

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	Research Based Education Corporation	Charter Holder Entity ID	90275
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Richard Hay		
Representative Telephone Number	(602) 920-8253		
Representative E-Mail Address	rhay@pauldenschool.com		

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Paulden Community School	90276	07-85-60-001

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	85	Start Date for Distance Learning	Monday, August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	35
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:			

Depending on the conditions within the community (ADHS COVID Benchmark Dashboard) students may be required to begin with Distance Learning only, but after the governor lifts/modifies its executive order, and/or the ADHS COVID Benchmark Dashboard indicate a Minimal to Moderate risk, those who elected in-person learning will begin on August 17th and those who choose to remain with Distance Learning may do so until the end of the quarter at which time a change can be made.

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.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Classroom teacher and/or paraprofessionals will take attendance (at a minimum) three time daily. Students attending in-person will be recorded on a traditional attendance roster. Students learning remotely (DLP) will affirm their attendance via a timed attendance prompt within Google Classroom. The attendance prompt will appear for the first 15 minutes at the beginning of each core content area (ELA, Math, Science, Social Studies)</p> <p>2. Students will be provided with daily/weekly work that is designed to take anywhere from 2-5 hours depending on grade level to be completed independently which will count towards the required daily instructional minutes. Teachers/paraprofessionals will be available to answer questions and support student work.</p> <p>3. Parents will be provided a Daily Time Log and will be required to record student work time daily. This log will</p>	<p>1. Classroom teachers and/or paraprofessionals</p> <p>2. Classroom teacher to create material available within Google Classroom and in printed form. Classroom teachers and/or paraprofessional to create and assemble packets; office staff and administration to monitor the distribution of student materials</p> <p>3. Administration, office staff and teachers. Parents are responsible to accurately complete and sign activity logs.</p>	<p>1. Daily: At a minimum in the morning, mid-day, and end-of-the day. There will be more than three attendance prompts; however, three will be used to determine daily attendance</p> <p>2. Weekly: packets will be created and distributed the week prior to scheduled instruction to students working from home per DLP</p> <p>3. Weekly</p>	<p>1. Classroom attendance roster; Google Classroom attendance prompts and student affirmation responses</p> <p>2. A copy of weekly packet materials will be archived in either electronic or paper format (available for review)</p> <p>3. Copies of signed Daily Time Logs will be archived electronically and/or in paper format (available for review)</p>

<p>be signed by the parent and turned in each week.</p> <p>4. Classwork completion will be evidenced by entry into teacher gradebook; thus, providing additional documentation and accountability for student attendance.</p>	<p>4. Classroom teacher and paraprofessionals</p>	<p>4. Weekly</p>	<p>4. Paper or electronic copies of classroom teacher gradebooks; and/or detailed grade reports detailing individual student work/grades</p>
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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
<p>1. Daily: K-8 students will live stream (via Google Meets) instruction with their classroom teacher at a minimum three times daily (morning, mid-day, afternoon); and, teachers may live stream additional interactions as needed.</p> <p>2. Asynchronous students will be provided weekly contact with their teacher using one of three approved methods: visual (Google Meets), phone call, or email.</p> <p>3. School-wide Email and Newsletters</p>	<p>1. Classroom Teachers</p> <p>2. Classroom Teachers</p> <p>3. Administration/Teachers/Aides</p>	<p>1. K-8: three times (minimum) daily</p> <p>2. Minimally once a week</p> <p>3. Minimally once a week</p>	<p>1. Teacher virtual learner attendance prompts within Google Classroom Coursework, archived schedule of live stream sessions that are embedded within the Google Classroom lesson sequence</p> <p>2. Teacher contact log (phone and/or Google Meets); archived email exchanges</p> <p>3. Copies of Emails, Letters, Newsletters</p>

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers are expected to be on-site daily unless circumstances require other accommodations (e.g., COVID-related self-quarantine; symptomatic, etc.) 2. Teachers will be logged on to Google Classroom for scheduled class meetings (whether on-site for remotely due to mitigation protocols) 3. Teachers will be available via Google Meets to remote learners during independent learning blocks; and, 4. Teachers will log back on to Google Classroom for group meetings/instruction 	<ol style="list-style-type: none"> 1. Classroom teachers and paraprofessionals 2. Classroom teachers and paraprofessionals 3. Classroom teachers and paraprofessionals 4. Classroom teachers and paraprofessionals 	<ol style="list-style-type: none"> 1. Daily: Minimum of three live Google Meets classroom meeting for students in all grades 2. Daily: Minimum of three live Google Meets classroom meeting for students in all grades 3. Daily: Minimum of three live Google Meets classroom meeting for students in all grades 4. Daily: Minimum of three live Google Meets classroom meeting for students in all grades 	<ol style="list-style-type: none"> A. Daily teacher attendance (physically on-site or virtually) B. Lesson plans C. Scheduled Google Meets meeting recording(s) D. Google Classroom user logon data history (online attendance prompts, assignments, quizzes, etc.) E. Completion of student online assignments

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"> 1. All human resources policies, procedures and support services will remain the same 	<ol style="list-style-type: none"> 1. Executive Director 		<ol style="list-style-type: none"> 1. Board policy manual

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2. Additional guidance will be provided in the form of emails and virtual staff meetings regarding COVID-19 related guidance, procedures, and best-practices	2. Executive Director, Site Principal	2. Weekly, bi-weekly, or as needed	2. Emails, guidance documents, Google Meets recordings, meeting agendas, materials, and other meeting artifacts
3. Weekly/Bi-weekly virtual staff meetings led by the Executive Director or school's Site Director (or designee)	3. Executive Director, Site Principal	3. Weekly, bi-weekly, or as needed	3. Google Meets recordings, meeting agendas, materials, and other meeting artifacts
4. Written or electronic communication with staff as needed	4. Executive Director, Site Principal	4. As needed	4. Written communication or emails

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional development will be delivered through Google Meets and using Google Classroom	1. Executive Director, Site Principal	1. Bi-weekly; monthly, or as needed	1. Sign in/out sheets (may be virtual sign-in via Google Classroom question prompt), agendas, session recordings (Google Meets), and meeting material and other artifacts
2. In-person PD will be allowed only when CDC/ADHS guidelines can be met			
3. Contracted PD and Principal-led coaching for teachers and staff	3. Educational Consultant, Canyon State Education Service (SWD)	3. Bi-weekly; monthly, or as needed	3. Sign in/out sheets (may be virtual sign-in via Google Classroom question prompt), agendas, session recordings (Google Meets), and meeting material and other artifacts
	4. Miscellaneous	4. As available and/or needed	4. Certificates of completion

4. ADE Webinars or other resource webinars			
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List Specific Professional Development Topics That Will Be Covered

- Full use of Google G-Suite: Meets, Classroom, Doc, Sheets, Slide
- Trained how to sequence lessons/instruction within Google Classroom
- Trained on the use of document cameras during live and pre-recorded instruction
- Management of assignments and formative assessment using Google Classroom gradebook
- Teachers are trained on Second Step (SEL Training)

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	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	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	
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)				
	<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>

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<i>Kindergarten</i>	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY Math Brian-POP Renaissance Freckle Math 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Math Benchmark Assessments
<i>1-3</i>	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY Math Brian-POP Renaissance Freckle Math 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Math Benchmark Assessments AzM2 Math (3)
<i>4-6</i>	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY Math Brian-POP Math Renaissance Freckle Math 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Math Benchmark Assessments AzM2 Math (4-6)
<i>7-8</i>	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY Math Brian-POP Math Renaissance Freckle Math 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Math Benchmark Assessments AzM2 Math (7-8)
<i>9-12</i>	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>	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> Spalding Reading EngageNY ELA Brian-POP ELA Accelerated Reading 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Reading Benchmark Assessments

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1-3	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> Spalding Reading (1-2) EngageNY ELA Brian-POP ELA Accelerated Reading 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Reading Benchmark Assessments AzM2 ELA (3)
4-6	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY ELA Brian-POP EL Accelerated Reading 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Reading Benchmark Assessments AzM2 ELA (4-6)
7-8	Hybrid Direct Instruction Using Sequenced Google Classroom	<ul style="list-style-type: none"> EngageNY ELA Brian-POP EL Accelerated Reading 	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects STAR Reading Benchmark Assessments AzM2 ELA (7-8)
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>	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects
1-3	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects
4-6	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> Assignments Quizzes Homework Projects 	<ul style="list-style-type: none"> Unit Tests Unit Culminating Projects AIMS Science Assessment (Grade 4)

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7-8	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • AIMS Science Assessment (Grade 8)
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>	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
1-3	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
4-6	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
7-8	Hybrid Direct Instruction Using Sequenced Google Classroom	Brain-POP; Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
9-12	N/A	N/A	N/A	N/A

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

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Individualized online curriculum accommodations/modifications (i.e. modified mastery level, increased time to complete courses) will be provided to each student with an IEP. 2. The students will be contacted by the special education teacher and the general education staff, using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 3. Students will be provided instructional supports that reflect the IEP goals. 	<ol style="list-style-type: none"> 1. Special Education Teacher and General Education Staff 2. Same as above 3. Same as above 	<ol style="list-style-type: none"> 1. The students will be contacted by the special education teachers and general education staff using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 2. Same as above 3. Same as above 	<ol style="list-style-type: none"> 1. During the instruction, records will be kept on instructional progress, transition goal progress and modifications/accommodations used to support student success. Staff will keep notes in individual student files. 2. Same as above 3. Same as above

Process for Implementing Action Step

The special education teacher will align the IEP minutes and goals with instruction that is to be provided for each student. The parents/guardians/adult students will be contacted to set up time for each student. Online courses will reflect IEP accommodations/modifications. Documentation will be kept for each student of each meeting and parent/guardian contact.

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"> 1. Student goals and daily speech and language activities that target reinforcement of Speech and Language goals will be distributed at the start of the school year. 2. The students will be contacted by the speech language pathologist using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 3. Students will be provided instruction that reflects the IEP goals serviced by the SLP/SLPA. 4. For students with accommodations and modifications, the SLP will 	<ol style="list-style-type: none"> 1. Speech Language Pathologist 2. General Education Teacher, SLP 3. Same as #2 4. Same as #2 5. Same as above 	<ol style="list-style-type: none"> 1. The students will be contacted by the Speech Language Pathologist using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 2. Same as above 3. Same as above 4. Same as above 5. Same as above 	<ol style="list-style-type: none"> 1. During the instruction, records of subjective and objective performance will be recording, including but not limited to a summary of therapy activity, student’s response to therapy activities and skill performance based on IEP goals. 2. General Education teacher will document accommodations of instructions. 3. Same as above 4. Same as above 5. Same as above

inform teachers of specific accommodations and modifications. 5. The SLP will review teacher plans for accommodations and modifications and provide feedback.			
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Process for Implementing Action Step

The speech language pathologist will align the IEP minutes and goals with instruction that is to be provided for each student. The parents/guardians will be contacted to set up time for each student. Team members, including office staff will be provided with the therapy scheduled. Packets of language activities and supplies will be mailed or picked up by parents. Documentation will be kept for each student of each meeting and parent/guardian contact.

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					N/A
	Packet of Social and Emotional Topics	X	X	X	X	N/A
	Online Social Emotional videos	X	X	X	X	N/A
	Parent Training					N/A
	Other:					N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					N/A
	Phone					N/A
	Webcast					N/A
	Email/IM					N/A
	Other: Yavapai County & Other Community Resources	X	X	X	X	N/A

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"> The school will provide 20-30 minutes of Second Step’s SEL lessons to each grade level daily (Mon-Thu) Second Step SEL lessons/themes are reinforced by the teacher and administration by integrating the weekly theme within lessons and communication (announcements, etc.) Assign a dedicated paraprofessional to serve as the primary coordinator of the second Step program 	<ol style="list-style-type: none"> Administration Administration, teachers, paraprofessionals Administration / Para profession (A.M.) 	<ol style="list-style-type: none"> Daily (Mon-Thu) Daily & Weekly 20-30 within each grade cluster/pod (e.g., KG, 1/2, 3/4, 5/6, and 7/8) 	<ol style="list-style-type: none"> Master schedule, lesson plans, instructional materials, pre-recorded instructional session Second Step lesson plans, teacher lesson plans, school communications and announcements Assigned paraprofessional’s master schedule and instructional materials, recordings

Demonstrating Mastery of Academic Content (1.a.vi)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Students will be required to demonstrate content mastery/proficiency consistent with the school’s instructional philosophy and methodologies. 	<ol style="list-style-type: none"> Classroom Teacher 	<ol style="list-style-type: none"> Daily, weekly, monthly (when appropriate) 	<ol style="list-style-type: none"> Teacher lesson plans and grade books

<p>2. Students will demonstrate mastery/proficiency through classroom assignments, quizzes, test, projects, labs, performances, and other artifacts.</p> <p>3. The Renaissance Learning STAR Math & Reading benchmark assessments data will serve as an additional measure for evaluating each student performance level (both at grade level and academic growth)</p>	<p>2. Classroom Teacher</p> <p>3. Classroom Teacher & Administrative Staff</p>	<p>2. Daily, weekly, monthly (when appropriate and dependent on assessment type: formative v summative)</p> <p>3. Administered and data reviewed within two weeks after the assessment window</p>	<p>2. Teacher lesson plans, gradebooks, copies of assignments, quizzes, tests, projects, labs, etc. (Sample of student work when practical)</p> <p>3. Benchmark assessment calendar; and, benchmark assessment reports and other data</p>
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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)			
	<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>	STAR Math (<i>Renaissance Learning</i>)	Online & In-Person: Younger students will have the online assessment facilitated via Google Meets by their classroom teacher (e.g. K-3)	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
<i>1-3</i>	STAR Math (<i>Renaissance Learning</i>)	Online & In-Person: Younger students will have the online assessment facilitated via Google Meets by their classroom teacher (e.g. K-3)	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021

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4-6	STAR Math (<i>Renaissance Learning</i>)	Online & In-Person	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
7-8	STAR Math (<i>Renaissance Learning</i>)	Online & In-Person	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
9-12	N/A	N/A	N/A

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>
Kindergarten	STAR Reading (<i>Renaissance Learning</i>)	Online & In-Person: Younger students will have the online assessment facilitated via Google Meets by their classroom teacher (e.g. K-3)	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
1-3	STAR Reading (<i>Renaissance Learning</i>)	Online & In-Person: Younger students will have the online assessment facilitated via Google Meets by their classroom teacher (e.g. K-3)	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
4-6	STAR Reading (<i>Renaissance Learning</i>)	Online & In-Person	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
7-8	STAR Reading (<i>Renaissance Learning</i>)	Online & In-Person	Start-of-Year: August 24-28, 2020 Benchmark 1: October 26-30, 2020 Benchmark 2: January 25-29, 2021 End-of-Year: May 17-21, 2021
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)

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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.

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