4 th -14 th – Zoom meetings two times per week and email/phone contact once per week 2. Starting Aug. 17 th - Zoom meetings three times per week and email/phone contact two times per week 3. Completion of needed documentation and turned in weekly to administrators 4. Check in with Administrators daily	1. Teachers working virtually 2. Teachers working virtually 3. Teachers working virtually and administrators 4. Teachers working virtually and administrators The information will be reviewed at least two times per month by administrators	1. Weekly 2. Weekly 3. Weekly 4. Daily	1. Zoom Attendance Sheets, Copies and Documentation of Emails, and Communication Documentation Logs 2. Zoom Attendance Sheets, Copies and Documentation of Emails, and Communication Documentation Logs 3. Completion of Documentation Logs and Turned in on time 4. Completion of Daily Check In Log

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
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Distance Learning Plan Template 2020-2021

1. Employees check in daily with administrators via text, email, phone call, in person 2. Employees receive daily email from administrators	1. Employees and Administrators 2. Employees and Administrators	1. Daily 2. Daily	1. Completion of Daily Check In Log 2. Copies of Daily Emails
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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
1. In Person Training for staff members on campus 2. Virtual Training via Zoom for staff members working virtually	1. Administrators 2. Administrators and Technology Teacher	1. Monthly 2. Monthly	1. Attendance Form and implementation of new/reviewed skill/concept 2. Attendance Form and implementation of new/reviewed skill/concept

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. Google Classroom 2. Children’s Emotional and Social Needs in Times of Trauma 3. Teaching Strategies for Teaching Virtually 4. Trauma Treatment and Management 5. Self Care of Educators
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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	X	X	X
Supplemental Utility Support (Internet)	X	X	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	X	X	X
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)				
	<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>	1. Direct Instruction via Zoom 2. Practice Work	1. Saxon Math 2. Saxon Math	1. Daily assignments 2. Daily assignments	1. End of unit test – approx. every two weeks

Distance Learning Plan Template 2020-2021

	3. Independent Work	3. Saxon Math	3. Daily assignments	2. End of unit test – approx. every two weeks 3. End of unit test – approx. every two weeks
1-3	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Saxon Math 2. Saxon Math 3. Saxon Math	1. Daily assignments 2. Daily assignments 3. Daily assignments	1. End of unit test – approx. every two weeks 2. End of unit test – approx. every two weeks 3. End of unit test – approx. every two weeks
4-6	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Saxon Math 2. Saxon Math 3. Saxon Math	1. Daily assignments 2. Daily assignments 3. Daily assignments	1. End of unit test – approx. every two weeks 2. End of unit test – approx. every two weeks 3. End of unit test – approx. every two weeks
7-8	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Saxon Math 2. Saxon Math 3. Saxon Math	1. Daily assignments 2. Daily assignments 3. Daily assignments	1. End of unit test – approx. every two weeks 2. End of unit test – approx. every two weeks 3. End of unit test – approx. every two weeks
9-12	N/A	N/A	N/A	N/A

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>	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Spalding Phonics and Reading Street 2. Spalding Phonics and Reading Street 3. Spalding Phonics and Reading Street	1. Daily assignments 2. Daily assignments 3. Daily assignments	1. Weekly phonics and spelling tests and end of unit comprehension tests combined with weekly writing assignments 2. Weekly phonics and

Distance Learning Plan Template 2020-2021

				<p>spelling tests and end of unit comprehension tests combined with weekly writing assignments</p> <p>3. Weekly phonics and spelling tests and end of unit comprehension tests combined with weekly writing assignments</p>
1-3	<ol style="list-style-type: none"> 1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work 	<ol style="list-style-type: none"> 1. Spalding Phonics and Reading Street 2. Spalding Phonics and Reading Street 3. Spalding Phonics and Reading Street 	<ol style="list-style-type: none"> 1. Daily assignments 2. Daily assignments 3. Daily assignments 	<ol style="list-style-type: none"> 1. Weekly phonics and spelling tests and end of unit comprehension tests combined with weekly writing assignments 2. Weekly phonics and spelling tests and end of unit comprehension tests combined with weekly writing assignments 3. Weekly phonics and spelling tests and end of unit comprehension tests combined with weekly writing assignments
4-6	<ol style="list-style-type: none"> 1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work 	<ol style="list-style-type: none"> 1. 4th-5th grade – Reading Street and 6th grade classroom novels 2. 4th-5th grade – Reading Street and 6th grade classroom novels 3. 4th-5th grade – Reading Street and 6th grade classroom novels integrated with writing units to meet 	<ol style="list-style-type: none"> 1. Daily assignments 2. Daily assignments 3. Daily assignments 	<ol style="list-style-type: none"> 1. 4th-5th grade - Weekly spelling and end of unit comprehension tests combined with weekly writing assignments and 6th grade - Weekly chapter quizzes and tests combined with weekly writing assignments 2. 4th-5th grade - Weekly spelling and end of unit

Distance Learning Plan Template 2020-2021

		state standards		comprehension tests combined with weekly writing assignments and 6 th grade - Weekly chapter quizzes and tests combined with weekly writing assignments 3. 4 th -5 th grade - Weekly spelling and end of unit comprehension tests combined with weekly writing assignments and 6 th grade - Weekly chapter quizzes and tests combined with weekly writing assignments
7-8	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Classroom novels integrated with writing units to meet state standards 2. Classroom novels integrated with writing units to meet state standards 3. Classroom novels integrated with writing units to meet state standards	1. Daily assignments 2. Daily assignments 3. Daily assignments	1. Weekly chapter quizzes and tests combined with weekly writing assignments 2. Weekly chapter quizzes and tests combined with weekly writing assignments 3. Weekly chapter quizzes and tests combined with weekly writing assignments
9-12	N/A	N/A	N/A	N/A

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>	1. Direct Instruction via Zoom 2. Practice Work	1. Scholastic Science Spin 2. Scholastic Science Spin	1. Daily assignments 2. Daily assignments	1. End of unit test – every two weeks 2. End of unit test
<i>1-3</i>	1. Direct Instruction via Zoom 2. Practice Work	1. 1 st -2 nd grades Scholastic Science Spin and 3 rd grade	1. Daily assignments 2. Daily assignments	1. End of unit test – every two weeks

Distance Learning Plan Template 2020-2021

		Scholastic Science World 2. 1 st -2 nd grades Scholastic Science Spin and 3 rd grade Scholastic Science World		2. End of unit test
4-6	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Scholastic Science World 2. Scholastic Science World 3. Scholastic Science World	1. Daily assignments 2. Daily assignments 3. Daily assignments and weekly projects	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test
7-8	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Scholastic Science World 2. Scholastic Science World 3. Scholastic Science World	1. Daily assignments 2. Daily assignments 3. Daily assignments and weekly projects	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test
9-12	N/A	N/A	N/A	N/A

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>	1. Direct Instruction via Zoom 2. Practice Work	1. Scholastic News 2. Scholastic News	1. Daily assignments 2. Daily assignments	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test
1-3	1. Direct Instruction via Zoom 2. Practice Work	1. Scholastic News 2. Scholastic News	1. Daily assignments 2. Daily assignments	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test
4-6	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Scholastic News 2. Scholastic News 3. Scholastic News	1. Daily assignments 2. Daily assignments 3. Daily assignments and weekly projects	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test
7-8	1. Direct Instruction via Zoom 2. Practice Work 3. Independent Work	1. Junior Scholastic 2. Junior Scholastic 3. Junior Scholastic	1. Daily assignments 2. Daily assignments 3. Daily assignments and weekly projects	1. End of unit test – every two weeks 2. End of unit test 3. End of unit test

9-12	N/A	N/A	N/A	N/A
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Note – Supplementary content in all subject areas is provided as needed to meet AZ State Standards.

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Direct Instruction via Zoom in small groups 2. Direct instruction via Zoom individually	1. Special Education Teacher 2. Special Education Teacher	1. Daily – Amount of time as per IEP 2. 1-5 times per week based on IEP	1. Daily Logs and Attendance Records, Completion of Assignments 2. Daily Logs and Attendance Records, Completion of Assignments

Process for Implementing Action Step

Small group instruction will be scheduled daily and attendance records will be maintained. Students not attending class via Zoom will be contacted by the special education teacher and school administrator as needed. Support will be provided to parents and students on how to use Zoom for instruction and Google classroom for turning in assignments.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Direct Instruction via Zoom in small groups 2. Direct instruction via Zoom individually	1. ELL Teacher 2. ELL Teacher	1. Daily 2. 1-5 times per week	1. Daily Logs and Attendance Records, Completion of Assignments 2. Daily Logs and Attendance Records, Completion of Assignments

Process for Implementing Action Step

Small group instruction will be scheduled daily and attendance records will be maintained. Students not attending class via Zoom will be contacted by the ELL teacher and school administrator as needed. Support will be provided to parents and students on how to use Zoom for instruction and Google classroom for turning in assignments.

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	N/A
	Packet of Social and Emotional Topics	X	X	X	X	N/A
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	X	X	X	X	N/A
	Webcast	X	X	X	X	N/A
	Email/IM	X	X	X	X	N/A
	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
1. Check in with student 2. Packet of Social/Emotional Topics 3. Phone 4. Webcast 5. Email	1. Classroom teacher 2. Classroom teacher 3. Teacher and School Administrators 4. Teacher and School Administrators 5. Teacher and School Administrators	1. 2 times per week 2. 1 packet per month 3. 1 time per month 4. 1 time per week 5. Monthly	1. Communication Log 2. Completion of Packet 3. Communication Log 4. Attendance Log 5. Communication Log and copies of

	6. School Administrators/Teachers	6. Monthly	emails
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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
1. Benchmark assessments 2. Quizzes halfway through unit 3. End of unit tests 4. Assignments	1. Classroom teacher 2. Classroom teacher 3. Classroom teacher 4. Classroom teacher	1. Quarterly 2. Weekly 3. Every two weeks 4. Daily	1. Mastery demonstrated on assessment 2. Mastery demonstrated on quizzes 3. Mastery demonstrated on tests 4. Mastery demonstrated on assignments

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	1. ESGI	1. Online	1. Beginning of year and end of each quarter
1-3	1. 1 st grade – ESGI, Prodigy, Reflex, Moby Max 2. 2 nd -3 rd grades – Saxon Math, Prodigy, Reflex, Moby Max	1. Online 2. Online	1. Beginning of year and end of each quarter 2. Beginning of year and end of each quarter
4-6	1. Saxon Math, Prodigy, Reflex, Moby Max	1. Online	1. Beginning of year and end of each quarter
7-8	1. Saxon Math, Prodigy, Reflex, Moby Max	1. Online	1. Beginning of year and end of each quarter
9-12	N/A	N/A	N/A

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	1. ESGI	1. Online	1. Beginning of year and end of each quarter

Distance Learning Plan Template 2020-2021

1-3	1. 1 st grade – ESGI, Reading Street, Moby Max 2. 2 nd -3 rd grades – Reading Street, Moby Max	1. Online 2. Online	1. Beginning of year and end of each quarter
4-6	1. 4 th -5 th grades – Reading Street, Moby Max 2. 6 th grade – Moby Max	1. Online 2. Online	1. Beginning of year and end of each quarter
7-8	1. Moby Max	1. Online	1. Beginning of year and end of each quarter
9-12	N/A	N/A	N/A

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.