Distance Learning Plan 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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	Arizona School for the Arts	**Charter Holder Entity ID**	District 4345 School 5519
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Sara Maline Bohn, Principal	
Representative Telephone Number		602-410-8116	
Representative E-Mail Address		maline@goasa.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
Arizona School for the Arts (school)	**5519**	**78722001**
ASA (district)	**4345**	**78722000**

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.

Distance Learning Plan 2020-2021

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	842	**Start Date for Distance Learning**	8/18/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	210	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	632
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐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.). ☒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:			
ASA intends to operate distance learning until 10/19/2020. We will continue to monitor the trends of COVID-19 and follow the benchmarks for reopening schools provided by ADHS on August 7, 2020 before determining if / when students can return to campus. ASA will also take into consideration the campus capacity and the health and safety of faculty to deliver instruction before reopening school to 100% in person instruction. Until that time, ASA will operate remotely using various digital platforms. Once it is safe to return to ASA campus, ASA will implement a hybrid model with half of each grade level attending campus per day. Students come to campus on either M/ W or T/ Th with digital instruction only on Friday to allow for deep sanitization of campus. Students who need to remain online for safety / health concerns will be allowed to do even after we implement the hybrid model			

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	Yes

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?	

*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 competed 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. Daily attendance recorded in Synergy.	1. Assigned teacher by period	1. 5 times per day (Mon- Thurs) 2. 1 time per day Friday during community check in	1. Attendance in Synergy 2. ZOOM participation 3. Completion of Canvas learning modules 4. Submission of assignments through Canvas

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
2. Daily participation in classes through ZOOM and online learning platforms.	2. Assigned teacher by period	3. 5 times per day (Mon- Thurs) 4. 1 time per day Friday during community check in	5. Attendance in Synergy 6. ZOOM participation 7. Completion of Canvas learning modules 8. Submission of assignments

			through Canvas

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. Deliver curriculum and instruction daily with students (following the A/ B schedule) through virtual platform. 2. Create weekly workload expectations. 3. Track student engagement and conduct formative and summative assessments. 4. Attend meetings – dept/ team/ full faculty. 5. Office Staff will work remotely and on site as needed for specific projects / records requests/ school office operations. 6. Business, Development, and Operations Staff will work remotely according to the board approved policies for teleworking.	1. Teachers 2. Teachers 3. Teachers 4. Teachers and Staff 5. Office Administrator 6. Head of School/CEO	1. Daily during zoom sessions and through Canvas modules 2. Every Friday through email and Canvas communication. 3. Daily tracking in Canvas 4. Two times per week 5. Maintain a regular work schedule, Monday – Friday during school hours and as needed to meet need of their department. 6. Maintain a regular work schedule, Monday – Friday during school hours and as needed to meet need of their department.	1. Recorded zoom sessions 2. Email to families and administration 3. Grades in Canvas 4. Attendance tracked by Principal 5. Weekly one-tp-one check-ins within department and weekly one-to-one meetings with Principal for progress reports. 6. Weekly one-to-one check-in and progress reporting with HOS/CEO.

b. *Describe commitments on delivery of employee support services including but not limited to:*
  o *Human resource policies and support for employees; and*
  o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Email distribution of all COVID policies on 8/4/2020 to all employees 2. Recorded and in person training on policies with all faculty and staff on 8/12/2020 and real time availability to answer any questions as they arise.	1. Principal 2. Business Director (HR) 3. Principal with Covid-19 Task Force 4. Vice Principal communicate to faculty and staff during in-service about mental health support services and resources	1. Email sent August 4,2020 2. One-time full faculty training, subsequent retraining as needed and video recorded archive for reference. Open line of communication with Business Director (HR) (8/12/2020)	1. Email 2. Attendance at presentation/ recorded presentation 3. Attendance at meeting 4. Posting on faculty portal

Retraining as required. 3. Weekly faculty meetings at 12:30 every Friday to keep communication open and address any issues. 4. Share resources for mental health support services during the pandemic.	and post information and links on faculty portal	3. Weekly Friday 4. One-time presentation and then post / direct individual teachers to resources as need	

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. ASU Digital Prep PD course on how to create and implement digital curriculum 2. ASA Spring 2020 PD Equity, student engagement in digital environment, and creation of Canvas modules for teaching and learning, and overview of content specific software for content delivery and learning 3. ASA Summer 2020 PD on new digital platforms purchased due to COVID-19 -Edulastic, Edpuzzle, Student Great Minds, Noteflight, Soundtrap, Pear Deck, Zearn 4. Technology Training on benchmark testing software NWEA	1. 60% of ASA faculty completed this training and will share best practices with team/ department members who could not attend. – oversight by Principal 2. Department Chairs, Vice Principals, teacher-leaders with oversight by Principal 3. Teachers, department chairs, and oversight by Vice Principal/ Arts Director and Principal 4. NWEA vendor training for middle school English and math teachers	1. June 2020 – September 2020 2. May 2020 3. June -August 2020 4. August- September 2020 and on-going as needed during ASA's monthly Wednesday' PD and monthly during Friday lunch and learn, department and grade-level team meetings	1. Department/ team meeting notes with documentation of best practices for digital instruction, review of curriculum modules in Canvas and oversight by VP/ Arts ,Director (arts) and Principal (academics) 2. Department/ Team matrix of digital platforms used for content delivery and student engagement. 3. Department/ Team matrix of digital platforms used for content delivery and student engagement. 4. Documentation of training completion delivered by NWEA before benchmark testing begins

List Specific Professional Development Topics That Will Be Covered

• 5 Instructional Principles for curriculum design for digital learning
    o Customize Teaching and Learning
    o Focusing on Creative Learning
    o Encouraging Risk Taking

- - o Learning from the Past and Owning the Innovation
  - o Sharing Responsibility
- Student Social Emotional Learning (SEL)
- Faculty SEL
- Engagement Strategies for the Digital Classroom
- Engagement Strategies for the Hybrid Classroom
- Digital Community Building
- Hybrid Community Building
- Blended Learning Project Based Learning
- Technology: Canvas, Zoom Pro, Noteflight, Soundtrap, Adobe Creative Cloud, Screencastify, Edulastic, Atomic Assessments, Zearn, Student Great Minds, EdPuzzle, Pear Deck
- Leading students and teaching teams through change
- Trauma informed education
- Classroom and Behavior Management for the Digital Classroom
- Classroom and Behavior Management for the Hybrid Classroom
- Effective Communication Strategies
- Growth Mindset (Dweck)
- Equity and Access
- Culturally Relevant curriculum
- Restorative Justice

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	x
WIFI Hot Spot	x	x	x
Supplemental Utility Support (Internet)	x		
Other:	x		

When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours	x	x	x
24/7 Support			
Other:			

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				
1-4				
5-6	1. Direct instruction 2. Content delivery through software	1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content 2-Digital platforms: Edulastic, Zearn, Great Minds	1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets 2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use	Unit tests on Canvas – end of every unit
7-8 *Same feedback as above -*	1. Direct instruction 2. Content delivery through software	1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content	1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student	Unit tests on Canvas – end of every unit

		2-Digital platforms: Edulastic, Zearn, Great Minds	participation during the lesson through discussion, practice, bell work, and exit tickets 2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use	
9-12 same	1. Direct instruction	1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content	1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets	Unit tests on Canvas – end of every unit

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-4				
5-6	1. Direct instruction 2. Content delivery through software 3. NWEA testing 2-Digital platform: Edulastic	1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content	1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the	1 End of Unit assessments at end of every unit 3 benchmark reports with growth goals each quarter

			lesson through discussion, practice, bell work, and exit tickets *2 Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use* *3 MAP Growth Testing (quarterly)*	
7-8	1. *Direct instruction* 2. *Content delivery through software* 3 *NWEA testing*	1. *Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* *2-Digital platform: Edulastic*	*1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets* *2 Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use* *3 MAP Growth Testing (quarterly)*	*1 End of Unit assessments at end of every unit* *3Benchmark Reports with Growth Goals end of each quarter*
9-12	1. *Direct instruction*	1. *Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content*	*1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student*	*End of Unit assessments at end of every unit*

			participation during the lesson through discussion, practice, bell work, and exit tickets	

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-4				
5-6	*1Direct instruction 2 Content delivery through software*	*1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* *2-Digital platforms: Edulastic, Great Minds, BrainPop, Edpuzzle*	*1- Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use*	*Unit tests on Canvas – At end of each unit*
7-8	*1Direct instruction 2 Content delivery through software*	*1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* *2-Digital platforms:*	*1 - Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the*	*Unit tests on Canvas – At end of each unit*

		Edulastic, Great Minds, BrainPop, Edpuzzle	*lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use*	
9-12	*1Direct instruction* *2 Content delivery through software*	*1. Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* *2-Digital platforms: Edulastic, Great Minds, BrainPop, Edpuzzle*	*1 - Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use*	*Unit tests on Canvas – At end of each unit*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-4				
5-6	1. *Direct instruction* 2. *Content delivery through software*	1. *Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* 2. *Digital platforms:*	*1 - Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the*	*Unit assessments at end of every unit*

		Edulastic, Great Minds, BrainPOP, Edpuzzle, Soundtrap, NoteflightDiscovryEd	*lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use*	
7-8	1. *Direct instruction* *2 Content delivery through software*	1. *Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* 2. *Digital platforms: Edulastic, Great Minds, BrainPOP, Edpuzzle, Soundtrap, NoteflightDiscovryEd*	*1 - Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a report for teacher data/ use*	*Unit assessments at end of every unit*
9-12	1. *Direct instruction* *2 Content delivery through software*	1. *Teachers use Google slides, Canvas modules, Zoom Pro, and Screencastify to deliver content* 2. *Digital platforms: Edulastic, Great Minds, BrainPOP, Edpuzzle, Soundtrap, NoteflightDiscovryEd*	*1 - Pear Deck/ Weekly with google slides (Pear Deck allows for real time student engagement and formative assessments) AND Student participation during the lesson through discussion, practice, bell work, and exit tickets* *2Content specific software incorporates engagement and formative assessments into lessons and generates a*	*Unit assessments at end of every unit*

		report for teacher data/ use	

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
1. Identify the necessary tools and strategies for online instruction 2. Adapt traditional in-classroom lessons into meaningful online instruction 3. Develop a strategy to monitor learning goals 4. Create processes to effectively manage online instruction 5. Schedule virtual instructional sessions 6. IEP Goals, Services, Accommodations, and modifications will be implemented per IEP in order for the student(s) to receive FAPE 7. Educators will hold 1:1 virtual meetings with students for extra support with Remote Learning 8. Provide remote learning materials/devices as needed.	1. Principal & sped teacher 2. Special Education Director 3-6. Special Education Teacher, Speech and Language Pathologists Occupational Therapy 7.-9. General Education Teacher, 10.-12. SPED, ELL Staff Para Professionals	1. July 2020 2. August 10-18 and then as needed throughout first quarter 3.-5. Done by August 17, 2020- adapt as needed 6. August 18-October 9, 2020 7-12 Throughout first quarter according to student schedules	1. PD and SPED meeting notes 2. Lesson plans/ service logs 3. SPED meeting notes 4.-6. SPED meeting notes and documentation of service 7.-12. Service logs/ communication log

9. *General Educator 1:1 support sessions* 10. *Special Education 1:1 support sessions* 11. *SPED/ELL team will meet and adjust Remote Learning plans for any students in need of more support* 12. *ELL standards will be implemented into all remote learning*			

Process for Implementing Action Step

SPED department will be meeting with teams and students through ZOOM, communicating through email, and contacting parents for more information or to address any issues to ensure students are supported.

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
a. Identify ELL students and needs b. *ELL team will meet and adjust Remote Learning plans for any students in need of more support* c. *ELL standards will be implemented into all remote learning* d. Design appropriate intervention and strategies to meet student needs e. Conduct ELL exams as needed according to required dates/ process	1. Azella District Coordinator 2. Azella Coordinator& English teachers 3. Azella Coordinator& English teachers 4. English teachers in conjunction with Azella District Coordinator 5. Azella District Coordinator	1. Done by August 18, 2020 2. August 18-August 31, 2020 3. Throughout first quarter (8/18-10/9) 4. Throughout first quarter (8/18-10/9) 5. As required by individual student plans	1-2. Documentation of plans for ELL students 3-4. Lesson plans 5 documentation/ submission of required paperwork

Process for Implementing Action Step

Persons responsible will move through the various action steps by coordinating the action steps through email communication, ZOOM meetings, and documentation. Because our teams meet weekly, they can adapt and modify as needed without delay.

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
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training			x	x	x
	Other:			x	x	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone			X	x	x
	Webcast			X	x	x
	Email/IM			x	x	x
	Other: Our Student Support Team (Vice Principals, College Counselor and Student Support Specialist) will be providing the above support. Partner with Valle del Sol to provide tele-med and in-person counseling services.			x	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
1. All teachers will check-in with their students during a 15-minute homeroom 2. All teachers will check in with their students during class 3. Student Support Specialist will conduct smaller, grade level student support groups via Zoom 4. Teachers will identity student to the Student Support Team for additional support 5. The Student Support Team will connect with students via email, phone, Zoom, or IM to provide support. 6. Student Support Team can refer students to Valle del Sol for counseling services 7. Administration provide parent workshops/ training on SEL 8. Life Skills Department work with Student Support Team to provide explicit SEL instruction to grades 5, 6, 7, and 8	1. All faculty 2. All Faculty 3. Student Support Specialist 4. All Faculty and Student Support Team 5. Student Support Team 6. Student Support Team 7. Administration 8. Life Skills Department and Student Support Team	1. Daily on Monday, Tuesdays Wednesdays, and Thursdays 2. Daily 3. Weekly/ bi-weekly/ monthly 4. Weekly or as needed 5. As needed 6. As needed 7. Quarterly 8. Twice a week	1. Attendance during zoom 2. List of check in questions and SEL topics used for discussion 3. Attendance during zoom small groups 4. Meeting notes 5. Documentation log of contact 6. Referrals 7. Department minutes and curricular changes

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. Introduce content/ concept 2. Practice content/ concept collectively and individually 3. Engage in formative assessments 4. Re-teach content for further practice 5. Provide enrichment for deeper understanding 6. Take summative assessment	1. Teacher 2. Students 3. Students 4. Teacher 5. Teacher 6. Student	Depends on the students' age and content area. While the learning has moved to digital platform, the teaching /learning cycle remains the same. Weekly team meetings to discuss grade level engagement/ learning Monthly department meetings to discuss curriculum priorities and standards	Unit plans/ lesson plans Documentation from Grade level Meetings Documentation from Department meetings

		alignment	

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			
1-4			
5-6	*NWEA*	*Online*	*Week of 9/8/2020*
7-8	*NWEA*	*Online*	*Week of 9/8/2020*
9-12	*Content specific EOC exams*	*Online*	*Week of 9/8/2020*

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			
1-4			
4-6	NWEA	Online	*Week of 9/21/2020*
7-8	NWEA	Online	*Week of 9/21/2020*
9-12	SmartStart ELA Diagnostic/ Edulastic	Online	*Week of 8/31/2020*

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.