

CHOICE  
ACADEMIES  
INC



# CHOICE ACADEMIES INC Distance Learning Plan for 2020/2021

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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.*

### Charter Holder Information

Charter Holder Name	CHOICE ACADEMIES INC.	Charter Holder Entity ID	90138
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	AUDRA WILSON SMITH		
Representative Telephone Number	(602) 938-557		
Representative E-Mail Address	awsmith@choiceacademies.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
ADAMS TRADITIONAL ACADEMY	90138	078549000
JEFFERSON PREPARATORY HIGH SCHOOL	90139	078549000

### 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	680	Start Date for Distance Learning	8/17/2020
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	421
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 10/13/2020 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:  Families were provided the option of in-person instruction or distance learning for the first ten weeks. The intent is to offer both options from the beginning of the school year on August 17 <sup>th</sup> and resuming all students in person with the start of the second quarter the week of October 13 <sup>th</sup> . This option provides a tentative end date of distance learning of October 12 <sup>th</sup> based on the current climate in Arizona at the time.			

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Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	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. Track daily attendance DAILY BELL WORK ASSIGNMENT	1. CLASS TEACHER	DAILY	1. All Microsoft Teams classes are recorded.

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			<ol style="list-style-type: none"> <li>2. Teacher will manually keep attendance of attendees.</li> <li>3. Bell work or some type of assignment will be required to be submitted to the teacher daily.</li> </ol>
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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. Ensure all distance learning students are engaged and attending classes	CLASS TEACHER or Registrar	Daily	<ol style="list-style-type: none"> <li>1. Attendance will be taken daily by the classroom teacher.</li> <li>2. Teachers will report online attendance daily to the school registrar. If two days occur with no participation of student, teacher will contact family to determine why. Communication will be sought our first by email, followed by phone call</li> <li>3. If no contact with family after both communication attempts the teacher will notify the registrar and school principal to continue attempts to notify family.to avoid truancy by the student</li> <li>4. Weekly newsletters are given to families to provide the weekly activities and other upcoming special dates and events.</li> </ol>

**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

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<ol style="list-style-type: none"> <li>1. Weekly professional learning communities are scheduled.</li> <li>2. In-service professional development training sessions are scheduled for teacher support</li> <li>3. All teachers whether teaching in person or online are scheduled to work from their class on the main campus</li> <li>4. Specific curriculum support from Spalding and Singapore math will be scheduled to complete follow up training and support</li> <li>5. Weekly meetings will be scheduled with school principal staff and IT support to troubleshoot issues or concerns as they arise</li> <li>6. Provide online tutorials by the IT team to provide additional support/reminders for teachers and families on navigating through MicroSoft Teams</li> </ol>	<ol style="list-style-type: none"> <li>1. School principal and teachers</li> <li>2. School principal will coordinate for their teachers</li> <li>3. Front desk with electronic face recognition and temperature check of staff to track attendance.</li> <li>4. Scheduled by principal</li> <li>5. Coordinated by school principal and IT Coordinator</li> <li>6. Provided by the IT department based on the questions and requests of staff as they use the Microsoft Teams platform</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly beginning the week of August 24<sup>th</sup></li> <li>2. Scheduled on the calendar at least monthly but can be increased based on needs. Initially probably weekly until September</li> <li>3. Daily, unless sick or other circumstance and arrangements have been made</li> <li>4. Spalding at least twice per year, Singapore at least once but able to add more training as needed.</li> <li>5. Weekly starting the week of August 24<sup>th</sup></li> <li>6. Tutorials will remain available all year for staff to use</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance sheets and recorded sessions.</li> <li>2. Agendas and attendance sheets, power point presentations handouts</li> <li>3. Daily log in sheets</li> <li>4. Calendars and purchase orders for payment of training sessions</li> <li>5. Meeting agenda, sign in sheets and recorded meetings</li> <li>6. Tutorials online with Teams</li> </ol>
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*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>1. Develop mitigation plan and provide to staff</li> <li>2. Develop health &amp; safety procedure plan and provide to staff</li> </ol>	<ol style="list-style-type: none"> <li>1. AUDRA WILSON SMITH &amp; GENEEN KUDLER, HR administrators</li> </ol>	<ol style="list-style-type: none"> <li>1. AVAILABLE ANYTIME, available upon hiring in new employee packet</li> </ol>	<ol style="list-style-type: none"> <li>1. STAFF ACKNOWLEDGEMENT SIGNED CONFIRMING COVID 19 MITIGATION, SAFETY AND WELLNESS PLANS PROVIDED TO ALL EMPLOYEES</li> </ol>

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Provide Professional development webinars	SCHOOL PRINCIPAL	STARTED 7/29 ONGOING WEEKLY PLC AND OTHER FOLLOW UP AND SUPPORT MEETINGS WITH PEERS AND PRINCIPAL	3. ATTENDANCE RECORDED EACH IN SERVICE OR TRAINING, VIRTUAL TRAINING RECORDED ATTENDANCE 4. Frontline online system provides professional development compliance seminars for all teacher (blood-borne pathogens, no touch, classroom management)

List Specific Professional Development Topics That Will Be Covered

**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			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours			
Extended Weekday Hours			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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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Kindergarten	Direct instruction via Microsoft Teams	Classroom teacher/Singapore Math curriculum	Weekly, daily assessments using assignments, quizzes and other exercises	Weekly or at the end of a unit or lesson by giving a test or writing assignment
1-3	Direction instruction via Microsoft Teams	Classroom teacher/Singapore Math curriculum	Weekly, daily assessments using assignments, quizzes and other exercises	Weekly or at the end of a unit or lesson by giving a test or writing assignment
4-6	Direct instruction via Microsoft Teams	Classroom teacher/Singapore Math curriculum	Weekly, daily assessments using assignments, quizzes and other exercises	Weekly or at the end of a unit or lesson by giving a test or writing assignment
7-8	Direct instruction via Microsoft Teams	Classroom teacher/Singapore Math curriculum	Weekly, daily assessments using assignments, quizzes and other exercises	Weekly or at the end of a unit or lesson by giving a test or writing assignment
9-12	Direct instruction via Microsoft Teams, pre recorded assignments	Classroom teacher for the various math disciplines (Geometry, Algebra, Calculus)	Weekly, daily assessments using assignments, quizzes and other exercises	Weekly or at the end of a unit or lesson by giving a test or writing assignment

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>
Kindergarten	Direct instruction via Microsoft Teams	Classroom teacher/Spalding & Excellence in Writing curriculum	Weekly, daily assessments using assignments, quizzes and other exercises (book reading logs)	Weekly or at the end of a unit or lesson by giving a test or writing assignment (Book reports)
1-3	Direct instruction via Microsoft Teams	Classroom teacher/Spalding & Excellence in Writing curriculum	Weekly, daily assessments using assignments, quizzes and other exercises (book reading logs)	Weekly or at the end of a unit or lesson by giving a test or writing assignment (Book reports)
4-6	Direct instruction via Microsoft Teams	Classroom teacher/Spalding & Excellence in Writing curriculum	Weekly, daily assessments using assignments, quizzes and other exercises (book reports)	Weekly or at the end of a unit or lesson by giving a test or writing assignment (Book reports)

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7-8	<i>Direct instruction via Microsoft Teams</i>	<i>Classroom teacher/Spalding &amp; Excellence in Writing curriculum</i>	<i>Weekly, daily assessments using assignments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test or writing assignment (Book reports)</i>
9-12	<i>Direction instruction via Microsoft Teams and pre recorded assignments</i>	<i>Classroom teacher for the various ELA disciplines related to Literature</i>	<i>Weekly, daily assessments using assignments, quizzes and other exercises (book reports, journalism)</i>	<i>Weekly or at the end of a unit or lesson by giving a test or writing assignment</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction</i>	<i>Classroom teacher/Core Knowledge</i>	<i>Weekly, daily assessments using assignments, lab experiments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>1-3</i>	<i>Direct instruction</i>	<i>Classroom teacher/ Core knowledge and Foss kits</i>	<i>Weekly, daily assessments using assignments, lab experiments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>4-6</i>	<i>Direct instruction</i>	<i>Classroom teacher/ Core knowledge and Foss kits</i>	<i>Weekly, daily assessments using assignments, lab experiments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>7-8</i>	<i>Direct instruction</i>	<i>Classroom teacher/ Core knowledge and Foss kits</i>	<i>Weekly, daily assessments using assignments, lab experiments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>9-12</i>	<i>Direct instruction and prerecorded lessons</i>	<i>Classroom teacher /utilizing textbooks and lab based projects</i>	<i>Weekly, daily assessments using assignments, lab experiments, quizzes and other exercises</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>

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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct instruction</i>	<i>Classroom teacher</i>	<i>Daily or weekly assessments depending upon content</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>1-3</i>	<i>Direct instruction</i>	<i>Classroom teacher</i>	<i>Daily or weekly assessments depending upon content</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>4-6</i>	<i>Direct instruction</i>	<i>Classroom teacher</i>	<i>Daily or weekly assessments depending upon content</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>7-8</i>	<i>Direct instruction</i>	<i>Classroom teachers</i>	<i>Daily or weekly assessments depending upon content</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>
<i>9-12</i>	<i>Direct instruction and prerecorded lessons</i>	<i>Teachers of particular discipline depending upon the content (P.E., Psychology, Robotics, Art, Music)</i>	<i>Daily or weekly assessments depending upon content</i>	<i>Weekly or at the end of a unit or lesson by giving a test</i>

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.*

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
SERVICES WILL BE SCHEDULED IN COOPERATION WITH EMPLOYEES, PARENTS AND STUDENTS. SERVICES ARE AVAILABLE VIRTUALLY AND IN PERSON	SPED TEACHERS, PARAPROFESSIONAL, INTERVENTIONISTS, SPED COORDINATOR	BASED ON THE NEEDS AND REQUIRED HOURS OF EACH STUDENT	DOCUMENTATION BY SPED COORDINATOR, STUDENTS AND EMPLOYEE ATTENDANCE IN THE VIRTUAL CLASSROOM

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ON CAMPUS FOR SERVICES THAT WOULD BE BETTER DONE IN PERSON			
<b>Process for Implementing Action Step</b>			
We recognize there are some services that are a challenge or not possible to be offered online. At times when staff and parents with administration determined it is necessary services will be available in person			

*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
COMMUNICATION VIA PHONE, EMAIL, VIRTUAL CLASS AND USPS MAIL EXPECTATIONS FOR EACH STUDENT	ELL COORDINATOR/READING SPECIALIST	DEPENDING UPON THE STUDENT AND REQUIRED TIME	ATTENDANCE IN ONLINE CLASSES RECORDED

**Process for Implementing Action Step**

ELL Coordinator/Reading Specialist will coordinate with classroom teachers and paraprofessional to provide services for each student. Services and resources used will vary per student's needs and level of proficiency. All students are expected to be online daily for instructional learning with classroom teacher and ELL Coordinator/Reading Specialist

**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
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other:					

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		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					
	Webcast					
	Email/IM					
	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. The school will provide social and emotional learning support	<ol style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> <li>Support staff</li> </ol>	<ol style="list-style-type: none"> <li>At least weekly</li> <li>Biweekly check ins</li> <li>Based on SPED and other hours required</li> </ol>	<ol style="list-style-type: none"> <li>Office hours for students needing one on one support. Tutoring sessions made available. Active participation of students in the virtual classrooms.</li> <li>Effective teaching, with teachers engaged with their students and participating in PLC's with peers</li> <li>Active and engaging participation of that population of students in the classrooms or attending services on campus.</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.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Teachers will administer quizzes, tests and assign book reports to be submitted for a grade.	2. Classroom Teacher	1. Weekly and quarterly	1. Graded work returned back to students and grades reflected in the Schoolmaster gradebook

**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>
Kindergarten	Galileo	In person	Oct 2020, Jan 2021, May 2021
1-3	Galileo, AZM2	In person	Oct 2020, Jan 2021, May 2021
4-6	Galileo, AZM2	In person	Oct 2020, Jan 2021, May 2021
7-8	Galileo, AZM2	In person	Oct 2020, Jan 2021, May 2021
9-12	Galileo, AZM2, ACT	In person	Oct 2020, Jan 2021, Apr & May 2021

<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>
Kindergarten	Galileo	In person	Oct 2020, Jan 2021, May 2021
1-3	Galileo	In person	Oct 2020, Jan 2021, May 2021
4-6	Galileo	In person	Oct 2020, Jan 2021, May 2021
7-8	Galileo	In person	Oct 2020, Jan 2021, May 2021
9-12	MCKesa, Galileo, AZM2, ACT	In person	Spring 2021, Oct 2020, Jan 2021, May 21

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

The school plans on administering all assessments in person at this point.

**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.